

Birkbeck, University of London

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Introduction

The Access and Participation Plan (APP) 2025-2029, presents the ways in which Birkbeck, University of London has identified risks to equality of opportunity across our home undergraduate student experience and what we will do to address and remove these risks. Risks to equality of opportunity have been identified through a comprehensive gap analysis using data from the Office for Students' APP Data Dashboard. In line with APP guidance, this plan is focused on the experience of UK home undergraduate students, studying a first degree.

Institutional context

Birkbeck is one of the UK's smallest multi-faculty, research-active universities: 9,600 students study with us, equivalent to 6,900 FTE (2023/24). We offer a broad range of part-time and full-time programmes, from foundation year through to doctoral study. We have built on our traditional evening teaching model, introducing afternoon classes and HyFlex learning, giving students the opportunity to study for a University of London degree whilst maintaining other commitments. The average age of a Birkbeck student is 33. Most of our students live at home with parents, partners and family and at least two-thirds report that they combine study with working either full or part-time.

Since the foundation of the College in 1823, Birkbeck has provided higher education to people who would not otherwise have had this opportunity. The College's founder, George Birkbeck, had a vision of the power of education to transform lives, and this founding commitment to social change and widening access to education remains at the forefront of our mission today. Birkbeck is proud of our work in reducing barriers to accessing university for students who are underrepresented in, or have historically been excluded from higher education, and as demonstrated in our Assessment of Performance, we perform well in relation to access. We encourage applications from students without traditional qualifications and we welcome students from all educational backgrounds. We recruit locally in London, including many commuter students, and whilst we welcome a growing number of school and college leavers, nearly three quarters of Birkbeck undergraduates are mature students. Creating a diverse student community is core to our mission and our overall student body reflects the diversity of London itself; in 2023/24, 46% of our undergraduate students were Asian, Black, of mixed ethnicities or from other minority ethnic groups, 71% were mature and 28% declared a disability.

Strategic aim

As shown in this APP, Birkbeck is committed to ensuring that every student has equal opportunity to succeed at university and to receive the best possible experience studying at Birkbeck. Based on the data analysis conducted through our Assessment of Performance, and our strong access performance, we have made the strategic decision to focus on the student success phases of the student journey (continuation, completion, attainment and progression), as this is where we can ensure the greatest impact in addressing equality of opportunity for our students.

Work set out in this APP, is supported by commitments made in our institutional strategy, [Vision 2021 – 2026](#):

- To create a 'connected campus', combining state-of-the-art teaching and research facilities supported by an excellent digital infrastructure and providing the informal and social spaces which build social capital, trust and inclusion.
- To provide high quality, flexible education through a blend of inspirational face-to-face events and modern digital learning, so that students of all backgrounds can fulfil their ambitions.

Our aims to reduce the differential outcomes between student groups, to remove barriers to success and to create equal opportunity for all students at Birkbeck, is supported by our Education Strategy. The 12-dimension strategy is relevant to all areas of the APP, but with a particular focus to the APP in its third dimension – 'Motivational and Supportive Journey', which looks to ensure 'all students reach their full potential by providing a planned and targeted package of support with proactive interventions to increase student retention, attainment and success across all groups and to ensure that the awarding gap is closed'.

Risks to equality of opportunity

This section outlines the indications of risk, identified through our assessment of performance, and summarises key risks to equality of opportunity as defined in the Equality of Opportunity Risk Register. Through a process of staff and student consultation, we have explored what drives these risks to equality of opportunity within an institutional context and what additional, underlying risks influence gaps in student success at Birkbeck. This insight has been used in the development of the intervention strategies and further evidence and rationale is provided in Annex B.

Continuation and Completion

Indication of risk 1: Lower rates of continuation and completion among students who have a BTEC or equivalent non-traditional qualification compared to students with A-Levels or equivalent.

Sector-wide analysis suggests that a lack of preparatory information, advice and guidance for BTEC and other vocational students is a contributing factor to the lower rates in continuation and completion for this group. Further analysis suggests that a lack of skills and academic support are additional contributing factors to the gap in continuation and completion rates between BTEC and A-Level students. EORR sector-wide risks include knowledge and skills; information and guidance; insufficient academic support; insufficient personal support.

Indication of risk 2: Lower rates of completion among our Black and Asian students compared to White students.

Underlying causes are complex, multifaceted and structural. We understand that factors including the institutional environment mean that some students do not feel able to ask for and access the support they need to succeed and that this contributes to their lower completion rates. EORR risks include insufficient academic support; insufficient personal support.

Attainment

Indication of risk 3: Lower rates of on-course attainment among students who have a BTEC or equivalent non-traditional qualification compared to students with A-Levels or equivalent.

Risks identified under Indication of Risk 1 are contributing factors to the awarding gap noted here. Analysis also suggests that assessment and feedback processes can put students from a vocational background at a disadvantage and this is a further contributing factor to the awarding gap between BTEC and A-Level students. EORR sector wide risks include knowledge and skills; insufficient academic support; insufficient personal support.

Indication of risk 4: Lower on-course attainment among Black students compared to White students.

Risks identified under Indication of Risk 2 are also contributing factors to the awarding gap between Black and White students. Underlying causes are complex and multifaceted. There is sector evidence that assessment and feedback processes can put students who are Asian, Black, of mixed ethnicity or from other minority ethnic groups at a disadvantage, and this is a further contributing factor to the awarding gap. EORR sector-wide risks include insufficient academic support; insufficient personal support.

Indication of risk 5: Lower on-course attainment rates among part-time students from IMD quintile two.

We understand that contributing factors are complex and intersectional. Sector analysis and internal evidence gathered through focus groups and workshops with staff and students suggest that the cost of living and the knock-on effect of time pressures on students from disadvantaged and low socioeconomic backgrounds are a considerable risk. EORR sector wide risk: cost pressures.

Progression

Indication of risk 6: Lower rates of progression to professional employment among full-time Black students compared to White students.

Sector analysis demonstrates that a student's experience of higher education informs their ability to progress onto their chosen career. For this reason, risks identified in Indications of Risk 2 and 4 are also contributing factors to the gap in progression to professional employment between Black and White students. We also recognise that disadvantaged students who are underrepresented at university and are from a minority ethnic group are less likely to have access to the professional networks, connections and guidance afforded to other student groups across higher education, and that this is a contributing risk to lower progression rates for these student groups. EORR sector wide risks include insufficient academic support; insufficient personal support; progression.

Objectives

Objective 1: Improve the continuation, completion and attainment rates of students with BTEC qualifications, enabling them equal opportunity to successfully progress through their studies and attain the highest possible degree outcomes.

Target: (PTS_1) Reduce full-time continuation gap to 2pp by 2028-29; (PTS_5) to reduce full-time completion gap to 10pp by 2028-29; (PTS_7) to reduce full-time attainment gap to 15pp by 2028-29.

Objective 2: Improve the completion and attainment rates of Black students, enabling them equal opportunity to successfully progress through their studies and attain the highest possible degree outcomes.

Target: (PTS_2) Reduce full-time completion gap to 5pp by 2028-29; (PTS_3) to reduce part-time completion gap to 3pp by 2028-29; (PTS_6) to reduce full-time attainment gap to 7pp by 2028-29.

Objective 3: Increase the number of part-time Asian students completing their degree, enabling them equal opportunity to attain the highest possible degree outcomes.

Target: (PTS_4) Close the part-time completion gap by 2028-29.

Objective 4: Strengthen our support services for students with mental health conditions and continue to enable them equal opportunity to thrive and excel at university. To build on our student-centred strategy that promotes and supports student wellbeing across all areas of the College, enabling our students to support and look after their peers and to maintain positive mental wellbeing.

Objective 5: Increase the number of part-time students from lower socioeconomic backgrounds achieving a good degree outcome, enabling them equal opportunity to thrive and attain the highest possible outcome.

Target: (PTS_8) Reduce the part-time attainment gap between IMD quintiles 2 and 5 to 9pp by 2028-29.

Objective 6: Increase the number of Black students who progress onto graduate level professional employment, enabling them equal opportunity to achieve successful careers.

Target: (PTP_1) Reduce the full-time progression gap between Black and White students to 4pp by 2028-29.

Intervention strategies and expected outcomes

Attainment Raising

Birkbeck recognises the important role that higher education institutions must play in making meaningful and effective contributions to supporting schools to raise pre-16 attainment for students who do not have equal opportunity to develop the knowledge and skills required for higher education. Historically we have not worked in partnership with schools, in line with our traditional focus on mature and part-time students. However, we are committed to supporting this sector-wide priority. Therefore, in collaboration with Linking London Uni Connect (part of London Uni Connect), we will be working in partnership with Ark Multi-Academy Trust to deliver two pilot programmes during the academic year 2024-25. These will be:

- A teacher CPD programme, targeting recently qualified teachers, on Metacognition in teaching and learning. Delivered by a Birkbeck Associate Lecturer who is a qualified Educational Psychologist.
- An Oracy skills programme targeting Year 8 pupils, delivered by Birkbeck Learning Development specialists and academic staff from the Birkbeck Law School.

We will work with Uni Connect staff to monitor and evaluate the success of the pilot programmes and following that decide on possible expansion (funding permitting) or alternative next steps. In light of this, we are not including a specific Intervention Strategy for this but would submit an

updated APP in a future year if this became necessary. Please refer to Annex B to read our Theory of Change used in the development of these two pilot programmes.

Intervention strategy 1: Continuation and Completion

Objectives and targets

OBJ1: Improve the continuation, completion and attainment rates of students with BTEC qualifications, enabling them equal opportunity to successfully progress through their studies and attain the highest possible degree outcomes.

Target: (PTS_1) Reduce full-time continuation gap to 2pp by 2028-29; (PTS_5) to reduce full-time completion gap to 10pp by 2028-29; (PTS_7) to reduce full-time attainment gap to 15pp by 2028-29.

OBJ2: Improve the completion and attainment rates of Black students, enabling them equal opportunity to successfully progress through their studies and attain the highest possible degree outcomes.

Target: (PTS_2) Reduce full-time completion gap to 5pp by 2028-29; (PTS_3) to reduce part-time completion gap to 3pp by 2028-29; (PTS_6) to reduce full-time attainment gap to 7pp by 2028-29.

OBJ3: Increase the number of part-time Asian students completing their degree, enabling them equal opportunity to attain the highest possible degree outcomes.

Target: (PTS_4) Close the part-time completion gap by 2028-29.

OBJ4: Strengthen our support services for students with mental health conditions and continue to enable them equal opportunity to thrive and excel at university. To build on our student-centred strategy that promotes and supports student wellbeing across all areas of the College, enabling our students to support and look after their peers and to maintain positive mental wellbeing.

Risks to equality of opportunity

- Risk 1: Knowledge and skills
- Risk 2: Information and guidance
- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support

Related objectives and targets

OBJ5; OBJ6

Related risks to equality of opportunity

- Risk 8: Mental health
- Risk 9: Ongoing impact of coronavirus
- Risk 10: Cost Pressure

Intervention Strategy 1 (Continuation and Completion)

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p>The following activities are a combination of existing and new programmes, which we will develop and build upon as part of the implementation of this Access and Participation Plan.</p>				
<p>On Track (Expanded)</p>	<p>On Track is Birkbeck’s pre-entry summer programme for new UG students. It provides students with the opportunity to familiarise themselves with the campus, build friendships and networks, meet BBK staff, ask questions and gain confidence before term starts. On Track introduces students to the different services that support them during their studies and empowers students to consider how best to make the most of the support on offer. It provides clinics and one-to-ones for students needing to complete their Study Support Plan or apply for the Disabled Students’ Allowance.</p> <p>On Track runs across two afternoons in July and a half-day in August. In Summer 2024, 120 new students attended On Track and the aim is to scale up participation across this APP, while evaluating its impact on target groups.</p>	<p>Time: Student Success Team Learning Development Student Services Student Union Student Ambassadors Academic teaching staff</p>	<p>Short term</p> <ul style="list-style-type: none"> Increased confidence among new students. Increased knowledge of what to expect in their first year. Increased sense of belonging for new students. <p>Medium term</p> <ul style="list-style-type: none"> Increased engagement of students with student services and support. Increased attendance at pre-sessional activities offered as part of the student journey. Increased attendance at classes and engagement with course materials. <p>Long term</p> <ul style="list-style-type: none"> Increased rates of continuation and completion among target groups. 	<p>IS2</p>

Peer Mentoring (Expanded)	<p>Birkbeck’s near-peer student mentoring programme pairs trained student mentors with new students. The programme recognises the importance of peer support, and the positive influence other students can have as role models and guides to new students.</p> <p>The programme offers two choices for students:</p> <ol style="list-style-type: none"> 1. ‘Ask a Mentor’: A one-off in-person or online meeting with a continuing student, to trouble shoot an issue, ask questions or hear about their experience. 2. Year-long peer-mentoring programme that pairs a new UG student with a continuing student from the same academic school. Mentors are selected through a recruitment process and provided with training and support for the role. The training and development for the mentors and the transferable skills that they gain is an additional outcome that supports Birkbeck’s student progression ambitions. 	<p>Time:</p> <p>Student Success Team</p> <p>Faculty-based Student Engagement Officers</p> <p>Birkbeck student mentors</p>	<p>Short term</p> <ul style="list-style-type: none"> • Increased sense of belonging. • Reduction in loneliness for new students. • Greater understanding of university systems and expectations. • Increased levels of confidence among new students. <p>Medium term</p> <ul style="list-style-type: none"> • Higher levels of student engagement with university services and academic support. • Higher levels of satisfaction with academic and personal support. <p>Long term</p> <ul style="list-style-type: none"> • Increased rates in continuation and completion among target groups. 	IS2 IS3
Review of the Birkbeck Personal Tutor system. (New)	<p>A cross-institutional review of the role of the personal tutor system and its success in supporting those students most at risk of not experiencing equal opportunity at university began in 2024.</p> <p>Recommendations will be implemented from 2025.</p> <p>The review will be co-chaired by the Head of Student Success and the College Strategic Lead for Foundation and First Year Student Experience. It will report to the Education Committee, chaired by the Deputy Vice Chancellor Education and Student Experience.</p>	<p>Time:</p> <p>Education and Student Experience Directorate</p> <p>Faculty Heads of Education</p> <p>Academic and professional services faculty staff</p> <p>Student Union officers</p> <p>Birkbeck students</p>	<p>Short term:</p> <ul style="list-style-type: none"> • Identify existing good practice from schools. • Better define student requirements for support and division of academic and professional service support required. • Identify in-programme academic and pastoral support that best serves Birkbeck students. • Improvement of resources and support for academic staff engaged in student support. <p>Long term</p> <ul style="list-style-type: none"> • Improved effectiveness of referrals of students to key services. • Increased rates of students engaging with academics for support at key points in the year. • Higher rates of continuation, completion and attainment among target groups. 	IS2

<p>Restart Coaching (New)</p>	<p>Students who are returning from a break in study, or who need to repeat a year, face additional challenges as they re-start their studies.</p> <p>Group Coaching enables students to find their own solutions and take control of their studies and academic decisions. Coaching provides a judgement-free space for students to discuss their academic goals and challenges, working alongside peers who share similar experiences and can offer valuable perspectives and insights.</p> <p>The programme is online, to make it easy to access for students with additional commitments and runs over four weeks for groups of up to eight students per coaching session.</p> <p>Following a pilot year during 24/25, the aim is for this to become a prescribed requirement for all students returning from a break in study or repeating a year.</p>	<p>Time:</p> <p>Student Success Team</p> <p>Wellbeing Team</p>	<p>Short term:</p> <ul style="list-style-type: none"> Improved understanding of the goals, strengths and challenges of these students to help improve support for them. Increased resilience and self-efficacy among participants to help them complete their academic goals. <p>Long term:</p> <ul style="list-style-type: none"> Increased rates in completion for target groups. 	<p>IS2</p>
<p>BBK Student Equity and Race Forum (Continuing)</p>	<p>The BBK Student Equity and Race Forum is for students who are Asian, Black, of mixed ethnicity and from other minority ethnic groups, and was created in collaboration with Birkbeck Student Union (SU) to provide a safe and welcoming space for students to come together and share their experiences of studying at Birkbeck.</p> <p>The monthly focus groups are co-delivered by SU staff and the Student Success Tutor, where the facilitators build trust and a sense of community among participants and encourage students to speak up and speak out. Actions based on the feedback provided in the focus groups will be shared with participants so that next steps are co-created with students.</p>	<p>Time:</p> <p>Student Union officers</p> <p>Student Success Team</p>	<p>Short term</p> <ul style="list-style-type: none"> Greater understanding of the experiences of students who are Asian, Black, of mixed ethnicity or other minority ethnic groups by creating a space in which their voices can be heard. <p>Medium term</p> <ul style="list-style-type: none"> Feedback used to inform changes to orientation, induction and ongoing forms of student support and delivery of student services. <p>Long term</p> <ul style="list-style-type: none"> Increased rates in completion for target groups. 	<p>IS2</p> <p>IS3</p>

<p>Black Unity Events (Expanded)</p>	<p>Black Unity events provide a space for Black students to authentically be themselves, form connections and friendships and network with other Black students. These events were trialed as part of the response to recommendations made in the College's report into the Awarding Gap for Black students. They were developed collaboratively by the Student Success Tutor and colleagues from the Learning Development team. Following a successful pilot, the aim is to embed the events as part of a sustained, College-wide engagement programme for Black students at Birkbeck.</p>	<p>Time: Collaboration across Learning Development and Student Success teams.</p>	<p>Short term</p> <ul style="list-style-type: none"> • Development of a community. • Increase in sense of belonging among Black students. <p>Medium term</p> <ul style="list-style-type: none"> • Enhanced engagement with academic and student support services. <p>Long term</p> <ul style="list-style-type: none"> • Reduction in gap in continuation rates between Black and White students. • Reduction of oncourse attainment gap between Black and White students. 	<p>IS2 IS3</p>
<p>University Mental Health Charter (New)</p>	<p>The aim of the University Mental Health Charter is to provide a framework to strengthen our understanding of the health, experience and support needs of students with existing and emerging mental health difficulties, and our response to them. It will be used to monitor the impact of interventions on student wellbeing, with a particular focus on intersectionality, and to track how interventions impact student completion rates.</p> <p>The UMHC is split into 18 themes to include the whole student journey. It considers all areas of the university and how these can influence our students' and staff mental wellbeing.</p> <p>The UMHC project is led by the UMHC Steering group, chaired by the DVC Education and Student Experience and includes members from across the institution, including central professional services and academic faculties. Our aim is to work toward a charter application in 2027.</p>	<p>Time: Whole-institution initiative led by the Head of Student Wellbeing and teams across Student Services.</p>	<p>Short term</p> <ul style="list-style-type: none"> • Increased awareness of mental health and wellbeing across the university. • Simplified pathways into Student Wellbeing Services. • Staff feel informed and confident to talk with students about mental health and signpost and refer to appropriate services. <p>Medium term</p> <ul style="list-style-type: none"> • Improved understanding of what impacts student mental health. • Identify meaningful targets and relevant, positive interventions that tackle the specific concerns and needs of our student population. <p>Long term</p> <ul style="list-style-type: none"> • Identify and reduce or remove barriers to support. • Promote and improve early disclosure and intervention. 	

<p>Look After Your Mate</p> <p>Delivered in partnership with Student Minds.</p> <p>(New)</p>	<p>Delivered by the charity Student Minds, Look After Your Mate is an online training programme that enables university staff to deliver workshops to students that empower students with the skills, knowledge and confidence to support friends experiencing mental health difficulties, whilst looking after their own wellbeing.</p> <p>From 2025/26 we will roll out the programme across the College, working alongside the SU and the College Wellbeing Service. The programme will be supervised by the Head of Wellbeing Services and a nominated senior counsellor. We will capture student and staff feedback and track attendance and engagement with the programme. Evaluation plans will enable us to understand the impact of the programme on student wellbeing and mental health, and measure this against our initial assumptions and aims for the programme.</p>	<p>Time:</p> <p>Counselling Team</p> <p>Volunteer Birkbeck students</p> <p>Birkbeck Student Union Officers</p> <p>External Partner:</p> <p>Student Minds</p>	<p>Short term:</p> <ul style="list-style-type: none"> • Staff are trained to deliver workshops. • Students are engaged and empowered to undertake the workshop. <p>Long term:</p> <ul style="list-style-type: none"> • Increased student awareness of mental health in others and in themselves. 	
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Total cost of activities and evaluation for intervention strategy: £572,000

Summary of evidence base and rationale

The design of this intervention strategy has been informed by a student and staff consultation process, including workshops and focus groups led by the APP team, knowledge gained from earlier phases and iterations of programme work, and a literature review to inform our assumptions and rationale behind the development of intervention activities. All activities have been developed using TASO Theory of Change resources and templates, using guidance from TASO to run Theory of Change workshops with colleagues, as well as the NERUPI framework and evaluation tools to develop our evaluation plan. For a full summary, please see Annex B.

Evaluation

We intend to generate Type 1 narrative evidence for all individual intervention activities in Intervention Strategy 1. In addition, we aim to produce Type 2 evidence for On Track, Peer Mentoring, the Review of the Birkbeck Personal Tutor system, Restart Coaching, and the University Mental Health Charter, to generate evidence to assess the impact of these activities. The following table details our evaluation plans for each activity.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
On Track	<p>Increased confidence, knowledge, and sense of belonging among new students.</p> <p>Increased engagement with support, attendance at pre-sessional activities, and class attendance and engagement with course materials. Increased rates of continuation and completion among non-traditional students.</p>	<p>Type 1 and 2 evidence</p> <p>Monitoring of engagement with OnTrack.</p> <p>Student and staff feedback.</p> <p>Pre- and post-survey.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
Peer Mentoring	<p>Increased sense of belonging, reduction in loneliness, greater understanding of university systems, and increased confidence among new students.</p> <p>Increased engagement and satisfaction with services and support. Increased rates of continuation and completion among target groups.</p>	<p>Type 1 and 2 evidence</p> <p>Monitoring of engagement with Peer Mentoring.</p> <p>Student and staff feedback.</p> <p>Outcome measures against comparator group.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate</p>
Review of the Birkbeck Personal Tutor system	<p>Identify existing good practice, as well as consideration for a new model of support. Further define student requirements and identify support that best serves Birkbeck students. Development of further resources and support for academic staff engaged in student support.</p> <p>Improved effectiveness of referrals to key services, and increased student engagement with support. Higher rates of continuation, completion and attainment among target groups.</p>	<p>Type 1 and 2 evidence</p> <p>Monitoring of engagement with support.</p> <p>Qualitative evidence from tutors.</p> <p>Pre- and post-survey following implementation of changes based on recommendations of the review.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>

Restart Coaching	<p>Improved understanding of the goals, strengths and challenges of these students to help improve support for them.</p> <p>Increased resilience and self-efficacy to overcome challenges to help students complete their academic goals. Increased rates in completion for target groups.</p>	<p>Type 1 and 2 evidence</p> <p>Monitoring engagement.</p> <p>Student and staff feedback.</p> <p>Pre- and post-survey.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
BBK Student Equity and Race Forum	<p>Greater understanding of the experiences of Black students. Feedback used to inform changes to orientation, induction and ongoing forms of student support.</p> <p>Increased rates in completion, attainment and progression for target groups.</p>	<p>Type 1 evidence generated by focus groups.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
Black Unity Events	<p>Development of a community. Increased sense of belonging, and enhanced engagement with support among Black students.</p> <p>Reduction in gap in continuation rates between Black and White students.</p>	<p>Type 1 evidence</p> <p>Monitoring engagement.</p> <p>Staff and student feedback.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
University Mental Health Charter	<p>Increased awareness and understanding of mental health and wellbeing across the university. Simplify the pathways into Student Wellbeing Services. Staff feel confident to talk with students about mental health and refer to appropriate services.</p> <p>Improve understanding of what impacts student mental health. Identify targets and interventions that tackle student concerns. Identify and reduce barriers to support. Promote and improve early disclosure and intervention.</p>	<p>Type 1 and 2 evidence</p> <p>Qualitative evidence.</p> <p>Survey evidence (staff and students) pre- and post-programme implementation.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>

Look After Your Mate	<p>Staff are trained to deliver workshops. Students engaged and empowered to undertake the workshop.</p> <p>Increased student awareness of mental health in others and in themselves.</p>	<p>Type 1 evidence</p> <p>Monitoring engagement.</p> <p>Staff and student feedback.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
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Intervention strategy 2: Attainment

Objectives and targets

OBJ1: Improve the continuation, completion and attainment rates of students with BTEC qualifications, enabling them equal opportunity to successfully progress through their studies and attain the highest possible degree outcomes.

Target: (PTS_1) Reduce full-time continuation gap to 2pp by 2028-29; (PTS_5) to reduce full-time completion gap to 10pp by 2028-29; (PTS_7) to reduce full-time attainment gap to 15pp by 2028-29.

OBJ2: Improve the completion and attainment rates of Black students, enabling them equal opportunity to successfully progress through their studies and attain the highest possible degree outcomes.

Target: (PTS_2) Reduce full-time completion gap to 5pp by 2028-29; (PTS_3) to reduce part-time completion gap to 3pp by 2028-29; (PTS_6) to reduce full-time attainment gap to 7pp by 2028-29.

OBJ5: Increase the number of part-time students from lower socioeconomic backgrounds achieving a good degree outcome, enabling them equal opportunity to thrive and attain the highest possible outcome.

Target: (PTS_8) Reduce the part-time attainment gap between IMD quintiles 2 and 5 to 9pp by 2028-29.

Risks to equality of opportunity

- Risk 1: Knowledge and skills
- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support
- Risk 10: Cost Pressures

Related objectives and targets

OBJ3; OBJ4

Related risks to equality of opportunity

- Risk 8: Mental health
- Risk 9: Ongoing impact of coronavirus.

Intervention Strategy 2 (Attainment)

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p>The following activities are a combination of existing and new programmes, which we will develop and build upon as part of the implementation of this Access and Participation Plan.</p>				
<p>Student Engagement and Success Project (SESP) (Expanded)</p>	<p>The Student Engagement and Success Project is a four-year programme funded by the J P Morgan Chase Foundation to improve student engagement, attendance and attainment. It uses learner analytics to create targeted support and track how students engage with academic and non-academic services, applying the information and insight gained to inform changes to design and delivery of future student support.</p> <p>The first phase of the programme ran between 2022/23 – 2024/25 and focussed on the following:</p> <ul style="list-style-type: none"> • Development and pilot of the Skills4Success survey for all new foundation and undergraduate students to assess their confidence and identify gaps in their knowledge and skills. • Personalised targeted emails based on survey results that signpost to relevant support. • Creation of a Student Engagement Monitoring System (SEMS), to track and monitor attendance and engagement with the support. <p>The second phase will become separate intervention activities within this APP and will focus on the following:</p> <ul style="list-style-type: none"> • Whole-College roll-out of Skills4Success, including follow-up surveys for continuing students. • Implementation and pilot of targeted support developed in response to learner analytics. • Next phase of development to enable the College to monitor students by target group, support the evaluation of interventions and iterate our support accordingly. 	<p>Time</p> <p>Student Success Team</p> <p>IT Services Development Team</p> <p>Student Engagement Officers</p> <p>Education Strategy team</p>	<p>Short term</p> <ul style="list-style-type: none"> • Improved understanding of the support needs of foundation year and undergraduate students when commencing and undertaking their studies. • Improved communication of these needs to staff responsible for supporting foundation year and undergraduate students. <p>Medium term</p> <ul style="list-style-type: none"> • Improvement and streamlining of processes to increase the support for students in the target groups. • Increased number of students engaging with the project's support activities. <p>Long term</p> <ul style="list-style-type: none"> • Improved continuation and completion of target groups. • Improved attainment rate for target groups. 	<p>IS1</p>

<p>Skills 4 Success (Expanded)</p>	<p>Skills4Success is a whole-university programme composed of two parts:</p> <ul style="list-style-type: none"> • A questionnaire sent to all new First Year and Foundation Year students, once they have enrolled. • Targeted communications and support to students in response to the data captured through the questionnaire. <p>The purpose of the programme is to identify at the start of the academic year students who may be at risk of poor attendance at core teaching and those who may need additional academic skills support.</p> <p>The survey encourages students to self-assess their skills, knowledge and levels of confidence. It facilitates self-reflection among new students and encourages them to seek out relevant support available, based on targeted signposting, informed by the answers provided by individuals. Students are re-surveyed a year later to assess whether their levels of confidence have changed.</p> <p>As we know that non-completion can be a signal of disengagement by the student, we contact all students who have not completed the survey to understand why and to check on their progress. We also let them know that we may check in with them periodically by phone or email.</p>	<p>Time:</p> <p>Student Success Team</p> <p>Faculty Academic UG Leads</p> <p>Faculty-based professional services</p> <p>Student Voice and Surveys Manager</p> <p>Birkbeck students</p>	<p>Short term</p> <ul style="list-style-type: none"> • Improved understanding of student confidence and motivation. • Insights into areas of most and least confidence of students from target groups to help develop and improve support. <p>Medium term</p> <ul style="list-style-type: none"> • Students from target groups develop skills in self-reflection and evaluation. • Students gain improved confidence in their academic skills and assessment outcomes. <p>Long term</p> <ul style="list-style-type: none"> • Improved continuation and completion rates for target groups. • Improved attainment rates for target groups. 	<p>IS1</p>
<p>Early Assessment for Learning (New)</p>	<p>Using the newly developed Student Engagement Monitoring System (SEMS) to run early interventions for students who are flagged as being at academic risk in their first year.</p> <p>SEMS has been developed as part of the Student Engagement and Success project funded by the JP Morgan Chase Foundation. Early intervention via the monitoring of assessment for learning normalises academic support by offering all students below a specific academic threshold the opportunity to participate through an opt-out process rather than an opt-in. Students will have an opportunity to review assessment feedback and discuss their approaches to study.</p>	<p>Time:</p> <p>Birkbeck academic staff</p> <p>Learning development staff</p> <p>Student Success team</p>	<p>Short term</p> <ul style="list-style-type: none"> • Improved support for all students who are flagged as being at academic risk in their first year. • Improved self-reflection by students on the reasons for specific performance. <p>Long term</p> <ul style="list-style-type: none"> • Improved continuation and completion rates for target groups. • Improved attainment rates for target groups. 	<p>IS1</p>

<p>Inclusive Assessment Framework (New)</p>	<p>Based on our ongoing Assessment and Feedback Review (2023-25), and following the successful implementation of the (inclusive) BBK Baseline for Moodle, we will conduct:</p> <ul style="list-style-type: none"> • An institution-led review of assessment design. • Planned introduction of a new inclusive assessment framework. • Implementation of this framework at module and programme level. <p>The inclusive assessment framework will provide all students with equality of opportunity in demonstrating their learning. It is designed to reduce the need for individual adjustments to assessments. It has been shown that inclusive assessment design can maintain academic standards, while generating opportunities for students to demonstrate the breadth of their learning and understanding of a topic or course.</p>	<p>Time:</p> <p>Education and Student Experience Directorate staff</p> <p>Faculty Heads of Education and Student Experience</p> <p>Birkbeck student consultation</p> <p>Academic staff</p>	<p>Short term</p> <ul style="list-style-type: none"> • Improved understanding of inclusive assessment design across faculties. <p>Medium term</p> <ul style="list-style-type: none"> • Improvement in submission pass rates at first attempt. • Improvement in module attainment. • Improved NSS/internal survey feedback. <p>Long term</p> <ul style="list-style-type: none"> • Increase in attainment rate for target groups. 	<p>IS1</p>
<p>Making the Most of My Assessments (New)</p>	<p>'Making the Most of my Assessments' will help students to respond to their assessments and utilise feedback effectively. Focusing on students who are mid-way through their studies, the aim is to raise awareness of the role of assessment and feedback, to offer opportunities for self-reflection, and support students to consider their plans and approach for the next half of their studies.</p> <p>The intervention will consist of:</p> <ul style="list-style-type: none"> • Embedded information, advice and teaching on assessment methods and making the most of your feedback, ensuring that this is available and delivered to all students. • Online resources accessed via Moodle. • Offer of a small group session with a learning development tutor. 	<p>Time:</p> <p>Academic staff</p> <p>Learning Development Team</p>	<p>Short term</p> <ul style="list-style-type: none"> • Improved understanding of how to prepare for assessments and use feedback. <p>Medium term</p> <ul style="list-style-type: none"> • Improvement in submission pass rates at first attempt. • Improvement in module attainment. <p>Long term</p> <ul style="list-style-type: none"> • Improved attainment rate for target groups. • Reduction in the awarding gap. 	<p>IS1</p>

<p>Embedded Learning Development Strategy (New)</p>	<p>As part of the Birkbeck Learning Development Strategy 2024, the university has made a commitment to embed learning development within core teaching across all undergraduate programmes.</p> <p>This is in recognition of the importance of embedding learning development and study skills within academic teaching and the positive impact this can have, especially on those students with additional commitments alongside their studies. In doing so, all students will be able to access this support more easily, without having to find additional time in the week to attend separate study skills and support workshops. The Learning Development team will work with academic staff to:</p> <ul style="list-style-type: none"> • Identify skills deficits that lead to lower marks on assignments. • Devise appropriate interventions, including live teaching from the Learning Development Tutor and online resources and activities that will sit alongside and in support of the teaching. 	<p>Time: Head of Learning Development Learning Development Tutors Academic staff</p>	<p>Short term</p> <ul style="list-style-type: none"> • Greater access to learning development guidance and support for all students. • Reduction of the gap in core academic skills among students. • Increased confidence of students. <p>Medium term</p> <ul style="list-style-type: none"> • Increased number of assignments submitted on time. • Improved attainment on assignments. <p>Long term</p> <ul style="list-style-type: none"> • Higher rates of continuation and completion among target groups. • Increased rates of attainment among target groups. 	<p>IS1</p>
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Total cost of activities and evaluation for intervention strategy: £233,000

Summary of evidence base and rationale

The design of this intervention strategy has been informed by a student and staff consultation process, including workshops and focus groups led by the APP team, knowledge gained from earlier phases and iterations of programme work, and a literature review to inform our assumptions and rationale behind the development of intervention activities. All activities have been developed using TASO Theory of Change resources and templates, using guidance from TASO to run Theory of Change workshops with colleagues, as well as the NERUPI framework and evaluation tools to develop our evaluation plan. For a full summary, please see Annex B.

Evaluation

We intend to generate Type 1 data for all individual intervention activities in Intervention Strategy 2. In addition, we will produce Type 2 evidence to assess the impact of the Student Engagement and Success Project (SESP), Skills4Success, Early Assessment for Learning, Inclusive Assessment Framework, and Making the Most of My Assessments. The following table details our evaluation plans for each activity.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Student Engagement and Success Project (SESP)	<p>Improved understanding of the support needs of FY and Y1 students, and improved communication of these needs to relevant staff.</p> <p>Improved processes to increase support for students in the target groups, and increased number of students engaging.</p> <p>Improved continuation, completion and attainment for target groups.</p>	<p>Type 1 and 2 evidence</p> <p>Monitoring engagement with support.</p> <p>Qualitative evidence from staff.</p> <p>Long term monitoring of outcomes.</p> <p>See below for details of evaluation activity for the Skills4Success and Early Intervention programmes.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
Skills 4 Success	<p>Improved understanding of student confidence and motivation. Insights into areas of most and least confidence for students from target groups to help develop and improve support.</p> <p>Students develop skills in self-reflection and evaluation and improve confidence in their academic skills and assessment outcomes.</p> <p>Improved continuation, completion and attainment for target groups.</p>	<p>Type 1 and 2 evidence</p> <p>Student and staff feedback.</p> <p>Pre- and post- survey.</p> <p>Outcome measures against comparator group.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
Early Assessment for Learning	<p>Improved support for all students who are flagged as being at academic risk in their first year, improved reflection by students on the reasons for specific results. Improved continuation, completion and attainment for target groups.</p>	<p>Type 1 and Type 2 evidence</p> <p>Staff feedback.</p> <p>Monitoring of staff usage, and student engagement with support.</p> <p>Outcome measures (attainment) against comparator group.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
Inclusive Assessment Framework	<p>Improved understanding of inclusive assessment design across faculties.</p>	<p>Type 1 and 2 evidence</p> <p>Staff feedback.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will</p>

	<p>Improvement in attainment measures.</p> <p>Improved NSS/internal survey feedback.</p> <p>Reduction in the awarding gap.</p>	<p>Pre- and post- review outcome measures.</p>	<p>be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
<p>Making the Most of My Assessments</p>	<p>Improved student understanding of how to prepare for assessments and use feedback.</p> <p>Improvement in attainment measures.</p> <p>Reduction in the awarding gap.</p>	<p>Type 1 and 2 evidence</p> <p>Staff and student feedback.</p> <p>Monitoring engagement with sessions and resources.</p> <p>Pre- and post- review outcome measures.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate.</p>
<p>Embedded Learning Development Strategy</p>	<p>Greater access to learning development guidance and support for all students.</p> <p>Reduce gap in core academic skills among students. Increase in confidence of students.</p> <p>Increase in the number of assignments submitted on time, and improved attainment on assignments.</p> <p>Higher rates of continuation, completion and attainment among target groups.</p>	<p>Type 1 evidence</p> <p>Engagement with sessions, monitoring of target group.</p> <p>Attainment and continuation for target group.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate</p>

Intervention strategy 3: Progression

Objectives and targets

Objective 6: Increase the number of Black students who progress onto graduate level professional employment, enabling them equal opportunity to achieve successful careers.

Target: (PTP_1) Reduce the full-time progression gap between Black and White students to 4pp by 2028-29.

Risks to equality of opportunity

- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support
- Risk 9: Ongoing impact of coronavirus
- Risk 12: Progression from higher education.

Related objectives and targets

OBJ2

Related risks to equality of opportunity

Risk 8: Mental health

Risk 10: Cost pressures

Intervention Strategy 3 (Progression)

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
<p>BBK Pathways to Success (New)</p> <p>This is a provisional programme title. A naming process is currently taking place that includes consulting with our students.</p>	<p>In 2020 Birkbeck was successful in an application to Goldman Sachs for £325,000, to further our institutional commitment to address our awarding gap for Black students. This funding included provision for scholarships for Black students studying Finance-related undergraduate degrees and additional support for their successful progression into employment.</p> <p>BBK Pathways to Success is a collaboration between the Student Success Team and the Careers Team to continue to address the degree awarding gap and the differing rates of progression to graduate employment for Black students at Birkbeck. It draws from lessons learned in the successful roll-out of the scholarship scheme and the support and stewardship offered to scholars, with the ambition to now expand this offer across the university.</p> <p>Students who join the programme will receive bespoke careers information, advice and guidance and the opportunity to take on practical experience and networking, such as industry mentoring and micro-placements. The careers and employability element of the programme will be delivered alongside a programme of engagement to enable students to participate in academic and non-academic support, thrive in their studies and build a strong sense of community, identity and belonging at Birkbeck.</p>	<p>Time:</p> <p>Student Success Team</p> <p>Careers Team</p>	<p>Short term</p> <ul style="list-style-type: none"> • Students feel a sense of belonging. • Students feel part of a community at university. • Increased engagement with university support services. • Students can demonstrate a higher level of understanding of graduate career options earlier in their studies. • Students have improved levels of confidence when entering the graduate labour market. <p>Long term</p> <ul style="list-style-type: none"> • Increased rates of completion among target groups. • Enhanced attainment rates among target groups. • Improved success rates in progressing to professional graduate employment among target groups. 	<p>IS1</p> <p>IS2</p>

Total cost of activities and evaluation for intervention strategy: £182,000

Summary of evidence base and rationale

The design of this intervention strategy has been informed by a student and staff consultation process, including workshops and focus groups led by the APP team, knowledge gained from earlier phases and iterations of programme work, and a literature review to inform our assumptions and rationale behind the development of intervention activities. All activities have been developed using TASO Theory of Change resources and templates, using guidance from TASO to run Theory of Change workshops with colleagues, as well as the NERUPI framework and evaluation tools to develop our evaluation plan. For a full summary, please see Annex B.

Evaluation

We intend to generate Type 1 and Type 2 data for the intervention activities in Intervention Strategy 3. The following table details our evaluation plans for each activity.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
BBK Pathways to Success	<p>Students feel a sense of belonging and part of a community at university.</p> <p>Increased engagement with university support services.</p> <p>Students can demonstrate a higher level of understanding of graduate career options and have improved levels of confidence when entering the graduate labour market.</p> <p>Increased rates of completion among target groups and enhanced academic achievement among target groups.</p> <p>Improved success rates in progression to professional employment among target groups.</p>	<p>Type 1 and 2 evidence</p> <p>Monitoring of engagement with activities and support.</p> <p>Student and staff feedback.</p> <p>Pre- and post- student survey evidence.</p> <p>Long-term monitoring of success and progression among target group.</p>	<p>Annual Impact Report.</p> <p>Findings from the impact report will be disseminated internally and externally through blogs, articles or at conferences where appropriate</p>

Whole provider approach

Birkbeck has made significant progress in embedding the APP as a cross-institutional commitment and the planned implementation of this APP demonstrates this. Through the work outlined in the APP 2020-2025, we have placed substantial emphasis on organisational change to drive through meaningful improvements to our student experience and success.

In 2023 the College underwent an organisational restructure. Dedicated roles were created with specific responsibility for learning, teaching and assessment within each new faculty. These

include an academic role of Faculty Head of Education and Student Experience and a professional service post of Head of Operations Education and Student Experience. These roles form a strong working partnership focused on supporting student success, assisted by Student Engagement Officers whose role is to review student attendance and engagement data to identify where students require intervention and further support. A new central Education and Student Experience Directorate was created to lead on the implementation of the College's Education Strategy. The new Directorate brings together all departments with responsibilities across the academic and non-academic student journey. The Directorate leads on the implementation of the College's Education Strategy and provides centralised strategic leadership and coordination to address identified risks to equality of opportunity across all stages of the student journey. We have created a new Student Success Team within the Directorate, responsible for leading on the Access and Participation Plan and student success initiatives across the College. This creates a joined-up and cohesive approach to student success, working across the student journey to ensure that the APP is central to Birkbeck's education strategy.

Following the institutional restructuring, Birkbeck has established a new Innovation Support Unit, which will support an 'employability' project led by the Pro Vice-Chancellor (PVC) Innovation and Academic Development. This will seek to improve the progression of all Birkbeck students through the development of placements and employer engagement in programme development and delivery. These developments are not yet linked to targeted interventions, but may lead to this in the future, in which case we would submit an APP variation.

In 2021 we were awarded £500,000 by the JP Morgan Chase Foundation for a new project: Student Engagement and Success (SESP). This is a new whole-institution approach to interventions to improve the continuation, completion and attainment of students at Birkbeck. It has enabled the development of a new engagement-tracking system to support students. It allows us to build greater understanding of the reasons for lower continuation and attainment rates among target groups, using learner analytics to underpin and strengthen the reporting and monitoring of student success activities. A core aim of the project is to develop and embed engagement and monitoring systems to aid programme leads, engagement officers and learning development tutors to understand the needs of their students, so that they can be offered bespoke skills support. This approach has been successfully trialled across our Foundation Year (FY): this year we saw an increase of 19% in the number of students passing the core FY module (70% in 2023; 89% in 2024).

Birkbeck created a strategic academic leadership post for the foundation year and first year student experience in July 2022. Based in the central Education and Student Experience Directorate, this postholder leads on the design, development and delivery of our cross-College foundation year modules, including chairing a network of school foundation year leads to ensure that our provision is well coordinated and managed across Birkbeck. This network will be used for disseminating information about APP intervention strategies and obtaining feedback on the implementation of activities. Emerging evidence of the strength of this cross-College role and structure is provided in our Assessment of Performance in Annex A.

Birkbeck's APP governance has been designed to ensure a whole provider approach to the delivery, monitoring and evaluation of the plan. Birkbeck's Deputy Vice-Chancellor (DVC) Education and Student Experience holds strategic oversight of the APP's development and implementation. For the APP 2025-2029 there will be an Access and Participation Implementation Group, chaired by the Head of Student Success, which will be responsible for the operational

oversight of the intervention activities and our evaluation plan. The Implementation Group will report to Birkbeck's Education and Student Experience Committee (ESEC). ESEC is chaired by the DVC Education and Student Experience and includes academic membership from across all faculties, senior-level representation from all professional services and student representatives. The APP Implementation Group will oversee the dissemination of the plan and our evaluation strategy across Birkbeck. This will include an APP College roadshow to enable us to present the plan and answer questions from colleagues, with the aim of raising awareness and galvanising support for the APP across Birkbeck. This will be supported through internal communications, including termly Education and Student Experience Directorate newsletters and dissemination via our Faculty Heads of Education and Student Experience to colleagues at faculty and school levels.

We have committed to producing an annual APP impact report, which will be presented to the Education Committee and made available across the College, via the Education and Student Experience Connect site. Lastly, our evaluation plan includes consultation with colleagues across the College on evaluation methods and the creation of an evaluation toolkit, which will be made available to all colleagues.

Birkbeck is committed to equity at work and study. Throughout the development of this plan we have paid due regard to the Equality Act 2010 and have aligned our intervention strategies with the College's own equality, diversity and inclusion policies. The College's Equality, Diversity and Inclusion (EDI) Committee is chaired by the PVC Innovation and Academic Development, who has had opportunity to read and provide commentary and guidance on the development of the plan. Birkbeck holds a Bronze Athena SWAN award, recognising the College's commitment to achieving gender equality across the institution and the progress that it is making in this area. Birkbeck has committed to Advance HE's Race Equality Charter (REC) and the REC Self-Assessment Team have worked closely with the APP Working Group as they have developed the plan and will continue to work alongside the APP Implementation Group.

Student consultation

Birkbeck recognises the importance of working in collaboration with the Students' Union (SU) and student representatives on the development, delivery and ongoing enhancement of institutional strategies and their implementation plans. During the development of this Access and Participation Plan, a series of meetings was held with a Student Union liaison group. The liaison group included the Education Sabbatical Officer, Welfare Sabbatical Officer and EDI Sabbatical Officer with whom the College works to establish strong partnerships. The liaison group was actively consulted at each stage of the APP's development so that its members could provide insights and feedback on developing plans and were kept informed of changes made throughout the process. Furthermore, SU Officers attended staff and student focus groups and workshops which contributed to the development of intervention strategies. SU Officers were also given the opportunity to contribute to the development of theories of change and plans for evaluation. The design of intervention strategies and activities has also been informed by feedback from student surveys.

The College utilises the SU's Student Parliament to canvas for wider student views, raise awareness of developing initiatives and to explore potential for collaborating with students on projects. From 2025-26 this will include gaining an understanding of students' awareness and perception of activities taken forward as part of the APP, so that this feedback can be used to support future enhancements to the 2025-29 programme of work. The Student Parliament

comprises a range of student representatives and discusses and debates issues that are of interest to students, and it is the major policy-making body of the SU.

Over the next four years, our Student Union and student representatives will play a significant role in the ongoing development of the APP. Student leaders are members of the College's Education and Student Experience Committee which will review the implementation of the plan. The College also holds monthly liaison meetings with SU staff and student leaders. The implementation of the APP will be discussed at these meetings on at least a termly basis.

William Sarenden (SU Chairman and Education Lead) has communicated his full support for the plan: 'The SU have been involved in key discussions relating to the development of the new APP, which has ensured that student voices providing both ideas and concerns have shaped its direction. Having thoroughly reviewed the plan, I believe it addresses the greatest risks to equality of opportunity at Birkbeck. This approach, combined with the development of meaningful interventions demonstrates a strong commitment to supporting all students, especially those from underrepresented and disadvantaged backgrounds. I am confident that the measures outlined in the plan are both credible and actionable. I am proud to give my full support and agreement to this plan. I believe it will play a vital role in creating an inclusive, supportive, and empowering environment for all students at Birkbeck, and I look forward to working alongside the university in ensuring its successful implementation.'

Evaluation of the plan

Birkbeck is committed to the ongoing development of our evaluation activities and embedding evaluation in our work across the College. We have conducted a review of our evaluation work using the OfS evaluation self-assessment tool. Our scores were 'advanced' for three of the areas: strategic context, programme design, and evaluation design. We scored as 'emerging' for the areas of evaluation implementation and learning. Several areas of strength were highlighted, including support for evaluation across the College and rationale and evidence underpinning our programme design and outcomes. Areas highlighted for further development include development of more consistent evaluation frameworks and protocols across the College, expanding our Type 2 counterfactual evaluation work, and exploring possibilities for Type 3 evidence where this is feasible, and developing further avenues for sharing our learning.

We have recently made staffing and structural changes to support this work. The newly formed Student Success team will lead on College-wide student success initiatives, including the Access and Participation Plan, facilitating regular discussion and oversight of evaluation activity. We have also created two new roles: a Student Success Research and Evaluation Lead, to support the planning and implementation of our evaluation strategy and work with the University's Planning Office to expand the use of our administrative data, and a new Student Voice and Surveys Manager, to manage student surveys and other student voice activities. These new staff members will work to expand our evaluation skills, knowledge and capacity across the College, and foster inter-team connections to support evaluation work.

Work is ongoing to improve our data systems that track and monitor engagement with initiatives, ensuring these are fully joined up and integrated, to enable robust evaluation of our programmes. This work includes the continuing development of our Student Engagement Monitoring System, activity to explore the use of learner analytics in our work, and efforts to improve our systems to

monitor engagement to ensure we have a complete picture of how students are engaging with our student support interventions.

We intend to expand our support for consistent evaluation approaches across the College by developing an evaluation toolkit for the 2025/26 academic year. This will comprise recommended survey questions, and guidance on best practice, and will be available to all colleagues across the College.

We will also work jointly with external partners to expand our evaluation and dissemination work. As part of Birkbeck's collaboration with Linking London Uni Connect to pilot two programmes to raise attainment among pre-16 learners, Birkbeck will work alongside the London Uni Connect Evaluation Manager to ensure robust evaluation of the programme activity across all stages of the pilots.

All intervention activities have been developed using TASO Theory of Change resources and templates, using guidance from TASO to run Theory of Change workshops with colleagues, as well as the NERUPI framework and evaluation tools to develop our evaluation plan. OfS Type 1 evidence will be used to monitor all interventions, to ensure they are operating as expected and reaching the intended target groups. Where feasible we aim to also provide OfS Type 2 evidence, measuring impact of the activity by using pre-/post- measures or a relevant comparator group. Due to the size and nature of the initiatives, collecting OfS Type 3 evidence is not feasible at this time, however, we will explore the option of partnerships to enable this in the future. It should be noted that we are a small institution, and while we will use quantitative evidence where appropriate, in some cases group sizes do not provide sufficient statistical power to show differences between groups, and patterns of student outcomes by student characteristics can vary widely from year to year.

Our findings will be disseminated internally across the College, ensuring that results are used to inform our current and future intervention designs and feed back into existing programme theories of change. Our Access and Participation Implementation Group will monitor interventions and evaluation activity regularly and will support programme leads to use evaluation findings to review programme delivery and implementation where appropriate. The group will meet termly, reporting into the Education and Student Experience Committee, and will produce an Annual Impact Report outlining evaluation of all APP intervention activities.

Findings will be disseminated externally to contribute to sector-wide knowledge, through seeking opportunities at conferences, and through blogs and articles where appropriate. We will also seek to disseminate findings through relevant sector networks and partnerships such as NERUPI, NEON, FACE and TASO, and through our membership of the APP London Evaluation Working Group.

Provision of information to students

Our Access and Participation Plan (both the full plan and a summary) will be published on the About Us section of our website. The same page will also include our annual fee information:

<https://www.bbk.ac.uk/about-us/policies/corporate-policies>

Course fees are also published on each programme page of our online prospectus.

Information on student funding, scholarships and bursaries, including eligibility criteria and links to application forms for specific funds, is available in the Student Services section of the site:

<https://www.bbk.ac.uk/student-services/financial-support>

This section of the site includes information on bursaries, Hardship Funds, budgeting and money management. Our main bursaries are set out below:

Fund	Eligibility	Amount
Birkbeck Cash Bursary	First year students. Household income below £25,000.	Between £100 - £800 depending on level of income.
Birkbeck Needs-based Assessment	Household income below £25,000 and must have already accessed all available government support.	Between £500 - £4,000 depending on study intensity and assessed need (determined by calculating the shortfall between essential costs and existing income and financial support)
Hardship Fund	Household income below £25,000 and in receipt of maximum government maintenance loan but experiencing unforeseen financial hardship.	Between £150 - £1000 depending on intensity of study.
Birkbeck Summer Fund	Household income below £25,000 and in receipt of maximum government maintenance loan but experiencing financial hardship between July-August.	Between £300 - £800 depending on intensity of study.
Access to Digital Learning Fund	Household income below £25,000.	Between £100 - £500 for essential IT equipment (e.g. laptop or broadband)
Birkbeck Childcare Fund	Part-time single parent students. Household income below £25,000. Using a registered childcare provider.	Between £1750 - £3000 per child, depending on assessed cost of childcare.
Compass Project Fund	UK-based asylum seeker with limited leave to remain, discretionary leave to remain or refugee status.	10 (per year) x full tuition fee waivers plus additional financial support for some study costs.

As part of their online enrolment process, every student is asked if they would like to receive information about possible financial support that they may be eligible for. Our Student Advice team is able to deal with enquiries about financial support and recommend possible funds that students may be eligible to apply for. They are also present at all open days and open evenings to answer questions and academic staff are aware to direct students to them in the first instance.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Introduction

A thorough assessment of performance was undertaken across all five stages of the student lifecycle to understand Birkbeck's key indicators of risk to equality of opportunity. This assessment was based on the Office for Students' Access and Participation data dashboard, primarily looking at institutional level performance and, where useful, comparison with sector-wide aggregated data. Internal admissions data for full-time and part-time entrants was used when considering Birkbeck's assessment of performance at Access.

We completed a comprehensive gap analysis, looking across rates of access, continuation, completion, attainment and progression by student characteristic. We focused on groups of students who have been identified by the OfS in the Equality of Opportunity Risk Register as being more likely to be affected by known risks across the stages of the student life cycle. Logistic regression analysis was conducted for each stage of the student journey, to understand what student characteristics are statistically significantly associated with differential outcomes. Analyses were conducted for continuation, completion, attainment, and progression outcomes, with separate analyses for full-time and part-time students. Each regression included the following predictor variables: entry qualifications, start age, disability, ethnic group, IMD (Index of Multiple Deprivation) quintiles, and whether their programme included a foundation year (for full-time students only).

Through this, we have identified the most significant risks to equality of opportunity at institutional level, acknowledging indicators of risk within our own provider context, and those student groups who are most likely to be impacted by the risks we have identified.

Our scoring model accounted for:

- Size of performance gap by percentage point difference between the target and comparator group.
- The population size of the target group.
- The statistical significance of the performance gap.
- Multivariate analyses (logistic regression), for each stage of the student journey, to understand what student characteristics are statistically significantly associated with differential outcomes.
- Primary use of aggregated data across a four-year average and single year data to understand trends in our performance.
- Intersections of risk across our most vulnerable groups.

Birkbeck part-time and full-time modes of study

End of 2023/24 figures show that 53% of all Birkbeck students study part time, and both full-time and part-time students benefit from the flexible model of delivery offered at Birkbeck. This model accommodates the additional responsibilities held by many of our students alongside their studies. Not only is our part-time study mode an important element of our offer for students, we know too that students who begin studying full-time often switch to part-time, either temporarily or for the remainder of their studies. This reflects the complexity of their lives and personal circumstances and cannot always be predicted at the outset. It means that a proportion of students categorised as

full-time by the Office for Students actually study part-time for a period of their studies. In the assessment of performance below, we have separated out the findings from our gap analysis across full-time and part-time students, acknowledging that while our part-time students perform well in comparison to sector averages, there are still gaps in performance between our different student groups. We continue to monitor the access and success of both our full-time and part-time students and have included objectives for both modes where we have identified differences in the data between student groups.

Level of study	Mode of study	
	Apprenticeship	
All undergraduates	0%	
Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	48%	51%
Other undergraduate	1%	29%
First degree	47%	22%
Undergraduate with postgraduate components	0%	0%

Table 1: Office for Students' Access and Participation data dashboard, showing the level and mode splits for Birkbeck.

Birkbeck performs well in relation to Access as noted below. The greatest risks to equality of opportunity for Birkbeck are in the post-access stages of the student journey (continuation, completion, attainment and progression) so these will be the focus of our action planning. We will continue to actively monitor our performance and the potential risks to equality of opportunity at Access, especially as our younger, full-time student population continues to grow. Below is a summary of our findings in relation to Access, followed by a summary assessment of performance at all other stages of the student lifecycle.

Access

Birkbeck has a proud history of supporting learners who have historically been excluded from higher education to access university successfully. Birkbeck internal student records shows us that as a London provider, 72% of our UG students' home post code is within Greater London (Birkbeck, Tableau, 2024). Just over half of Birkbeck students study part time and most of our teaching is conducted in the evening, to enable maximum flexibility for students needing to balance their studies with other commitments.

Full-time first-degree students

Age

Over a four-year average, 66% of Birkbeck's entrants were over the age of 21. The gap between young and mature entrants is closing, however Birkbeck remains an important destination for mature learners and in 2021-22 Birkbeck was still substantially above the sector norm for mature entrants (60% mature entrants at Birkbeck, compared to 28% sector average for 2021-22). The Heidi Plus multi-faculty public universities data set shows us that Birkbeck has the second highest

proportion of mature students studying in person in the sector (only the specialist online providers, the Open University, Arden, and the University of Suffolk have higher proportions) (accessed April 2024).

IMD

Using IMD as a measure of socioeconomic background: over a four-year average, our highest proportion of entrants were from IMD quintiles 1-3 (21% IMD1; 36% IMD2; 23% IMD3), with the fewest entrants from IMD 4 and 5 (12% and 8% respectively). This is replicated across individual years.

Disability

Across a four-year average 22% of Birkbeck’s entrants identified themselves as a disabled student. This compares to a sector four-year average of 17% of entrants reporting a disability. Of Birkbeck’s 2021-22 entrants, 24% reported a disability, 6 percentage points (pp) above the sector norm of 18%.

Sex

Across a four-year average 54% of Birkbeck’s entrants identified as female and 46% identified as male. The gap between male and female entrants closed in 2021-22 with 51% male entrants and 49% female.

Ethnicity

Birkbeck’s admissions reflect the ethnic diversity of our local London population (England and Wales Census, 2021)¹. We perform above the sector norm across all categories of students from under-represented ethnic groups.

Ethnicity	Birkbeck	Sector norm
White	46%	67%
Black	20%	11%
Asian	16%	15%
Mixed	11%	5%

Table 2: break down by ethnic group, Birkbeck full-time entrants across a four-year average, compared to sector wide break down. Office for Students’ Access and Participation data dashboard.

Offer rates

We examined our UCAS data to understand our offer rates for 2023/24 entry:

- 92% of Black applicants received an offer compared to 93% of White applicants.
- 85% of mature applicants received an offer versus 95% of under 21 applicants.
- 90% of applicants who had declared a disability compared to 93% who did not.

¹ England and Wales 2021 Census data tells us percentage breakdown by ethnic group in London: 14% Black, 21% Asian, 6% mixed ethnicity, 37% White British, 17% White other. Source: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity>. Accessed 11 June 2024.

Part-time first-degree students

Age

Across a four-year average, 93% of Birkbeck's part-time entrants were mature students. This compares to 88% sector norm for mature entrants across a four-year average.

IMD

The largest percentage of Birkbeck part-time entrants across the four-year average, were from IMD 1, 2 and 3 (17% IMD1, 33% IMD2, 22% IMD3).

Disability

Across the four-year period reported, 25% of Birkbeck's part-time entrants reported a disability, compared to 21% at sector level.

Sex

Across the four-year reporting period, and consistent with the sector, Birkbeck recruits more female part-time students than male. While the gap was closing (2019-20: 50% female, 50% male), it has now widened, and the four-year average shows 55% female part-time entrants compared to 45% male.

Ethnicity

Birkbeck's part-time entrants reflect the composition of our local London population. 18% of Birkbeck part-time entrants, across a four-year average, identified as Black, 10% Asian and 9% as from a mixed ethnic group. Birkbeck performs well in comparison to the sector average across all underrepresented ethnically diverse student groups.

Ethnicity	Birkbeck	Sector norm
White	58%	86%
Black	18%	5%
Asian	10%	5%
Mixed	9%	3%

Table 3: breakdown by ethnic group, Birkbeck part-time entrants across four-year average, compared to the sector wide part-time entrants.

Offer rates

In the Assessment of Performance for our 2019 – 2025 APP we identified a 10pp gap in offer rates between part-time White and part-time Asian, Black, students of mixed ethnicity and from other minority ethnic groups. Looking at this for the new APP, we have found that in our internal application data for part-time applicants for 23/24, the 10pp gap remains unchanged. On review, we have noted that our internal application data for our part-time applicants is more complex, as a higher proportion of part-time applicants are applying for multiple courses. We therefore looked at rejection numbers (i.e. those applicants that received no offer of any place) and found that this gap in 2023/24 was 8pp. We will continue to monitor this over the period of the new APP. Our analysis of internal data did not reveal any differences in offer or rejection rates as a function of disability and the numbers of young students applying directly to study with us part time were not large enough to make any reliable statistical comparison with mature students.

Indications of risk to equality of opportunity across continuation, completion, attainment and progression

Through our assessment of performance, we have identified potential risks to equality of opportunity across the following stages of the student journey: continuation; completion; attainment and progression. These are based on a gap analysis, comparing Birkbeck student success rates by characteristic and identifying where there is a difference in the rate of success between different groups of students. Below is a summary and table outlining key indicators of risk across these four stages, the student groups most at risk and our current institutional gap.

As described, we undertook a comprehensive gap analysis using the Office for Students' Access and Participation Data Dashboard. Once we had identified which gaps were statistically significant, we used multivariate analysis (logistic regression) to determine which variables were independently associated with identified indicators of risk. Variables included in the logistic regression analysis were: highest qualification on entry (HQE); start age; disability (whether a student has reported a disability or not); ethnic group; Index of Multiple Deprivation (IMD) quintiles as an indicator of socioeconomic background. Where we report 'significant' findings below, these are statistically significant at $p < 0.05$

Full-time first-degree students

Continuation

Through our gap analysis we have identified that Black students and students of mixed ethnicity have lower continuation rates than their White peers, as well as students whose highest qualification on entry is a BTEC or equivalent vocational or technical qualification. The multivariate logistic regression analysis confirmed that ethnic group and entry qualification are both independently associated with continuation.

Ethnicity: full-time Black students and full-time students of mixed ethnicity have lower continuation rates, compared to full-time White students (5pp gap between Black and White students; 7pp gap between Mixed ethnicity and White students).

Entry qualification: full-time students with a BTEC, Access Diploma or similar vocational or technical qualification have lower continuation rates than those full-time students with A-Levels or equivalent (12pp gap between BTEC and A-Level; 6pp gap between Access and A-Level).

Intersectional consideration: we found that there was no statistically significant interaction between entry qualifications and ethnicity.

Completion

A key indication of risk was found to be differing completion rates among our student groups.

Through our gap analysis, we found the following groups to be more at risk of non-completion:

Black students and students of mixed ethnicity; students whose highest qualification on entry is a BTEC or equivalent vocational or technical qualification; mature students; students with a reported disability and students who took a foundation year. Our multivariate analysis (logistic regression) confirmed that the following variables are statistically significant predictors of completion.

Ethnicity: compared with full-time White students, full-time Black and full-time students of mixed ethnicity have significantly lower completion rates (12pp gap between Black and White students; 7pp gap between Mixed and White students; 8pp gap between Black and Asian students).

Highest qualification on entry: students with a BTEC, Access and other vocational or technical qualifications have significantly lower completion rates (23pp gap between BTEC and A-Level students; 13pp gap between Access and A-Level students).

Age: compared with students aged under 21 years old, students aged 21-25 and 26-30 years old have lower completion rates (9pp gap between U21 and 21-25; 6pp between U21 and 26-30).

Disability: students with a reported disability have lower completion rates than those with no disability reported (7pp gap between those with reported disability and those with no reported disability; 9pp gap between those with a reported mental health condition and those with no reported disability; 11pp gap between those with multiple impairments reported and those with no reported disability).

Foundation Year: only one cohort (2017-18) of our Foundation Year (FY) students appears in the dashboard (accessed April 2024), and this cohort has a 9pp gap in completion compared to those without FY entry. While this gap is much lower than that of the sector (17pp) we took action to investigate the possible causes. This led to the revision of our Foundation Year programme and increased support for FY students. We appointed a dedicated lead with strong experience in widening participation and revised the programme structure, including revising the core module 'Fundamentals of Study', taken by most students in Term One. This year we saw an increase of 19% in the number of students passing this module (70% in 2023; 89% in 2024). Looking at internal data we know that completion rates among FY students increased by 7pp for our second cohort. We will continue to monitor the progress being made in our Foundation Year provision.

Attainment

Through our analysis, we found that low on-course attainment for some student groups compared to others was an indicator of risk. We found the following groups to be more at risk of not attaining a 1st or 2:1: those with a BTEC or equivalent qualification, young students and Black, Asian and students of mixed ethnicity. Multivariate analysis (logistic regression) confirmed that they were all significantly associated with not being awarded a 1st or 2:1.

Ethnicity: full-time Asian, Black and full-time students of mixed ethnicity were all less likely to attain a 1st or 2:1, compared to full-time White students (26pp gap between Black and White students; 15pp gap between Asian and White students; 7pp gap between Mixed and White students).

Highest Qualification on Entry (HQE): full-time students with BTECs, Access to HE diplomas and equivalent vocational and technical Level 3 qualifications, were less likely to achieve a 1st or 2:1 compared to students with A-Levels or equivalent (34pp gap between BTEC and A-Level HQE).

Age: unlike at completion, regarding attainment rates, full-time under 21-year-olds were less likely to achieve a 1st or 2:1 compared to full-time 21-25-, 26-30- and 31–40-year-olds (5pp gap between U21s and 21-25s; 9pp gap between U21s and 26-30s; 5pp gap between U21s and 31-40s).

Intersections across HQE and Ethnicity: we found that a two-way interaction between entry qualification and ethnic group was significantly associated with attainment (51pp gap between White A-Level and Black BTEC students; 26pp gap between White BTEC and Black BTEC students). However, it is important to note that the numbers are very small in each group (60 in Black BTEC student group; 180 in White A-Level group; 80 in White BTEC group).

Progression

Low rates of progression to professional employment were found to be an indicator of risk for Black and Asian students who are more vulnerable to having low progression rates than White students.

Ethnicity: we were able to identify lower progression to professional employment rates for Black and Asian full-time students and our multivariate analysis (logistic regression) confirmed that ethnicity is significantly associated with progression (13pp gap between Black and White students; 11pp gap between Asian and White students).

Part-time first-degree students

Birkbeck part-time students perform well across the different stages of the life cycle but in line with our assessment of performance for full-time students, we have focused on comparing the differential success rates between student groups. By undertaking a gap analysis across the four student success stages, we have been able to compare student success rates by characteristic and so identify where there are indicators of risk across our part-time student experience.

Continuation

Continuation rates for part-time students are well above the minimum institutional requirements specified by the OfS. However, overall performance includes within it some areas to consider as a potential risk to equality of opportunity. We have identified, for example, that there is differential performance between our part-time Black and Asian students and their White peers. This is also the case for students whose highest qualification on entry is a BTEC or equivalent vocational or technical Level 3 qualification. Multivariate analysis (logistic regression) confirmed that ethnic group and entry qualification are independently associated with continuation.

Ethnicity: part-time Black and Asian students have significantly lower continuation rates, compared to part-time White students (11pp gap between Asian and White students; 13pp gap between Black and White students).

Highest Qualification on Entry (HQE): part-time students with a BTEC or equivalent have lower continuation rates than part-time A-Level or equivalent (9pp gap between BTEC and A-Level students).

Completion

We undertook a gap analysis of our completion data using the OfS APP data dashboard, looking at rates of completion by different Birkbeck student groups. Based on this gap analysis, low completion rates for key groups of students, when compared with their peers, were identified as a key indicator of risk to equality of opportunity. Part-time Black and Asian students and part-time students with a reported disability, were found to be at greater risk of not completing their studies when compared to White students and students with no reported disability. Both groups were found to be independently associated with completion among part-time students.

Ethnicity: Asian and Black part-time students had lower completion rates compared to part-time White students (9pp gap between Black and White part-time students; 7pp gap between Asian and White part-time students).

Disability: part-time students with a disability reported had lower completion rates than those with no disability reported (8pp gap between reported disability and no reported disability).

Attainment

Varying rates of on-course attainment between different student groups were identified as an indicator of risk for part-time students. Part-time students with non-traditional and vocational entry qualifications, as well as Black, Asian, students of mixed ethnicity, and students from IMD quintiles 1 and 2 are all less likely to receive a First or 2:1 for their degree. Multivariate analysis (logistic regression) confirmed that HQE, ethnicity and IMD were all independently associated with attainment.

Ethnicity: part-time Black students, students of mixed ethnicity and Asian students are all less likely to achieve a first or 2:1 compared to part-time White students (35pp gap between part-time Black and part-time White students; 21pp gap between part-time Mixed and part-time White students; 19pp gap between part-time Asian and part-time White students).

IMD: part-time students from IMD quintiles 1 or 2 were significantly less likely to achieve a First or 2:1 degree outcome compared to part-time students from IMD 5 (25pp gap between IMD 1 and IMD 5; 22pp gap between IMD 2 and IMD 5)

HQE: part-time students with BTECs, Access to HE diplomas and equivalent vocational and technical Level 3 qualifications, and HE credits, were less likely to achieve a First or 2:1 degree outcome compared to part-time students with A-levels or equivalent (30pp gap between BTEC and A-level students; 27pp gap between Access HE and A-level students; 25pp gap between students with HE credits and A-level students).

Progression

Variation in rates of progression to professional employment across different groups of part-time students was identified as an indicator of risk to equality of opportunity. Further analysis found that disability was the only characteristic that was statistically significantly associated with low progression rates to professional employment.

Disability: part-time students with a reported disability were found to be less likely to be in professional employment than part-time students with no disability (11pp gap).

Risks to equality of opportunity

Based on our assessment of performance, we have noted indications of risk and mapped these to risks to equality of opportunity, as presented in the Equality of Opportunity Risk Register. These are as follows:

- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support
- Risk 8: Mental health
- Risk 10: Cost pressures

Furthermore, we believe that Birkbeck students with a BTEC or equivalent vocational or technical qualification are impacted by the following risks, and these are indicated by differences in rates of continuation, completion and attainment:

- Risk 1: Knowledge and skills
- Risk 2: Information and guidance
- Risk 3: Perception of higher education.

Summary table assessment of performance, full-time first-degree students, showing average percentage point gap and the total number of students in target group across four years between academic years 2018-2022 for Continuation, Completion and Attainment, and 2017-2021 for Progression.

Indication of risk	Lifecycle stage	Student characteristics	Target group	Comparator group	BBK gap	Number of students in target group	Mapping to EORR risks
Continuation rates	Continuation	Ethnicity	FT Black	FT White	5pp	790	6, 7, 8, 10,
Continuation rates	Continuation	Ethnicity	FT Mixed	FT White	7pp	410	6, 7, 8, 10,
Continuation rates	Continuation	HQE	FT BTEC	FT A-Level / IB equivalent	12pp	610	1, 2, 3, 6, 7, 8, 10,
Continuation rates	Continuation	HQE	FT Access	FT A-Level / IB equivalent	6pp	820	1, 2, 3, 6, 7, 8, 10,
Completion rates	Completion	Ethnicity	FT Black	FT White	12pp	740	6, 7, 8, 10,
Completion rates	Completion	Ethnicity	FT Mixed	FT White	7pp	300	6, 7, 8, 10,
Completion rates	Completion	Ethnicity	FT Black	FT Asian	8pp	740	6, 7, 8, 10,
Completion rates	Completion	HQE	FT BTEC	FT A-Level or equivalent	23pp	380	1, 2, 3, 6, 7, 8, 10,
Completion rates	Completion	HQE	FT Access	FT A-Level or equivalent	13pp	630	1, 2, 3, 6, 7, 8, 10,
Completion rates	Completion	Age	FT Mature	FT U21	7pp	2,150	6, 7, 8, 10,

Completion rates	Completion	Age	FT 21 – 25	FT U21	9pp	950	6, 7, 8, 10,
Completion rates	Completion	Age	FT 26 – 30	FT U21	6pp	510	6, 7, 8, 10,
Completion rates	Completion	Disability	FT Disabled	FT No disability	7pp	610	6, 7, 8, 10,
Completion rates	Completion	Mental Health	FT Mental Health	FT No Disability	9pp	140	6, 7, 8, 10,
Completion rates	Completion	Multiple Impairments	FT Multiple Impairments reported	FT No Disability	11pp	220	6, 7, 8, 10,
On-Course Attainment	Attainment	Age	FT U21	FT 21-25 yr olds	5pp	740	1, 2, 3, 6, 7, 8, 10,
On-Course Attainment	Attainment	Age	FT U21	FT 26-30 yr olds	9pp	740	1, 2, 3, 6, 7, 8, 10,
On-Course Attainment	Attainment	Age	FT U21	FT 31-40s	5pp	740	1, 2, 3, 6, 7, 8, 10,
On-Course Attainment	Attainment	Ethnicity	FT Black	FT White	26pp	390	6, 7, 8, 10,
On-Course Attainment	Attainment	Ethnicity	FT Mixed	FT White	7pp	180	6, 7, 8, 10,
On-Course Attainment	Attainment	Ethnicity	FT Asian	FT White	15pp	380	6, 7, 8, 10,

On-Course Attainment	Attainment	HQE	FT BTEC	FT A-Level or equivalent	34pp	250	1, 2, 3, 6, 7, 8, 10,
On-Course Attainment	Attainment	HQE and Ethnicity	FT Black BTEC	FT White A-Level	51pp	60	1, 2, 3, 6, 7, 8, 10,
On-Course Attainment	Attainment	HQE and Ethnicity	FT Black BTEC	FT White BTEC	26pp	60	1, 2, 3, 6, 7, 8, 10,
Low progression rates to professional employment	Progression	Ethnicity	FT Black	FT White	11pp	150	6, 7, 8, 9, 10, 12
Low progression rates to professional employment	Progression	Ethnicity	FT Asian	FT White	12pp	111	6, 7, 8, 9, 10, 12

Table 4: summary table of assessment of performance for full-time first-degree students

Summary table of assessment of performance for part-time first-degree students, showing average percentage point gap and the total number of students in target group across four years between academic years 2018-2022 for Continuation, Completion and Attainment, and 2017-2021 for Progression.

Indication of risk	Lifecycle stage	Student characteristics	Target group	Comparator group	BBK gap	Number of students in target group	Mapping to EORR risks
Continuation rates	Continuation	Ethnicity	PT Black	PT White	13pp	370	6, 7, 8, 10,
Continuation rates	Continuation	Ethnicity	PT Asian	PT White	11pp	180	6, 7, 8, 10,
Continuation rates	Continuation	HQE	PT BTEC	PT A-Level	9pp	110	1, 2, 3, 6, 7, 8, 10
Completion rates	Completion	Ethnicity	PT Black	PT White	9pp	520	6, 7, 8, 10,
Completion rates	Completion	Ethnicity	PT Asian	PT White	7pp	230	6, 7, 8, 10,
Completion rates	Completion	Disability	PT Reported Disability	PT No Reported Disability	8pp	280	6, 7, 8, 10,
On-Course Attainment	Attainment	Ethnicity	PT Black	PT White	35pp	240	6, 7, 8, 10,
On-Course Attainment	Attainment	Ethnicity	PT Mixed	PT White	21pp	110	6, 7, 8, 10,
On-Course Attainment	Attainment	Ethnicity	PT Asian	PT White	19pp	110	6, 7, 8, 10,
On-Course Attainment	Attainment	IMD	PT IMD 1	PT IMD 5	25pp	240	6, 7, 8, 10,
On-Course Attainment	Attainment	IMD	PT IMD 2	PT IMD 5	22pp	450	6, 7, 8, 10,

On-Course Attainment	Attainment	HQE	PT BTEC	PT A-Level	30pp	60	1, 2, 3, 6, 7, 8, 10
On-Course Attainment	Attainment	HQE	PT Access HE	PT A-Level	27pp	426	1, 2, 3, 6, 7, 8, 10
On-Course Attainment	Attainment	HQE	PT HE Credits	PT A-Level	25pp	402	1, 2, 3, 6, 7, 8, 10
Low progression rates to prof. employment	Progression	Disability	PT Reported Disability	PT No Reported Disability	11pp	109	6, 7, 8, 10, 12

Table 5: summary table of assessment of performance for part-time first-degree students

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Intervention strategy 1

IS1 addresses the risks to equality of opportunity for identified student groups focussing on Continuation and Completion. Through our Assessment of Performance we found that students who had studied a BTEC or equivalent vocational course are more at risk of non-continuation and non-completion than other students, and that Black and Asian students are more at risk of not completing their studies than White students at Birkbeck.

On Track

The transition into university has been described as an 'acute stressor' on students, due to the initial intense strain on wellbeing at the start of university (Gall, Evans, and Bellerose, 2011). In 'Addressing Barriers to Student Success: Final report to the Office for Students', the authors found that '[m]any students struggle with the changed nature of academic support at university compared with FE (Further Education)', and that students are 'used to high support at FE and find university support less overt'. Importantly, the programme's findings demonstrated that 'whilst universities generally have well-developed academic and well-being support systems in place, students are not always aware of how to access them, and some students are reluctant to draw on these support systems'. The On Track program directly tackles this issue by introducing students to support services available at university and normalising the need for additional help in the transition phase.

The 'Guiding Principles to Inform the Successful Progression of BTEC Students into Higher Education' report, produced by the members of the NEON BTEC Working Group and supported by Pearson, emphasise the importance of supporting the transition of BTEC students into higher education. On Track helps students to familiarise themselves with the campus, enables them to consider what support they might want to explore once at university and provides the chance for students to socialise and make friends.

Peer-Mentoring

It is understood that students new to higher education, especially those who are underrepresented at university, can feel overwhelmed and isolated and that this can lead to them withdrawing from their course early in their first year. By matching foundation year and first year students with a peer-mentor, we provide these new students with a fellow student as their guide for their first year. Research demonstrates that peer-mentoring provides much needed scaffolding for students to be able to make connections and build relationships, working with their peers to gain confidence in navigating and succeeding at university. A recent review by Gehreke, Schilling & Kauffeld (2024) explained that peer mentoring programmes are 'an effective support mechanism, yielding favourable impacts across various outcomes: social and academic integration, career benefits, emotional benefits, soft skills, university-life balance, study dropout intention and sense of belonging to university'. The design of Birkbeck's peer-mentoring programme is informed by the TASO evidence toolkit 'Mentoring, counselling, coaching and role models (post-entry)', which suggests that mentoring is associated with a positive impact on attainment, retention/completion or other outcomes. TASO cites Kerrigan and Manktelow (2021) who found that 'participation in blended peer mentoring is positively correlated with improved student outcomes'. In addition,

research highlights benefits to those serving as peer mentors: 'students acquired benefits in three broad categories: relational knowledge, self-awareness, and career development' (Marshall et al. 2021).

Review of Personal Tutor System

The role of personal tutoring in universities is important, particularly for first-year students transitioning into university, with literature linking personal tutoring to key sector-wide issues of retention, attainment and success (Boulton, 2021). Furthermore, a 'tutor-student relationship can promote a sense of belonging in students and has been found to increase student satisfaction through connectedness' (Wakelin, E. 2021). At Birkbeck, our Welcome Survey for new students and recent NSS feedback, have demonstrated that the personal tutor system can do more to support our students, and we recognise that in doing so, it will impact positively on our target groups. As noted by Boulton, personal tutors can play an important role in supporting students who are more likely to struggle in transitioning into higher education.

Restart Coaching

Students having to repeat a year or who are returning from a break in study face additional challenges as they re-start their studies. Their original year group has moved ahead, and they now need to connect with new social groups and networks, re-integrating themselves into university. They can often feel stigma from having to repeat or for having taken a break in study and for some, they continue to face some of the challenges that led them to needing a break in study. Group coaching provides the scaffolding for students who must repeat an academic year or are returning from a break in study to make connections and build relationships with students with similar experiences. Evidence suggests coaching yields positive effects for students at risk of dropping out. Vanacore and Dahan (2019) evaluated the effectiveness of coaching interventions for students on academic probation to enhance students' sense of belonging and self-efficacy. The design of the programme is informed by the TASO evidence toolkit 'Mentoring, counselling, coaching and role models (post-entry)', which suggests that coaching is associated with a positive impact on attainment, retention/completion or other outcomes. Bradley et al. (2024) highlights that 'coaching has been shown to produce significant gains in strengthening self-efficacy', which is of particular importance for students who have had a negative educational experience or experienced a disruption to their studies and may find re-establishing themselves as a successful learner challenging. As discussed in the TASO evidence toolkit, coaching can be particularly effective for students who are underrepresented at university, including students who are Asian, Black, of mixed ethnicity or from other minority ethnic groups, those who have studied a non-traditional qualification and students from lower-socioeconomic groups. We intend to track and monitor the impact of group coaching on our target groups and iterate the programme design accordingly.

Student Voice Initiative

Evidence confirms that there are inequalities at all levels and stages of the student journey for students who are Asian, Black, of mixed ethnicity or from other minority ethnic groups, compared to their White peers (Office for Students, 2020). The Student Voice Initiative has been created in response to student feedback given as part of Birkbeck's internal research into the Black Awarding Gap (Houston & Allen, 2021), and the differential completion rates for Black and Asian students compared to White Birkbeck students, in which students signalled a lack of a sense of belonging and of there being no adequate space for them to talk, discuss and feel heard. To gather a better

understanding of students' needs, focus groups were undertaken to examine and explore areas where students felt dissatisfied, with a view to addressing those issues and providing practical and meaningful solutions. According to research conducted by Husain and Jones (2021), students who perceive that their institution is committed to diversity, as well as actively tackling discrimination, are more likely to experience a sense of belonging. In carrying out these focus groups and reporting back to students on the findings, it is hoped that students who are Asian, Black, of mixed ethnicity or from other minority ethnic groups, will feel that they are a valued part of the university community and that their concerns are addressed.

Black Unity Events

Inclusion is closely linked to the feeling of belonging, which requires students to feel welcomed in a space and to be a part of a community. Students have expressed a desire to be around peers who share a similar identity, which has been shown to enhance their sense of belonging. Participants of a survey undertaken by the University of Nottingham Students' Union indicated that being with people like themselves made them feel at home and accepted (University of Nottingham Students' Union, 2019).

Research has shown us that continuation, completion and attainment rates of Black students are linked to students' identity and sense of belonging (Sabri, 2017). Equally, in research conducted by WonkHE and Pearson (2022), building belonging has been shown as the cornerstone of raising attendance, engagement and attainment, particularly as it relates to inclusion. Research across the sector tells us that Black students often feel marginalized or excluded due to cultural and systemic factors. Black Unity Events look to foster a sense of belonging and community, responding to the barriers faced by Black students and understanding that by removing these barriers we enable equal opportunity for success.

University Mental Health Charter

The University Mental Health Charter calls for universities to consciously consider their influence over factors which contribute to student mental health, proactively create environments and interventions that promote wellbeing based on principals of good practice and engage in continuous review and improvement. This was researched and instigated by the sector and the charity Student Minds. The University Mental Health Charter, as designed by Student Minds, is split into 18 themes to include the whole student journey and consider all areas of the university and how these can impact on our students' and staff mental wellbeing.

Look After Your Mate

The Look After Your Mate initiative offers a 'train the trainer' programme, delivered by Student Minds. In 'Looking After a Mate', a research report for Student Minds (2016), the researchers set out to 'understand the support for mental health difficulties that students provide to each other', the challenges that students face in providing that support, and the impact that this has on them. The study found that '44% of supporters felt that they were the primary source of social support for the supportee', and that '75% of students experiencing mental health difficulties talk to their friends about their mental health'. As demonstrated, it has become increasingly important to ensure that students are supported to look out for one another, while also being able to take care of their own wellbeing.

Intervention strategy 2

IS2 addresses the risks to equality of opportunity for identified student groups focussing on Attainment. Through our Assessment of Performance we found that the following groups of students were more at risk of not achieving a good degree outcome compared to other groups:

- those who had studied a BTEC or equivalent vocational course compared to A-Level students
- Black students compared to White students
- part-time students from lower socioeconomic backgrounds compared to students from the least disadvantaged background (IMD Quintile 2 compared to IMD Quintile 5).

Student Engagement and Success Project

Sector-wide research and our own institutional data has shown that students from disadvantaged backgrounds and those who are underrepresented at higher education have lower rates of continuation, completion and on-course attainment at university. This has been demonstrated through the APP data dashboard and our internal report into the Awarding Gap (2021), which informed the development of this project. The project seeks to reduce the attainment gap at Birkbeck for all those at risk of not achieving equality of opportunity during their studies, focusing on reducing non-continuation and improving the attainment rates.

Ifenthaler and Yau (2020) have argued that the use of learner analytics enhances study success 'through the collection and analysis of data from learners, learning processes, and learning environments in order to provide meaningful feedback and scaffolds where needed'. We are adopting a whole institution approach to supporting students and tracking their engagement with academic and non-academic services. It allows us to build greater understanding into the reasons for lower continuation and attainment rates among target groups, using learner analytics and student voice to underpin and strengthen the reporting and monitoring of student success activities.

Skills4Success Programme

Skills4Success uses the same assumptions and rationale as stated above for the overall Student Engagement and Success Project. The programme uses an assessment tool at the start of the academic year, which requires students to self-report confidence in academic skills and evaluates a set of study behaviours, attitudes and personal characteristics that are associated with differences in academic performance (Houston, 2015, Abrams et al., 2018). The aim of this is to identify bespoke support for students. Through pilots, we have identified that simply failing to complete this assessment tool is associated with lower levels of attendance at core teaching events. One key element we are exploring is academic self-efficacy relating to confidence in students' ability to undertake specific academic activities. Adams et al. (2019) highlight that 'academic self-efficacy, the belief that one can achieve desired academic goals, plays an important role in learning', and Skills4Success supports students in developing the requisite skills and belief that they can succeed in their studies. It is informed by the 'What Works? programme on Engaging practice: Characteristics of effective interventions and approaches' (Thomas et al, 2017), specifically, the recommendation on nurturing a culture of belonging within the academic community that supports a student's capacity to engage and belong early.

Early Assessment for Learning

Students who do not meet the threshold to pass assessment early in their academic journey, lose confidence and are less likely to participate in the support that is offered. Students who are underrepresented at university or who do not have effective support networks are more likely to disengage, lose confidence and struggle to find the resilience to get back on track. The aims and design of the Early Assessment for Learning programme for students at specific academic thresholds are informed by the What Works? project on 'Engaging practice: Characteristics of Effective Interventions and Approaches' (Thomas et al, 2017). Previously, students who failed assessments were offered interventions, but their participation was low. This project aims to engage students at risk of not passing before they undertake their first formal assessment. This approach mainstreams support by offering all students below a specific academic threshold the opportunity to participate through an opt-out process rather than an opt-in, which we hope will encourage more students to take part. Students will have an opportunity to engage with informal feedback and discuss their approaches to study, thus improving their performance in future assessments. As discussed in the What Works? Programme, nurturing a culture of belonging is recommended to sit alongside the development of interventions. This early intervention aims to support those students who feel a lack of community or belonging while it develops students' knowledge, confidence and identity as successful HE learners.

Inclusive Assessment Framework

As described in the 'Inclusive Higher Education Framework', produced by the Quality Assurance Agency for higher education (QAA), in partnership with the University of Hull, the University of Derby, University of Staffordshire, Keele University and York St John University: '[b]eing inclusive means that all students are given an equal opportunity to succeed, independent of their background or demographic characteristics.' For Birkbeck, a key recommendation of our internal review of Assessment and Feedback, was the need to produce an Inclusive Assessment Framework, to consider the needs of our diverse student body, understanding that this will most positively impact those students who are underrepresented at university or who have vocational and non-traditional qualifications, where their experience of assessment will be different to those who have studied A-Levels or similar. In 'Inclusive Assessment in Higher Education: A Resource for Change' (2006), the authors discuss the need to go beyond a model of reasonable adjustment, which could simply be good teaching practice that benefits all students, without additional resources and the risk of stigmatising the student for whom the adjustment is being made. They write: 'Unfortunately "special arrangements" don't come without consequences of social inequality and exclusion, even for those students who unequivocally value them' (Waterfield and West, 2006). With this in mind, Birkbeck will look to develop an inclusive assessment framework that can support staff and drive inclusivity for all, and we will evaluate and monitor the impact on target groups students.

Embedded Learning Development

As highlighted in our Assessment of Performance, part-time students from lower socioeconomic backgrounds do not always attain the highest possible degree to the same extent as students in other groups. From analysing internal student survey results we understand that many students who belong to this group must prioritise work commitments over attending extracurricular study skills workshops and activities that would strengthen their skills and lead to higher attainment. The aim of the intervention is to raise the attainment of these students by embedding learning

development within academic modules, so that students engage in academic skill-building as part of their standard diet of lectures and seminars. It is understood that students may opt to study part-time because they have many other commitments, particularly around work and caring responsibilities. It is assumed that the lower socioeconomic background of these students may increase the need for them to prioritise work over study, and this assumption was borne out in workshops and focus groups conducted as part of the APP development. This may reduce the time and energy available to students to attend extracurricular skill development sessions which would help attainment. A further assumption is that study skills are particularly effective when taught as part of an academic module. This is based on a body of research evidence, including Wingate, U., 2006, 'Doing Away with "Study Skills"', *Teaching in Higher Education*, 11(4). The intention is to move to embedded learning development across the College as part of the new Learning Development Strategy 2024, and we believe that this will make study skills support more inclusive and accessible for all students and have a positive effect on the engagement and attainment of students who have multiple competing commitments and are time-poor.

Making the Most of My Assessments

The evidence and rationale for the Making the Most of My Assessments, is based on the same research and theory as our Embedded Learning Development strategy and Inclusive Assessment Framework. It targets students who are mid-way through their course. It focuses on building skills in self-efficacy among students by embedding guidance and awareness of assessments and feedback into core teaching content, encouraging students to engage in a dialogue with module convenors, personal tutors and learning development staff, in order to make the most of their assessments and make changes to their learning engagement and to reach out for support where needed.

Intervention strategy 3

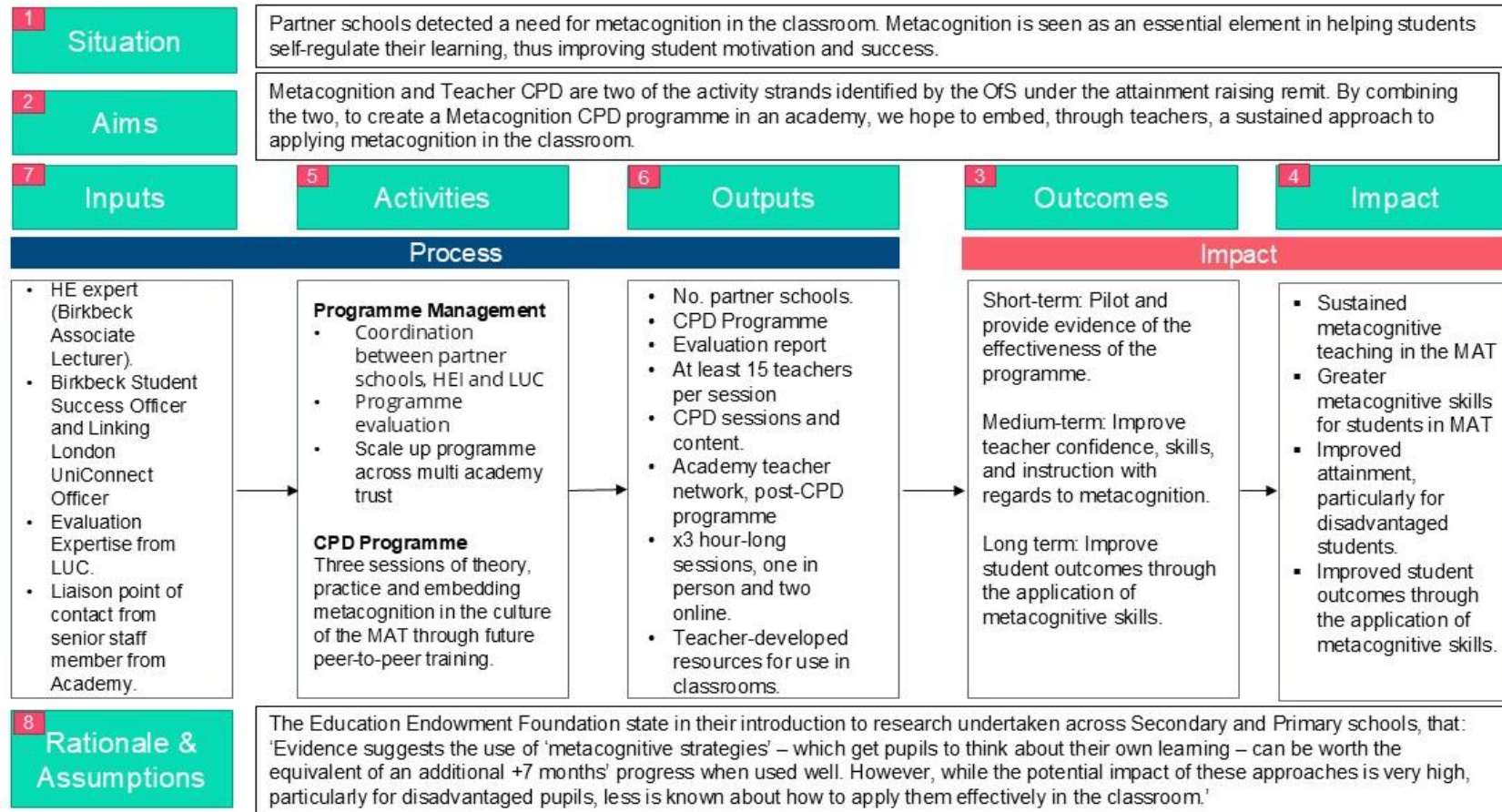
IS3 addresses the risks to equality of opportunity for identified student groups focussing on Progression. Through our Assessment of Performance we found that Black students at Birkbeck are more at risk of not progressing to graduate level professional employment compared to other groups.

BBK Pathways to Success

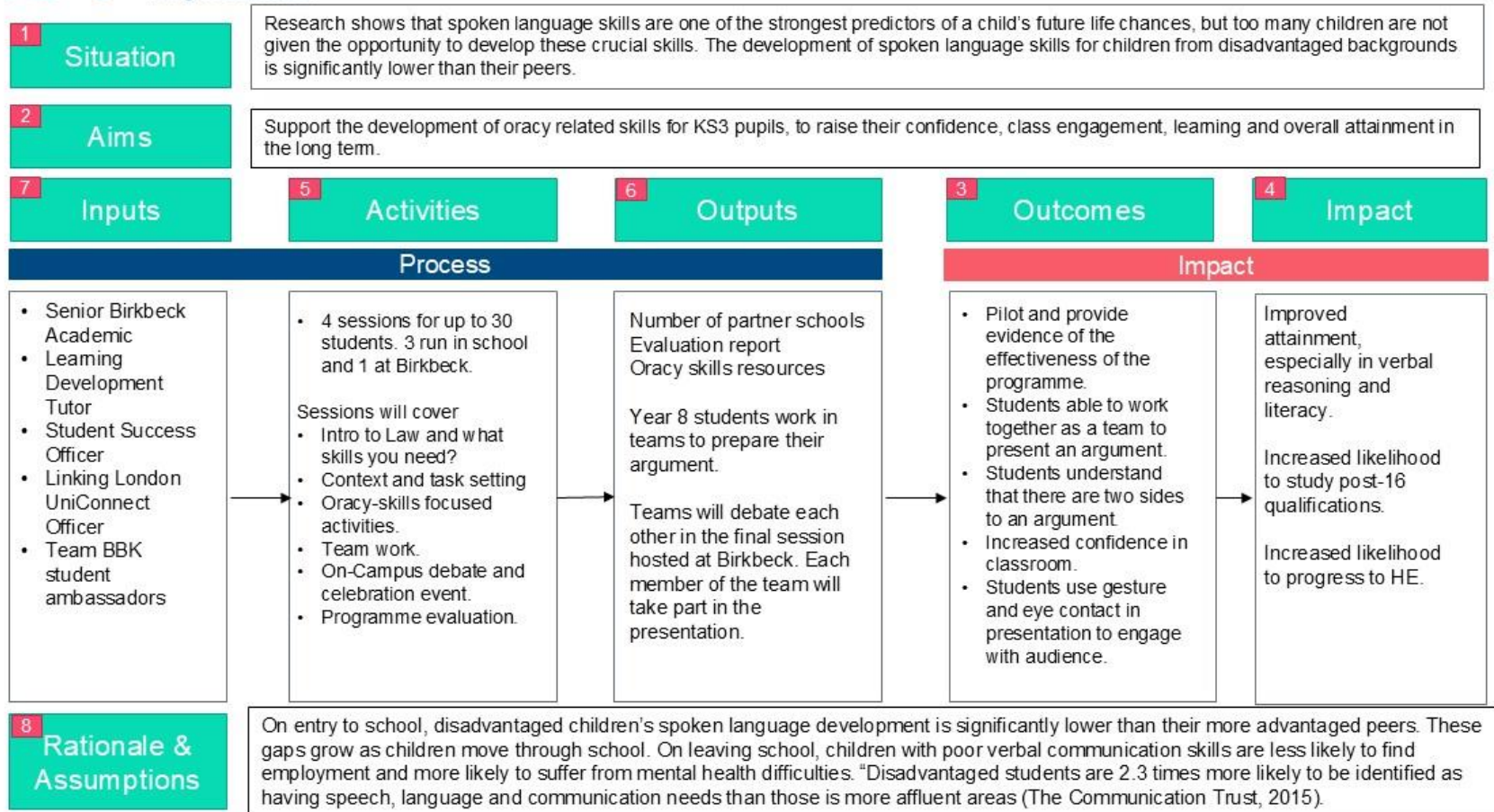
Research tells us that students who are Asian, Black, of mixed ethnicity, or from other minority ethnic groups, can feel isolated and can lack a sense of belonging at university (Blake, et al 2022; Hinchcliffe 2020; Sabri 2017). The reasons for this are complex and multifaceted. Birkbeck's internal 'Black Awarding Gap Research Report', highlights the need to build a workforce that represents the diversity of the Birkbeck community and student population. The report also recommends that 'each undergraduate student should have a dedicated student advisor who can help them navigate their academic journey, provide practical and academic support, mentoring and encouragement'. This programme is aimed specifically at students who are Asian, Black, of mixed ethnicity or from other minority ethnic groups at Birkbeck and will provide bespoke support through the Student Success Tutor and specialist Careers Consultant who will co-convene and manage the programme. We know from the success of the work of our Student Success Tutor in providing dedicated support and stewardship to the Goldman Sachs Scholars and in the one-to-one support offered to all Foundation Year students, that this has a substantial impact on students' ability to complete their studies.

We know from feedback from Goldman Sachs and other corporate employers that they value resilience, self-efficacy, self-motivation and independence in applicants. However, often those applicants who are able to demonstrate this come from a position of privilege where they have had the support to build skills in confidence, resilience and self-motivation, as well as receiving training and guidance on how to evidence and articulate these soft skills. Students and graduates who come from disadvantaged, racialised backgrounds have not always received this. The programme will look to bridge this gap by building confidence and a sense of community, identity and belonging among participants. We will develop a network of Birkbeck alumni who have the same backgrounds and lived experience as participants, to offer guidance and support. The programme aims to ensure that students' positive experience of Birkbeck prepares them to succeed in the graduate careers market.

Theory of Change for the Metacognition teacher CPD programme, in partnership with Linking London Uni Connect



Theory of Change for the Oracy Attainment Raising programme, in partnership with Linking London Uni Connect.



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Fees, investments and targets

2025-26 to 2028-29

Provider name: Birkbeck College

Provider UKPRN: 10007760

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0	Higher-fee subjects	N/A	9250
Foundation year/Year 0	Lower-fee subjects	N/A	5760
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree	*	N/A	*
Foundation year/Year 0	Higher fee subjects	N/A	4625
Foundation year/Year 0	Lower fee subjects	N/A	2880
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	6935
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Birkbeck College

Provider UKPRN: 10007760

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£80,000	£82,000	£84,000	£85,000
Financial support (£)	NA	£360,000	£360,000	£360,000	£360,000
Research and evaluation (£)	NA	£73,000	£75,000	£77,000	£79,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£14,000	£14,000	£14,000	£15,000
Access activity investment	Post-16 access activities (£)	£66,000	£68,000	£70,000	£70,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£80,000	£82,000	£84,000	£85,000
Access activity investment	Total access investment (as % of HFI)	1.0%	1.0%	1.0%	1.0%
Access activity investment	Total access investment funded from HFI (£)	£79,000	£80,000	£81,000	£82,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£160,000	£160,000	£160,000	£160,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£200,000	£200,000	£200,000	£200,000
Financial support investment	Total financial support investment (£)	£360,000	£360,000	£360,000	£360,000
Financial support investment	Total financial support investment (as % of HFI)	4.5%	4.4%	4.4%	4.4%
Research and evaluation investment	Research and evaluation investment (£)	£73,000	£75,000	£77,000	£79,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.9%	0.9%	0.9%	1.0%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Birkbeck College

Provider UKPRN: 10007760

Targets

Table 5b: Access and/or raising attainment targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTA_1														
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce full-time students continuation gap by highest qualification on entry.	PTS_1	Continuation	Other	Other (please specify in description)	Other (please specify in description)	To reduce the continuation gap between full-time students with a BTEC or equivalent vocational qualification on entry and full-time A level students. Data source is our own internal data submitted to HESA.	No	Other data source (please include details in commentary)	2020-21	Percentage points	7	5	4	3	2
Reduce full-time students completion gap by ethnicity.	PTS_2	Completion	Ethnicity	Black	White	To reduce the completion gap between full-time Black and full-time White students.	No	The access and participation dashboard	2017-18	Percentage points	9	8	7	6	5
Reduce part-time students completion gap by ethnicity	PTS_3	Completion	Ethnicity	Black	White	To reduce the completion gap between part-time Black and part-time White students. Data source is the APP data dashboard 2015-16	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	11	9	7	5	3
Close the part-time students completion gap by ethnicity	PTS_4	Completion	Ethnicity	Asian	White	To close the completion gap between part-time Asian and part-time White students. Data source is the APP data dashboard 2015-16	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	13	10	7	4	0
Reduce full-time students completion gap by highest qualification on entry	PTS_5	Completion	Other	Other (please specify in description)	Other (please specify in description)	To reduce the completion gap between full-time students with a BTEC or equivalent vocational qualification on entry and full-time A level students. Data source is our own internal data submitted to HESA.	No	Other data source (please include details in commentary)	2017-18	Percentage points	30	25	20	15	10
Reduce full-time students attainment gap by ethnicity	PTS_6	Attainment	Ethnicity	Black	White	To reduce the attainment gap between full-time Black and full-time White students	No	The access and participation dashboard	2020-21	Percentage points	35	28	21	14	7
Reduce full-time students attainment gap by highest qualification on entry	PTS_7	Attainment	Other	Other (please specify in description)	Other (please specify in description)	To reduce the attainment gap between full-time students with a BTEC or equivalent vocational qualification on entry and full-time A level students. Data source is our own internal data submitted to HESA.	No	Other data source (please include details in commentary)	2021-22	Percentage points	31	27	23	19	15
Reduce part-time students attainment gap by levels of deprivation	PTS_8	Attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 2	IMD quintile 5	To reduce the attainment gap between part-time IMD2 and part-time IMD5 students.	No	The access and participation dashboard	2021-22	Percentage points	18	15	13	11	9
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

