

Royal Holloway, University of London

2019/20 Access and Participation Plan

Assessment of current performance

1. For the purposes of Royal Holloway’s admissions and support processes, and thus for this Access and Participation Plan, a widening participation student is classified as someone who:
 - has spent time in Local Authority care; or
 - is a mature student; or
 - fulfils at least two of the following criteria:
 - i. studied at a low-performing school
 - ii. has a disability
 - iii. lives in a low-participation neighbourhood (POLAR 3)

2. In addition to widening participation students as defined above, the following student groups are also identified as underrepresented student groups with gaps in access, success or progression:
 - a) students who are classified as Black, Asian and Minority Ethnic (BAME)
 - b) students with an intersection of characteristics including widening participation, ethnicity and gender

3. Each of these demographics are explored further below in relation to access, success and progression. Please note that the overall population refers to undergraduate applicants or students (as relevant) who are domiciled in the United Kingdom and eligible to pay home fees.

Access

New entrants

4. As indicated in the table below, the number and proportion of widening participation students at Royal Holloway has increased between 2014/15 - 2017/18 entry (although there was a slight drop in 2015/16).

Entry year	Total UK UG new entrant student population	'WP flag' student population	WP as % of total student population
2014/15	1698	164	9.7%
2015/16	1810	152	8.4%
2016/17	1980	190	9.6%
2017/18	1980	196	9.9%

5. The table below shows our current performance against two key Higher Education Statistics Agency (HESA) entrant indicators, alongside two institutional measures. Although the table above shows that the proportion of widening participation entrants to Royal Holloway has increased in recent years, HESA data shows a decline in entrants from low participation neighbourhoods that is below the benchmark. Whilst the HESA data also shows an increase in entrants from state schools, this also remains slightly below the benchmark. Our institutional measures show that the proportion of mature entrants has decreased, although the proportion of BAME entrants has increased.

Entrant Marker	Royal Holloway performance 2014/15	Royal Holloway performance 2015/16	Royal Holloway performance 2016/17	HESA location-adjusted benchmark 2016/17
HESA KPI – young full-time first degree entrants from state schools	84.1%	84.4%	85.4%	85.8%
HESA KPI – Young full-time first degree entrants from Low Participation Neighbourhoods	6.7%	4.7%	6.0%	7.0%
Institutional Measure – Mature entrants (as a percentage of all entrants)	7.5%	5.4%	5.8%	N/A
Institutional Measure – BAME entrants (as a percentage of all entrants)	28.0%	25.5%	33.0%	N/A

6. The data shows that a third of new entrants in 2016/17 were classified as BAME, a figure which internal data shows has since increased to 36.2% for 2017/18 entry. We are pleased to report that HESA data shows that the proportion of BAME entrants at Royal Holloway in 2016/17 was 7% higher than the proportion of BAME entrants across the sector (26%).

Applicants

7. As seen with new entrants, internal data shows that the proportion of widening participation applicants has also increased over the past four years (from 2014/15 – 2017/18 entry). This is true for all constituent parts of the widening participation combination, including mature students, Care Leavers, students with a disability, students from low participation neighbourhoods and students from a low performing school.
8. The following table shows the proportion of widening participation students amongst all applicants, offer-holders, firm offer-holders, enrolments and students at Royal Holloway between 2014/15 - 2017/18 entry. The proportion amongst applicants provides a baseline, with any drops below this baseline at later points in the admissions cycle signalling where there may be gaps in access.

Widening participation group	Population as % of all (2014/15 – 2017/18)...				
	Applicants	Offer holders	Firm offer holders	Enrolments	Students
WP combination	8.6%	7.4%	9.1%	9.5%	9.4%
<i>Mature students</i>	5.7%	4.7%	6.2%	6.4%	6.4%
<i>Care Leavers</i>	0.5%	0.4%	0.5%	0.4%	0.4%
<i>Students with a disability</i>	10.7%	10.7%	12.7%	14.4%	14.4%
<i>Students from a low participation neighbourhood</i>	5.1%	4.8%	4.6%	4.6%	4.7%
<i>Students from a low performing school</i>	13.5%	12.6%	14.2%	13.4%	13.3%

9. The data shows that there is a noticeable drop between applicant and offer holder status for widening participation students, particularly amongst mature students and those from low performing schools. There is also a slight drop between the applicant and student stages for Care Leavers (albeit a very small population) and students from a low participation neighbourhood. In contrast, the data shows that students with a disability make up a greater proportion of the population as we progress from applicant stage through to student stage.
10. Information related to ethnicity is not known until after an applicant becomes a firm offer holder. However, internal data suggests that Black and Minority Ethnic (BAME) students convert through the admissions cycle at a similar rate to students of other ethnicities.
11. Applicant data was also analysed with reference to students with no parental experience of Higher Education, a factor that is known to create a barrier specifically at the point of access. The data shows that students with no parental experience of Higher Education do not progress from applicant to student at the same rate as the comparator group, which is seen particularly between the offer holder and enrolment stages.

12. Comparison of conversion rates over the past four years allows us to assess any differences between widening participation groups, and to assess the impact of any intersections between these groups. The data shows that, from 2014/15 to 2017/18 entry, conversion at each point in the admissions cycle was lowest for the following groups:
- *From applicant to offer holder:* conversion was lowest amongst mature applicants, and particularly mature applicants who are also male and/or from low participation neighbourhoods
 - *From offer holder to firm offer holder:* conversion was lowest amongst applicants from low participation neighbourhoods
 - *From firm offer holder to enrolment:* conversion was lowest amongst care leavers, and male students from low participation neighbourhoods
 - *From enrolment to student:* conversion was lowest amongst care leavers and mature students, particularly male mature students

Success

Non-continuation rates

13. The table below shows our current performance between 2014/15 – 2016/17 against key HESA retention markers. It shows that non-continuation rates for all young, full-time first degree entrants increased slightly but remains below the benchmark. We are particularly pleased to note the strong improvement in the non-continuation rates for entrants from low-participation neighbourhoods, which also remains below the benchmark. We note however that, whilst comprising a small proportion of students, the non-continuation rates have worsened for mature students and remain above the benchmark.

Retention Marker	Royal Holloway performance 2014/15	Royal Holloway performance 2015/16	Royal Holloway performance 2016/17	HESA benchmark 2016/17
HESA KPI – Non-continuation following year of entry: young full-time first degree entrants	3%	3.7%	3.6%	4.5%
HESA KPI – non-continuation following year of entry: mature full-time, first degree entrants	12.9%	16.2%	18.4%	13.9%
HESA KPI – non-continuation following year of entry: young full-time first degree entrants from low-participation neighbourhoods	5.1% (POLAR 3)	4.6% (POLAR 3)	2.4% (POLAR 3)	5.5% (POLAR 3)

Progression, withdrawal and good honours degree rates

14. The table below shows the progression, withdrawal and good honours degree rates by widening participation group. Red text indicates a difference of 5% or more from the student population, and indicate which specific groups we will target for additional support. S indicates where the sample size is too small (i.e. under 10).

Student group	Progression rates* (2012/13 – 2016/17)	Withdrawal rates (2012/13 – 2014/15)	Good honours degree** (2012/13 – 2014/15)
Student population	86.5%	11.3%	83.2%
WP combination	70.4%	25.8%	71.9%
<i>Mature students</i>	67.8%	26.3%	72.5%
<i>Care Leavers</i>	84.5%	S	S
<i>Students with a disability</i>	84.1%	13.4%	81.7%
<i>Students from a low participation neighbourhood</i>	88.0%	S	97.1% (2014 only)
<i>Students from a low performing school</i>	83.9%	13.3%	80.0%
BAME students	80.1%	14.4%	72.1%

*from Year 1 to Year 2 at the first attempt

**the percentage of graduates achieving a first or upper second class honours degree.

Progression rates from Year 1 to Year 2

15. Internal data shows that 86.5% of all first year students progressed to year two at the first attempt between 2012/13 – 2016/17 entry. However, this proportion was significantly lower for students who were classified as mature or BAME, and even more so for students with both characteristics. For BAME students, progression was also significantly lower if combined with being male or having a disability.

Withdrawal rates

16. Withdrawal rates were compared from 2012/13 to 2014/15 entry, which is the most recent entry year containing data on all programme stages. We are pleased to report that withdrawals at undergraduate level reduced from 12.4% to 10.2% during this time. However, withdrawal rates were significantly higher for mature students, and particularly mature students who were also classified as BAME.

Good honours degrees

17. Internal data shows that 83.2% of the overall population received a good honours degree between 2012/13 and 2014/15 entry. However, this proportion was significantly reduced for students who were male, mature or classified as BAME (even when factoring in any differences in entry tariff). The proportion of male students achieving a good honours degree further significantly reduced if they were also mature or classified as BAME.

Progression

Graduate employment outcomes

18. The table below shows the percentage of students going into graduate employment (DHLE survey) by widening participation group. Significant improvements have been made in the graduate employment outcomes for all widening participation groups over the past five years, with no differences of 5% or more from the student population in 2016/17. It is particularly encouraging to note that the progression rates of mature students and those from low participation neighbourhoods surpassed that of the overall student population in 2016/17. S indicates where the sample size is too small (i.e. under 10).

Student group	2012/13	2013/14	2014/15	2015/16	2016/17
Student population	58.8%	60.7%	68.9%	71.9%	73.4%
WP combination	57.9%	67.0%	68.2%	77.9%	77.4%
<i>Mature students</i>	58.0%	66.0%	68.1%	77.0%	77.8%
<i>Care Leavers</i>	S				
<i>Students with a disability</i>	62.4%	62.0%	63.3%	70.0%	71.5%
<i>Students from a low participation neighbourhood</i>	n/a	S	64.3%	73.8%	86.2%
<i>Students from a low performing school</i>	54.4%	51.3%	64.9%	71.2%	73.3%
BAME students	51.3%	60.1%	66.7%	71.4%	72.3%

Ambition and strategy

Ambitions

19. Royal Holloway, University of London, is ranked in the top 200 universities in the world. Through world-class research that expands minds and changes lives, the dedication of our teachers and the feel of the Royal Holloway experience, ours is a community that inspires individuals to succeed academically, socially and personally. The university was founded by two social reformers who pioneered the ideal of education and knowledge for all who could benefit; Elizabeth Jesser Reid founded Bedford College in 1849 and Thomas Holloway, inspired by his wife Jane, founded Royal Holloway College. Both colleges were among the very first institutions in the UK to give women access to higher education. In 1900, the colleges were admitted to the University of London and merged in 1985 to form what is today known as Royal Holloway, University

of London, where their vision lives on. As one of the UK's leading research-intensive universities we are home to some of the world's foremost authorities in the sciences, arts, business, economics and law. We are strengthened by diversity, and welcome students and academics who travel from all over the world to study and work here, ensuring an international and multi-cultural perspective within a close knit and historic campus.

20. The institution is committed to widening participation and fair access, and recognises the many benefits that an inclusive and representative student population brings to individual students and the university as a whole. This is reflected in Royal Holloway's Strategic Plan (2013 – 2020), which highlights widening participation and equality of opportunity as two of the institutions' core strategic priorities. Our widening participation activities seek to support students from underrepresented backgrounds to gain access to higher education by raising aspirations and attainment, and are supported by our fair admissions policies. Once they join our university, students will be appropriately supported throughout their university journey and beyond into employment or further study.

21. Using findings reported in our assessment of current performance, we have identified the following priorities for access and participation within the College at each stage of the student lifecycle:

a) Access targets

We will continue to identify and support students with the potential to succeed at Royal Holloway, regardless of their background, through a range of access and outreach interventions. Specifically, by 2022-2023 we will aim to:

- i) increase the number of state school entrants from 85.4% to 88%
- ii) increase the number of entrants from low participation neighbourhoods from 6% to 7.8%
- iii) investigate the reasons for any drop below the baseline for underrepresented groups during the admissions cycle (with reference to paragraph 8), taking actions to improve these where possible

b) Success targets

We will continue to develop inclusive practice interventions that aim to reduce gaps in the non-continuation and attainment between different student groups, with particular consideration given to the support required for mature students and those classified as BAME. Specifically, by 2022-2023 we will aim to:

- i) decrease the non-continuation rates amongst all undergraduate students from 3.6% to below 3.2%
- ii) decrease the non-continuation rates amongst mature students from 18.4% to below 11%
- iii) increase the percentage of BAME students achieving a good honours degree from 72.1% to 82%

c) Progression targets

We will continue to support all students into graduate employment or further study, with particular consideration given to the support required for students from low participation neighbourhoods and mature students in progression to further study. Specifically, by 2022-2023 we will aim to:

- i) ensure that the percentage of widening participation students progressing into graduate level employment remains above 74% (most recent performance was 77.9% in 2015/16)

22. The objectives and priority groups identified above at each stage of the student lifecycle align with the priorities identified by the Office for Students in the following ways:

- a) Access: through supporting students from underrepresented groups, including mature students, to enter higher education
- b) Success: through improving the non-continuation rates of students from underrepresented groups, including those from minority ethnic groups and mature students
- c) Progression: through improving the progression rates of widening participation students into graduate-level employment or further study

Equality and diversity

23. Royal Holloway is fully committed to valuing diversity and promoting equality of opportunity for all in employment, admissions and in our teaching, learning and research activities, as stated in our Equality and Diversity Scheme 2018-2021. The university's dedicated Equality & Diversity Officer was consulted in the process of writing this Access and Participation Plan, to ensure it complies with the Equality Act 2010 and aligns with the institutional approach. Additionally, representatives from departments working within each stage of the student lifecycle, including the Students' Union, are members of the Equality, Diversity and Inclusion Committee. This ensures that the Access and Participation Plan and the institutional Equality and Diversity Scheme are complementary and operationalised effectively to ensure efficiency, cooperation and the avoidance of duplication.
24. The Students' Union hosts an Equalities Committee, composed of the Welfare and Diversity Sabbatical Officer plus the respective representatives for BAME students, LGBT+ students, disabled students, international students and female students. The group works to promote inclusion and encourage students of all identities and backgrounds to participate fully in student life at Royal Holloway, both within and beyond the Students' Union. The Vice-President Welfare & Diversity and Vice-President Education are also members of the Access and Participation Plan Working Group, to ensure that the planned activities of both groups align and that they promote inclusion for the entire student body.
25. Our Access and Participation Plan activity is designed to reduce disparity in access, retention, attainment, and progression between students from underrepresented and disadvantaged groups. Whilst these target groups may not always align with the protected characteristics as defined in the Equality Act 2010, we remain committed to ensuring appropriate support is accessible to and inclusive of all students who might benefit from it. Our Equality & Diversity Officer will continue to work with all relevant stakeholders to achieve this.
26. The processes by which we monitor and evaluate the impact of our Access and Participation Plan activities are detailed in the section below. All stakeholders will continue to work with the Equality & Diversity Officer to track the impact of our activities on students with protected characteristics who do not fall within one of our core target groups, and to implement improvements where necessary.

Evaluation

27. Royal Holloway is committed to improving the monitoring and evaluation of all activities designed to improve access, success and progression of students from underrepresented groups. The College has recently implemented the Access and Participation Plan Working Group who are responsible for the development, management and evaluation of the Access and Participation Plan. This group is chaired by the Chief Operating Officer, with senior representation from across the College (detailed further in paragraph 32), including the Students' Union. The group meet once or twice per month to monitor and evaluate current performance relating to underrepresented groups, and to ensure that relevant interventions are in place to support such groups as required within access, success and progression. The Access and Participation Plan Working Group will utilise a new monitoring and evaluation framework being introduced for 2019/20, which is detailed in Appendix 1. This framework will ensure that this group continue to review progress against objectives and to ensure that activities are developed as necessary to adequately support underrepresented groups.
28. In order to evaluate the impact of our Access and Participation Plan outreach activities on knowledge and attitude, each activity or programme of activities is designed with up to three desired outcomes in mind. Self-evaluation questionnaires and checks for understanding are appropriately tailored to measure those outcomes, and applied within and between activities to track short- and long-term changes. The impact on participant behaviour is evaluated by, again, identifying the desired outcome of an activity during the design process. We utilise self-evaluation questions between activities to understand changes in behaviour relating to their education, such as improved approaches to studying. We also track application and enrolment figures for individual students who have been involved in any of our activities, as well as tracking the proportion of applicants and enrolled students from engaged schools who are from widening participation backgrounds.
29. Through our evaluation framework we have been able to improve future activity. For example, teachers and students identified a need for more robust and engaging sessions about student finance and budgeting. We subsequently have introduced a new budgeting session, which illustrates how students can budget during their time at university. We have also

been able to make improvements to our overnight residential events, following completed evaluation forms which indicated that participants wanted to gain a deeper understanding of student life. We have therefore included a student life project as part of the residential, whereby participants will take part in student activities and work in groups with a student ambassador to produce a video about student life at Royal Holloway. We are aware, and recognise the benefit, of the Higher Education Access Tracker as a tool for providing more robust and comprehensive evaluative data. We are consequently investigating the feasibility of introducing the system at Royal Holloway for 2019/20. We also work with teachers to measure a number of factors that contribute to overall attainment, including: improvements in work ethic, motivation levels and aspiration, as well as improvements in the level and standard of work students are producing.

30. In terms of our evaluation of financial support, each year we analyse internal retention, progression to Year 2 (on first attempt), and attainment data, comparing students from different income households and those who do and do not receive bursaries. The findings from this analysis are compared with feedback from students to determine if the financial support is adequate and appropriate to their needs. The outcomes from this evaluation are discussed further in paragraph 103. In 2018/19 we will utilise the financial support evaluation toolkit developed by OFFA to further our evaluation in this area.
31. The College also has an Induction and Integration Working Group whose remit is to coordinate, develop and evaluate the non-academic student transition into life at Royal Holloway and early retention interventions of all new students. This group considers outcomes from the Access and Participation Plan Working Group to ensure that planned activities and interventions meet the needs of students from underrepresented groups. This group works in consultation with academic departments and professional services to oversee the coordination and delivery of all non-academic transition activity and event, which includes pre-arrival initiatives and targeted transitions activity for different student groups (including commuting students). This groups also promotes and encourages innovation and sharing of best practice in all aspects of the non-academic student experience across the College, in particular by ensuring a close working relationship between key service providers and academic departments.

Whole provider approach

32. Royal Holloway recognises the importance of a whole provider approach to Access and Participation Plan activities, ensuring that activities are joined up to maximise impact and that best practice is developed and shared across the institution. Our Access and Participation Working Group has representation from all relevant areas of the university to decide and review how the institutional approach to widening participation will be applied across the student journey, and to set and monitor stretching but achievable targets and milestones. This group is chaired by the Chief Operating Officer and Secretary to Council, with membership including the Senior Vice Principal (Academic), the Vice-Principal (Equality and Diversity and Teaching Innovation), the Director of Academic Services, the Director of Strategic Planning & Change, the Director of Student Recruitment, the Director of Careers and Employability, the Vice-President Welfare & Diversity and the Vice-President Education (Students' Union).

Student consultation and involvement

33. The Royal Holloway Students' Union plays an active role in widening participation and the wider equality and diversity agenda, and has been consulted the process of writing this Access and Participation Plan. As noted above, the Vice-President Welfare & Diversity and Vice-President Education are members of the Access and Participation Working Group, and further meetings with the Students' Union have taken place to discuss the university's plans for widening participation in 2019/20. The President approved this Access and Participation Plan on behalf of the Students' Union on 23 April 2018.
34. We recently completed the implementation of a mainstream initiative, Student First. The focus of this programme was to improve the student experience, to enhance learning support and to increase academic-related advice, assisting students in navigating the learning experience across the student journey. This was set up to improve our systems and processes to continue to deliver an outstanding student experience, which is aligned with the expectations of our students today. As part of this initiative, a diverse student panel entitled 'Royal Holloway 100' was established to act as student voice to influence decisions being made at the College. This panel is made up of 100 students from a wide range of backgrounds, including mature students, international students, and part-time students. The RH 100 panel provide feedback through large focus group sessions throughout the year, providing student voice on a range of College issues including the services provided in the new library and the new timetabling system. This panel will continue to provide input to many College wide initiatives

to ensure that they benefit the entire student population but particularly those students from underrepresented groups.

Complementarity with other activity

35. Royal Holloway is part of the HEFCE-funded Collaborative Outreach Programme in Surrey (HEON), alongside a number of partners including the University of Surrey, the University for the Creative Arts in Farnham, Farnborough College of Technology, Guildford College, and the North East Surrey College of Technology. This network is facilitating a range of intensive outreach events and activities for specific groups of disadvantaged pupils within wards where there is a significant disparity between GCSE attainment and progression to Higher Education. All work for the Collaborative Outreach Programme will be undertaken by Project Officers based at each partner institution. Royal Holloway's Project Officer will work closely with both the central project team and Royal Holloway's widening participation team to ensure complementarity and avoid duplication of work.

Collaborative working

36. Royal Holloway firmly believes in the importance of collaborative outreach work due to its broader scope, potential impact and cost effectiveness. This is reflected in our ongoing collaborative partnerships with other educational institutions and third-sector organisations.
37. We work with the Smallpeice Trust to deliver highly-targeted, subject-specific residential events aimed at increasing awareness of, and participation in, science- and technology-related disciplines. We also work extensively with The Brilliant Club, hosting campus visits designed to raise aspirations and providing doctoral students to deliver attainment-raising seminar series which culminate in a graded written assignment.
38. Since 2016, we have been working with Brooke House Sixth Form College (BSix) in Hackney, delivering academic seminar series in Psychology as part of the Hackney University Extension scheme. These seminars are designed to broaden students' awareness and knowledge of different subjects, and – by replicating the undergraduate seminar experience – challenge them to think in different and more critical ways about the subject matter. We plan to explore options for participation in new partnerships, including those which target widening participation to specific subjects such as the Pathways to Law programme, which supports students in exploring Law as a subject and career.
39. Additionally, we maintain membership of a number of networks which facilitate the sharing of best practice, and the development and dissemination of knowledge and understanding of widening participation. These include the Higher Education Liaison Officers Association, the National Educational Opportunities Network, AccessHE, and the Forum for Access and Continuing Education. We offer all staff involved in access activities the opportunity to engage with these networks to aid their professional development.

Access, success and progression measures

40. This section provides an overview of the activities and support we will undertake in 2019/20 to achieve the targets we have identified for priority groups at each stage of the student lifecycle.

Access

41. As noted in paragraph 21 of this plan, our priorities for access are to continue to identify and support students with the potential to succeed at Royal Holloway, regardless of their background, through a range of access and outreach interventions.

Targeting

42. The majority of our access and outreach activities are targeted at schools, rather than individual pupils. This is to ensure that we do not isolate or define pupils by one aspect of their background, and potentially make them feel stigmatised within their peer group because of it. To ensure that we work with and positively impact as many widening participation pupils as possible, we target schools using a range of deprivation indicators. These include:

- The Income Deprivation Affecting Children Index score of the school's catchment area
- The percentage of pupils eligible for Free Schools Meals
- The percentage of pupils who live in low-participation neighbourhoods (POLAR 3)
- Whether the school is in special measures (and therefore classed as low-performing)

43. When delivering outreach we ensure targeting of activities to underrepresented learners. We operate a two tier approach: the first targets and prioritises schools, and the second targets learners directly. When targeting schools, a variety of both internal and external data sets are used to ensure that activities are focused on schools where we are most likely to see a positive impact. When working with target schools and colleges, as well as on projects with direct learner applications, we provide guidance to our partners, which requires them to select learners who are eligible for free school meals, whose parents have not experienced HE, care leavers, mature learners and students with a disability. When monitoring attendees at any outreach activity we will also gather data relating to postcode and parental occupation to identify those individual learners coming from lower socio-economic groups and lower participation neighbourhoods. We are also working to build links with the Virtual Schools of neighbouring authorities (specifically Bracknell Forest Council and Ealing Council) in order to identify schools with pupils who are, or have been, in Local Authority Care. This will allow us to ensure the appropriate information, advice and guidance is disseminated to both pupils and teachers when we work with these schools, and that our approach can be tailored to incorporate the needs of this audience.
44. We consider specific underrepresented groups when planning access activities. For example, our success in recruiting BAME students within the sector may be attributable to our sustained, targeted interventions with schools and communities in West London where there is a high proportion of BAME students. These interventions include events on campus (including residential) and taster sessions in schools. We also ensure that information and guidance regarding the support available for disabled pupils, and how to access it, is provided to all of the schools and pupils we work with. Additionally, in order to provide support and guidance to mature learners, we proactively target colleges with Access to Higher Education diploma course provision. Where activities are run exclusively for pupils from widening participation backgrounds, such as summer schools and the long-term outreach programme, pupils nominate themselves and self-declare their eligibility. All information is handled discreetly and confidentially.

Outreach Activities

45. We offer a number of activities designed to increase awareness of opportunities and raise aspirations to pursue a higher education and progress into skilled employment. This includes impartial careers advice through talks and workshops designed to deepen and develop pupils' understanding of the employment market, skills shortages, and the progression pathways that lead to different jobs, to empower pupils to make informed decisions about their post-18 options. Detailed information about a university education and all of the associated benefits and opportunities that come with it, as well as opportunities to experience the university environment, form a core component of our offering.
46. For pupils who do decide that university is the right option for them, we support the transition into Higher Education by providing guidance on the UCAS and Student Finance systems – including bespoke, one-to-one advice on personal statements and interviews. We also offer workshops designed to help pupils plan out and make the most of Year 12 and 13 to ensure they are prepared for the personal, social and academic change; these are complemented by student-led activities that offer more personalised perspectives on the journey to university. Wherever possible, we attempt to link current Royal Holloway students to the school or area they come from, and we equip these students with the skills to return to their schools in order to provide pupils with an authentic and relatable voice and role model.
47. Every summer, we provide two residential summer schools for Year 12 pupils: one for those interested in Arts subjects, and one for Science subjects. These three-day, two-night activities immerse pupils in the university experience – they attend lectures and seminars, take part in sport and social activities, stay in halls of residence, and meet and mix with new people from other schools. All of this is underpinned by a creative mini-project that tasks pupils with reflecting on the experience, what it has taught them, and how it has changed their beliefs about university. We are looking to expand these residential summer schools in 2019/20 to reach and support a wider audience of widening participation students.
48. Our close work with schools, colleges and learners has highlighted a growing need for assistance in providing careers guidance in schools and colleges. We believe in the need to provide impartial, high quality careers advice and support

through projects focused on progression choices, general information advice and guidance, and ensuring we support those practitioners in schools and colleges to deliver dynamic, relevant and inspiring careers education. In addition, we are providing careers outreach through internal collaboration with our own high professional careers service, a part of the University of London Careers Group.

49. In order to ensure that pupils are receiving the best advice from their schools, we provide teacher briefings on the latest developments in the Higher Education sector and different subject areas, as well as how to support pupils through the UCAS process. All of this work is complemented by online resources, including a Massive Open Online Course designed as an introduction to the university application process and how to support pupils. We also recognise the importance of parents in pupils' aspirations to attend university, especially if they have not been through the process themselves. We therefore offer talks and workshops which can be delivered specially, or as part of a Parents Evening, to introduce Higher Education and how they can support their child through the decisions and different processes they will face. This is complemented by a range of online information sheets and guides.
50. We understand the different typical information needs of mature entrants, as compared with young entrants, and offer bespoke information, advice and guidance activities for this audience. Given the recent decline in mature entrants at Royal Holloway, we are taking a number of steps to enhance our work in this area. Firstly, we are renewing our focus on building strong, sustained relationships with Access Course providers. Secondly, we intend to improve our information provision in print and online, including greater transparency around entry requirements. Thirdly, we are exploring recruitment and admissions information needs with current mature students, in order to inform investigations into more mature student-focused opportunities within and beyond Open Days and Applicant Visit Days.
51. We have identified those academic departments where the proportion of widening participation students is more than 10% below the average for the whole university. Whilst we will continue to provide widening participation activities across all of our academic disciplines, we intend to prioritise work with these departments in 2019/20 wherever possible to address this imbalance. We have also been working with departments to offer taster sessions at our pop-up university events, which provide opportunity for students to experience life as a Royal Holloway student at a venue across London and the South East. These events have been targeted at specific schools, colleges and areas with low participation in Higher Education, for example in West London, where they have been particularly successful. We will be further developing our pop-up university events over the coming year.

Strategic relationships with schools

52. We have reviewed the Royal Holloway schools liaison strategy with the aim of identifying those schools and colleges where the student population would benefit most from direct and increased engagement with Royal Holloway professional and academic staff. We are also increasing our collaborative outreach work to extend our reach and impact on widening participation students, as discussed in paragraph 35. We are proactively moving towards a model of more sustained engagements across all of our activity with schools and their pupils. However, we recognise that some schools and pupils require higher levels of engagement than others in order for our work to have most impact. To that end, we run sustained programmes of activity at both the school- and the pupil-level.
53. The *Royal Holloway Schools Partnership Scheme* offers regular and sustained engagement through our aspiration- and attainment-raising activities with pupils from Year 10 through to Year 13. We work closely with each school to understand their context, their pupils' specific development needs, and the desired outcomes of engagement with Royal Holloway; we then use this information to draw up annual plans with each school, outlining the activities we will deliver and when in order to meet the needs of the school and its pupils. By working in this way we seek to ensure that our activities complement and build on, rather than duplicate, the work undertaken by the school, and thus have the greatest possible impact on pupils' aspirations and attainment.
54. We are also introducing a long-term outreach scheme which will work with widening participation pupils from the above schools, beginning in Year 10 and progressing through to Year 12. The scheme will provide these pupils with intensive study skills support and subject-specific assistance to help raise attainment at GCSE and A-Level, as well as providing guidance on the transition from GCSE to A-Level study, and from A-Level to degree. This will include, among other things, mentoring provided by current Royal Holloway students. Pupils will also have greater levels of interaction with the university through

this scheme, allowing us to create a more bespoke and tailored experience based on the needs and aspirations of different pupils.

55. Participants will be issued a 'learner passport' at the point of their first intervention with Royal Holloway. All future engagement will then be recognised and validated through the passport scheme. The use of a 'passport' would closely mirror Royal Holloway's successful Careers Passport Scheme for current students, where activities relating to employability outside the academic department are logged and recognised. In addition to providing long term outreach, the scheme is also expected to aid tracking of learner engagement and generation of further meaningful data in relation to impact of outreach activities.

Raising attainment and outcomes

56. We recognise the importance of attainment raising activity in supporting students from underrepresented groups to enter Higher Education. We have worked closely with schools and colleges to understand the support their pupils need to improve their attainment and have identified three key areas: study skills, academic masterclasses to further subject understanding, and support with aspects of the curriculum that the school lacks the resource to teach appropriately. We are also planning to extend our attainment raising activities through working with local primary schools and local community based centres that offer homework clubs and Higher Education engagement activities.
57. Our "Study Skills Plus" programme is a series of interactive workshops designed to help pupils develop the skills required to achieve higher marks in their GCSE and A-Level exams – for example, critical thinking, independent reading, and writing a strong and convincing argument. They are designed to be flexible and suit the needs of each school, so can be delivered as individual workshops, as a series of study skills workshops, or as part of a series of academic workshops. Where a series of workshops is being delivered, we work closely with the school to ensure we engage and build impact with the same cohort, where this is possible and aligns with the needs of the school.
58. Groups of students engaged with our Study Skills Plus programme will be invited to make use of our new, state-of-the-art Emily Wilding Davison library. These 'library masterclasses' are led by one of our qualified academic librarians, and will introduce students to the range of academic resources available, how to access them, and how to utilise them to enhance their current and future studies. By providing access to, and guidance on, resources beyond those available in school, these activities are designed to complement and enhance students' study skills development and help raise their attainment.
59. We also offer a range of masterclasses across our academic disciplines which are linked to topics and themes in the GCSE and A-Level curriculum. These are designed to provide additional depth or breadth to pupils' subject knowledge, and enable them to demonstrate the critical insight or contextual understanding required to achieve higher marks in their GCSE and A-Level exams. As noted above, we work with schools to meet the needs of their pupils and incorporate study skill as necessary to ensure pupils are able to engage with and subsequently apply the content of these academic workshops to their own studies.
60. Our Teacher Development Afternoons are run in collaboration with academic departments. Academic staff deliver refresher sessions and updates on the latest developments in their subject area, as well as providing teachers with practical activities and resources that they can use to complement and enhance their lessons in school. These are run three times per year and form part of our wider teacher engagement activity series.
61. Our Biological Sciences department have identified a core element of the new Biology A-Level curriculum – practical experiments involving PCR and gel electrophoresis – that many schools lack the resource and equipment to undertake with their pupils. In response, the department have designed a practical session to cover this core requirement which is delivered by a Royal Holloway academic and support technicians in our dedicated Biological Sciences labs. After a very successful trial, we are offering this service out more widely, as well as investigating other subject areas where we might provide similar workshops to deliver or support the delivery of new and challenging aspects of the curriculum.

Applicant support for widening participation students

62. One of the priorities we have identified in terms of access is to improve the applicant conversion rates of different widening participation groups by ensuring that conversion does not drop below the baseline for that student group (with reference to paragraph 8). We will do this by investigating, and taking steps to reduce, the possible reasons for lower conversion rates seen by particular student groups at different points in the admissions cycle. For example, we will investigate whether the lower conversion rates of mature students from applicant to offer holder is impacted by our entry requirements for particular qualifications, and how we might enhance our access activities with low performing schools to support conversion from applicant to offer holder by their pupils.
63. We introduced contextualised offer making across all programmes from 2018/19 entry onwards. This means that applicants are made a reduced offer one grade below advertised requirements if they fulfil the widening participation combination criteria defined in paragraph 1 of this plan. We will monitor and evaluate the success of this scheme through comparing the applicant conversion rates of widening participation students in 2018/19 with previous years. We will also consider whether the criteria for this contextual offer scheme adequately supports the students who may most benefit from it. For example, the current widening participation combination criteria means that students from low performing schools who are not disabled or from a low participation neighbourhood would not qualify for this scheme, but may in fact find it incredibly beneficial in progressing through the applicant stages.
64. Our Disability & Dyslexia Services team work closely with any applicant who declares a disability through UCAS or by any other means. These applicants are emailed a registration support pack, offered meetings in-person or by phone to discuss their requirements, and offered tours of our halls of residence to help students make informed decisions based on their requirements when applying for accommodation. Students with socio-communicative disorders or complex mental health difficulties are also invited to a bespoke pre-arrival event, UniStart, designed to familiarise them with the campus, where they will be living, where and how they will be taught, and where they can source help and support when it is required. Additionally, we are aware that enrolment can be overwhelming for these students due to the large number of people and amount of noise; we therefore offer attendees the opportunity to enrol early at the event.
65. For pupils from low performing schools we provide bespoke workshops to support the transition into Higher Education by providing guidance on the UCAS and Student Finance systems, and one-to-one advice on personal statements and interviews. Wherever possible, we also attempt to link current Royal Holloway students to the school or area they come from, and we equip these students with the skills to return to their schools in order to provide pupils with an authentic and relatable voice and role model.
66. Given the recent decline in mature entrants at Royal Holloway, we are taking a number of steps to enhance our work in this area. Sessions for mature learners are now integrated into our Open Day provision and we will be providing clear online guidance on applying to university for mature learners. A member of the Schools Liaison team will act as designated contact for all mature learners. They will be able to review and contact applicants, offering tailored advice and support throughout the application process.
67. Royal Holloway encourages applications from care leavers by providing a specific bursary and by providing pastoral support to these students throughout their studies to help ensure their success. Prospective students and social workers are provided with a point of contact to ensure that all students have a smooth transition from school/college, this information is detailed at <http://propel.org.uk/Details/royal-holloway-university-of-london> and is updated annually. Once they have enrolled and are attending Royal Holloway they continue to have this point of contact throughout their time at university and are provided with the opportunity to meet if required.
68. We will continue to monitor and review our admissions statistics and processes to ensure fair access for all students, and to identify groups who may require additional academic or pastoral support in order to gain access to Royal Holloway. As part of this continual review, we have already identified the benefits to widening participation students of integrated foundation degree programmes, and we are currently further investigating this option.

Success

69. As noted in paragraph 21 of this plan, our priorities for success are to continue to develop inclusive practice interventions that aim to reduce gaps in the non-continuation and attainment between different student groups, with particular consideration given to the support required for mature students and those classified as BAME.

Targeting

70. Where appropriate, specific activities are planned for specific student groups. However, as with our approach to Access, we believe it is sometimes inappropriate to target individual students based demographics including age or ethnicity. Many of our activities to reduce gaps in the non-continuation and attainment of different student groups are therefore developed as part of inclusive practice interventions that benefit the entire student population.

Supporting the progression and attainment of widening participation students

71. The data presented in our assessment of current performance shows that mature students are more likely, on average, to withdraw from Royal Holloway than younger students. Mature students are therefore a priority group for the Campus Engagement team. Our 'student satisfaction barometer' revealed that mature students' satisfaction is broadly in line with the wider student population on most measures, but significantly lower regarding the arrivals process and social integration. These findings were confirmed in a survey specifically targeted at mature students who had studied with us between 2013 and 2016.
72. In response to these findings, Campus Engagement run a number of activities to improve mature students' arrival and social experience at Royal Holloway. This includes providing easier access to specific relevant information and advice throughout the student journey, expanding the range of social events on offer to reflect the types of activities our survey respondents said they prefer (i.e. non-alcoholic and held at different times during the day), and establishing a 'Students Over 21' network to facilitate communication and support between students in similar circumstances.
73. The outcomes of Student First and the first year of the 'Royal Holloway 100' student panel (discussed in paragraph 34) resulted in a series of initiatives to support raising attainment and degree outcomes in ways which address the needs of all students but particularly those from under-represented groups within Higher Education. This includes the establishment of an enquiry management tool and an attendance monitoring system, as well as the implementation of a student dashboard which allows personal tutors access to live data showing student details, attendance and attainment. It is currently being considered whether it is appropriate for this dashboard to include details of widening participation background, and how consent is obtained from students to use the data in this way, to enable personal tutors to signpost relevant support. We are also currently looking into additional support that can be implemented within departments where there are gaps in the progression and attainment of BAME and mature students, as well as implementing a major initiative to diversify the curriculum. This includes embedding academic support integration and inclusive design (content, sources, teaching approaches, assessment approaches) in curriculum development. These activities should further support the student satisfaction, success and ultimately degree outcomes for underrepresented groups and the entire student body.
74. A number of interventions are being established to support the skills development of students from widening participation backgrounds. All students will automatically be enrolled onto an online academic skills development package, and we are also investigating the design and production of a series of academic skills signposting and development resources for applicants preparing to study at Royal Holloway. With access to further information on student backgrounds through the Student Dashboard, personal tutors will be able to encourage students from widening participation backgrounds to opt-in to taking advantage of the pastoral and academic support offered by trained Peer Guides. These are trained students that help guide new students through their first year at Royal Holloway, supporting small groups of new students in the same department or faculty.
75. The specific nature of our Student Success Strategy which is being delivered for 2018-19 has taken an evaluation of the data of progression, continuation and outcome for the named WP and BAME groups. This data shows that compared to our College progression rate of 86.5%, only 67.8% of mature students progress at the first attempt. Whilst 11.3% of students withdraw within College, 26.3% of mature students withdraw, and whilst 83.2% of students at College receive an upper

second or first class degree, only 72.5% of mature students and 72.1% of BAME students do. The strategy sets out to tackle these issue as we have no other gaps institutionally of more than 5%. The Student Success Strategy aims to improve the outcomes for all students by providing a template of support for departments to enact. Meanwhile we are focusing specific attention on four departments: Biological Sciences sees more than a 5% gap for progression (30%) and withdrawal rates (16%) for mature students (although degree outcomes remain better than the norm), and BAME withdrawal and degree outcomes have gaps of 7% and 16% respectively. In Computer Science there are no gaps amongst specific groups, however the whole cohort underperforms by 10% against College norms. Within Management mature students are 10% less likely to progress and 7% more likely to withdraw, while students from low performing schools and BAME students are 7% less likely to progress, and 10% less likely to receive a good degree. In Mathematics, mature students are 26% more likely to withdraw, while BAME students are 10% less likely to obtain a good degree. The schemes put in place (increased mentoring, first year support, additional study skills) will be particularly directed at these four departments. Success will be measured by withdrawal and progression rates at the end of the academic year. The scheme will be adjusted in light of these and we will over three years monitor these rates and good degree rates at the end of Year 3. We are one of 10 HEI's participating in AdvanceHE's 'Closing Degree Attainment Gap project' from September 2018-June 2019.

Extra-curricular activities

76. Research has shown the importance of extra-curricular activities to undergraduate outcomes and graduate employment prospects,¹ and we are committed to ensuring that all students have equal access to extra-curricular opportunities that meet their diverse and varied needs.
77. The Campus Engagement team provide a range of extra-curricular and social activities for all Royal Holloway students, and work with the Students' Union and wider student body to ensure they are inclusive. A dedicated Student Transitions & Enhancement Coordinator is also responsible for our engagement and retention activities with groups that are at a higher risk of dropping out, such as vacation period social events for care leavers who remain on campus throughout the year. Our internal data shows that students from widening participation backgrounds are more likely to live further away from Royal Holloway's Egham campus and much less likely to live in halls during their first year. Our 'Give It A Go' programme offers a range of activities throughout the year that encourage students to spend more time on campus, to try something new and to meet new people. We are investigating additional ways to enhance student engagement in extra-curricular activities on campus, for example through additional lunchtime activities and drop-in events on campus.
78. The personal and social benefits of an active lifestyle are well known,² and Royal Holloway is committed to ensuring equal access to our fitness facilities and our sports teams. To this end, we offer a range of sports activities to suit all levels and interests, from drop-ins and social leagues through to competitive performance sport. Our fitness suite equipment has also been approved by the Inclusive Fitness Initiative, meaning it is suitable for many disabled students, and our qualified gym instructors provide inductions and specialised one-to-one fitness programmes for students' specific requirements.
79. We aim to ensure that all students are aware of, and have access to, the many extra-curricular development opportunities available to them whilst studying at Royal Holloway. These opportunities include community engagement and volunteering schemes, studying abroad, undertaking a work placement, and on- and off-campus part-time employment. Many of these activities are all formally recognised through the Royal Holloway Passport Award (detailed in paragraph 94), and students are made aware of the value of the Passport at all stages of the student journey.
80. We are also diversifying our student ambassador scheme. The student ambassador role is one that develops a range of important transferrable skills, such as professionalism, confidence, public speaking and team work. We also know that our student ambassadors feel part of a community within the scheme and consider the role to have added value to their student experience. We are therefore committed to ensuring that this opportunity is accessible and appealing to all students, regardless of their background and personal circumstances.

¹ <http://journals.sagepub.com/doi/abs/10.1177/1469787411415081>

² SportEngland – Research – Benefits of Sport

Personal support

81. Support is offered to students experiencing emotional difficulties that are impacting on their studies or life at university, through the Royal Holloway Counselling Service. Students can book one-to-one appointments with a professionally-trained counsellor to discuss any problems they might be having. The Counselling Service also publishes a significant amount of self-help advice and guidance on their student intranet pages. Student satisfaction with this service is high, with an average rating of 3.08 out of 4, whilst satisfaction amongst students with the widening participation flag is 11% higher at 3.43.
82. Students with a diagnosed mental health condition have access to support from our dedicated Mental Health Advisor within the Disability & Dyslexia Support team. This post co-ordinates the appropriate services and support for these students, as well as organising any reasonable adjustments they are entitled to such as extra time in exams and specialist mentoring. The Student Wellbeing team also have several Wellbeing Advisers who work with students to deal with any broader problems they might be having, and provide support and advice to help them continue with their studies and get the most out of University life.

Academic and study skills support

83. Our Centre for the Development of Academic Skills (CeDAS) delivers a range of activities, both centrally and in collaboration with academic departments, to ensure students develop the academic skills needed to maximise their potential at Royal Holloway. We are pleased to report that there is a strong level of engagement in these activities from students from a widening participation background. For example, an average of 39.4% of attendees at one-to-one tutorials over three years were from low-income households (below £25,000), and 22% had a widening participation flag (compared to approximately 9% of the total Royal Holloway student population).
84. CeDAS focuses its activities around two core themes in order to positively impact on student success: transition to university and on-course attainment. The first aims to enable students to become familiar with and make effective use of appropriate academic literacy activities in order to navigate the challenges of university study and make a successful transition to Royal Holloway. This is achieved through activities including induction lectures and workshops, drop-in sessions and mentoring schemes, and the completion of personalised development plans for students engaging with CeDAS drop-ins and one-to-one tutorials.
85. On-course attainment activities aim to enable students to be successful in their academic attainment and progression throughout their undergraduate degree, ensuring students understand the academic literacy and capacities needed for step changes between years of study. A range of activities are delivered centrally and within academic departments to enhance student success, and these are underpinned by partnership agreements developed between CeDAS and individual academic departments. We have recently increased the number of drop-in services offering 1:1 support, after engagement levels revealed an above-average engagement by widening participation students in these sessions.
86. CeDAS activities are open to all students who feel they need academic support. However, we do take into account the student profile of each department when developing partnership agreements, and more targeted activity is undertaken in departments in which there is a higher proportion of groups at risk of non-progression. Targeted guidance is also included in the documentation given to all academic personal advisors, to ensure they understand the different needs their students may have, how they can support them, and how to refer them to CeDAS if necessary. All activities are evaluated through a variety of student feedback mechanisms.

Support for disabled students

87. We aim to provide an inclusive environment for disabled students and offer support at all stages of the student journey. Our dedicated Disability & Dyslexia Service (DDS) advises both individual learners and academic departments, and aims to ensure that consideration is given to the needs of disabled students.
88. Students are invited to participate in the design of the support offered to them through key committees such as the Disabled Students Working Group, and the DDS works closely with the Students' Union Disabled Student representative to ensure students' needs are prioritised. Student consultation has, for example, helped to influence the design of the Disability &

Dyslexia Support area in our new Library & Student Services Centre, ensuring that the location and layout meets the needs of the students who need to access it. All disabled students are offered additional library support, for example through extended loans and additional support from staff.

89. The support available to disabled students includes one-to-one study skills support, mentoring, advance lecture notes and permission to record lectures (where possible), and access to a note taker or amanuensis. We are also investing in assistive technologies to better support students, buying licenses for the most-frequently recommended software and providing comprehensive training in those programmes to DDS staff. This will ensure that all disabled students who require these technologies in order to access and succeed on their course will be able to, regardless of their personal funding circumstances.
90. In response to feedback showing that disabled students find it more difficult to socialise on-campus, we have introduced a weekly term-time social club and a series of day trips. These allow students who have difficulty accessing social opportunities, such as society or other SU activities, to meet other students in a more comfortable environment, and ensure that the Royal Holloway is more inclusive and meets the needs of all students. Additionally, the increased interaction between students and DDS through these activities has allowed staff to more easily identify and support those students who are struggling, in order to ensure their continuation of study and progression.
91. Royal Holloway remains committed to negating the impact on students of the reduction in Disabled Students Allowance (DSA) funding for non-medical help. We will continue to provide the £200 contribution to the cost of computers for undergraduate students with specific needs, and fund a proportion of the cost of educational psychologist assessments for first and second year undergraduate students. In addition, where disability adapted rooms are only available in "Band A" accommodation, Royal Holloway will only charge students the "Band B" accommodation price and absorb the differential in cost.

Progression

92. As noted in paragraph 21 of this plan, our priorities for progression are to continue to support all students into graduate employment or further study, with particular consideration given to the support required for students from low participation neighbourhoods and mature students in progression to further study.

Employability

93. Royal Holloway's Careers & Employability department is part of the Careers Group, University of London. We offer comprehensive careers education, coaching and guidance, and deliver a wide variety of career inspiration and employer recruitment events across the year. Our delivery is informed by principles of accessibility, and a stated intention to build students' social capital by encouraging them to engage with our alumni community both in person and online. We target our employer programming to optimise inclusion and the widest engagement, for example, by organising the recent inclusion-themed Spring Careers Fair in March 2018 attended by 223 students. Much of our employer programming is delivered at times which makes it more accessible to commuter students.
94. Careers & Employability manage the Royal Holloway Passport Award, which recognises achievement in over 200 streams of co-curricular activity. The scheme aims to help students identify the transferrable skills they gain through these activities, and to make these explicit to future employers. 5313 students participated in the scheme 2017/18 by 31/2/18, of whom 7.91% (HEU only) came from a widening participation background. We monitor the programme and participation, to ensure it has sufficient reach and impact across all student groups, and have introduced a new online completion sessions to improve accessibility. In 2017, we undertook a strategic review of the Passport Award to evaluate how its employability impact and student reach could be further improved. This review revealed a 2% gap in the participation and award attainment for widening participation students. Further work was undertaken to minimise this gap, including the development of online activities and off-campus work experience. So far WP involvement has improved from 6.9% to 7.91%. We have also created a new evaluative structure for the Passport Award, which includes widening participation engagement as a key feature.
95. We also provide a micro-placement scheme for second year students across 13 academic departments, and recognise that obtaining relevant work experience is more challenging for students without personal and soft networks. Central support in

the sourcing of placements is therefore provided, and this is monitored and evaluated to ensure equality of opportunity for all qualifying students. Financial aid is provided for travel expenses and, in some cases, accommodation. This scheme now impacts one in three of the eligible undergraduates across 13 academic disciplines, and was awarded an AGR national award for Best Preparation for Work in Higher Education (Single Initiative) in 2015.

96. In collaboration with the Disability & Dyslexia Support Office, Careers & Employability provide targeted employability support for disabled students. We offer additional one-to-one careers advice and application coaching to students beyond our standard provision for all students. Royal Holloway also contributes to and benefits from federal The Careers Group activities which disseminate diversity and disability employment news and resources to students and staff. We also proactively promoted the January 2018 Career Development Internship programme to students with disabilities who took up a disproportionately high 22% of the whole internship programme.
97. In September 2017 we launched our Careers Registration programme, an embedded survey of students' career attitudes and work experience at (re)enrolment for all years. This data is analysable by academic discipline, year of study, and student demographic characteristics. It enables us to produce comparative reports on students' self-declared level of work experience and self-assessment of their stage of careers thinking, which will inform the design of targeted employability interventions. Analysis of this first year of data collection suggests that widening participation students report lower levels of career readiness, something which will be monitored as the scheme progresses.

Progression to postgraduate study

98. We offer several initiatives aimed at increasing progression to postgraduate study by current undergraduate students at Royal Holloway and elsewhere. These include fortnightly one to one appointments at both our Egham and Central London campuses, which provide students with information related to courses, student fees and funding, the application process, and placement and career opportunities. This service is also offered to prospective postgraduate students currently studying at other institutions or in employment. We also offer a range of online options for students seeking information on postgraduate study, which are promoted via targeted digital advertising. This support includes a weekly online chat forum and online postgraduate events where students and staff from a range of professional services are on hand to provide information on postgraduate opportunities. We also provide information, advice and guidance via our attendance at postgraduate study fairs around the UK and our own postgraduate open evenings held at both campuses. Our open evenings offer prospective students the opportunity to speak to staff and students from academic departments and to find out more about all aspects the postgraduate study experience.
99. Careers & Employability offers both one-to-one career advice and guidance and group sessions on evaluating and competing for postgraduate study options, including easily accessible Moodle resources. The potential career enhancement from postgraduate study and its links to career pathways was an embedded part of 22 different careers education and inspiration events in 2017/18 ranging from the vocationally specific Careers in Teaching forum to the more generic session entitled "Planning Your Career: Further study" Postgraduate study is frequently a topic in our tailored career education delivered to specific disciplines in collaboration with academic departments.
100. The College offers an alumni bursary, which automatically provides Royal Holloway graduates with a discount on postgraduate tuition fees. This discount has recently increased from 10% to 15% of tuition fees, which will provide additional financial support to students from underrepresented groups. We are pleased to note an 83% increase in the number of alumni bursaries allocated between 2015/16 and 2017/18, which indicates the scheme's success in supporting students in progression to postgraduate study. Furthermore, in 2017/18, 31% of Home/EU students who received an alumni discount were classified as widening participation students (having received a bursary in their final undergraduate year). This indicates that the alumni bursary is effectively supporting students from underrepresented groups as well as the entire student population.
101. We have so far chosen an inclusive practice approach to these activities to support progression to postgraduate study for all students. However, one of the priorities we have identified in terms of progression is to ensure that the percentage of widening participation students progressing into graduate level employment remains above 74%. In order to meet this objective, we are reviewing and developing our activities in this area to ensure that they effectively target students from underrepresented groups and that they are well attended by such groups.

Financial Support

Bursaries

102. In 2018/19, we conducted a survey for all bursary holders to ascertain the impact of bursaries and hardship funding on their decisions about Higher Education and their ability to continue studying once on-course. The majority (55.9%) of respondents to the survey stated that the bursary was helpful, but not essential, to supporting their studies. Following the results of this survey and analysis of retention and attainment outcomes for bursary recipients, we changed our financial support scheme to be able to better support (both financially and in terms of access and success measures) the students with the highest need.
103. Our analysis of retention, progression and attainment this year shows that students from low-income households (under £25,000 per annum) underperformed against the wider student population by two to four percentage points on all measures. We are pleased to note that this is an improvement on last year, when students from low-income households underperformed by four to five percentage points. Those who received a bursary did perform around three percentage points better than the relatively small sample of students who did not, but remained below the wider population. This indicates that the bursary may be having a positive impact on this income group, but that additional academic, personal and financial advice and guidance is required to complement the monetary provision. This support is discussed further in paragraph 106.
104. The table below provides an overview of the bursaries available to undergraduate students admitted to Royal Holloway in 2019/20. The full Terms and Conditions for these bursaries can be viewed online at <https://www.royalholloway.ac.uk/ecampus/documents/pdf/finance/2017-18-ug-tcs.pdf>

Name	Amount	Payment	Eligibility
Royal Holloway Bursary (Band 1)	£1,500	Provided each academic year	<ul style="list-style-type: none">• Ordinarily resident in England• Household income verified by SLC as below £25,000• Eligible for a full maintenance loan
Royal Holloway Bursary (Band 2)	£500	Provided each academic year	<ul style="list-style-type: none">• Ordinarily resident in England• Household income verified by SLC as between £25,000 and £30,000• Eligible for a partial maintenance loan
Access Entry bursary	£1,000	Provided each academic year	<ul style="list-style-type: none">• Ordinarily resident in England• Household income verified by SLC as £25,000 or below• 21 years old or over at commencement of degree• Completed a QAA recognised Access to Higher Education diploma
Care Leavers bursary	£5,000	Provided each academic year	<ul style="list-style-type: none">• Ordinarily resident in England• 18 to 25 years old• Looked after by the state for at least 13 weeks since the age of 14, and was in care on their 16th birthday

Hardship funding

105. Undergraduate Royal Holloway students in receipt of a bursary also have access to a Hardship Fund, should they face particular financial difficulties. This is advertised on the Student Intranet and promoted by personal tutors and the Student Services Centre. Student Advisory and Wellbeing Services produce a leaflet each academic year which details all the services that we provide along with contact information. We have allocated a fund of up to £100,000 for this purpose for the 2019/20 academic year.

Financial advice and welfare

106. Alongside our monetary support, our Financial Welfare & Funding Support team offer advice and guidance on a variety of financial matters, from Student Loans and other funding opportunities, through budgeting and debt management, to part-time employment whilst studying and benefits. This advice helps students to manage their money effectively and

appropriately, to ensure that their financial situation does not impact on their studies or wider university life, and to help support retention, progression and attainment rates in the students they consult with.

Investment

107. In order to ensure maximum support for students from underrepresented groups, Royal Holloway intends to invest 30% of higher fee income to access, success and progression activities and financial support. The tables below are taken from the Resource Plan and detail our investment forecasts between 2019-20 – 2022-2023 in cash terms and as a proportion of higher fee income across Access, Success and Progression:

Table 7a - Access and participation plan investment summary (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Access investment	1,690,000	1,845,000	1,887,000	1,903,000
Success investment	1,231,000	1,282,000	1,283,000	1,244,000
Progression investment	578,000	594,000	594,000	594,000
Investment in financial support	2,980,000	3,116,000	3,311,000	3,408,000
Total investment	6,479,000	6,837,000	7,075,000	7,149,000

Table 7b - Access and participation plan investment summary as a proportion of higher fee income (HFI) (%)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Higher fee income (HFI)	21,661,140	22,777,955	23,584,690	23,791,850
Access investment (as % HFI)	7.8	8.1	8.0	8.0
Success investment (as % HFI)	5.7	5.6	5.4	5.2
Progression investment (as % HFI)	2.7	2.6	2.5	2.5
Investment in financial support (as % HFI)	13.8	13.7	14.0	14.3
Total investment (as % HFI)	29.9	30.0	30.0	30.0

Provision of information to students

108. We provide all our prospective students with clear, comprehensive and correct information about Royal Holloway, including: our academic programmes, their structure and assessment methods; entry requirements; tuition fees; financial support; and approximate living costs. This information is easily accessible in our printed prospectus and course brochures, and on our website. In addition, we provide all applicants at the point of offer, with a summary of all the key facts relating to their specific degree programme. This information complies with the guidelines as specified by the Competition and Markets Authority. We also send personalised email campaigns to enquirers and applicants, providing timely and relevant information and guidance at different stages of the application process. In addition, we hold numerous on- and off-campus events and information sessions throughout the process to provide prospective students an opportunity to engage with Royal Holloway staff and current students.
109. Our schools liaison activities include a teachers' conference and regularly workshops and briefings. These are designed to ensure that those who are advising students about higher education are able to make informed, accurate recommendations and provide appropriate support. Royal Holloway maintains membership of the Higher Educational Liaison Officers Association to support a collaborative approach to providing clear and accurate information about the opportunities and costs of higher education. We also continue to provide accurate and timely information to external bodies such as UCAS and the Student Loans Company so they can populate their course databases in good time to inform applications.
110. Our approved 2019-20 Access and Participation Plan will be published on the Admissions section of our website with other policies. This page is easily accessible to both current and prospective students, and will be signposted from the student intranet.

Appendix 1: Monitoring and evaluation framework

Stage of lifecycle	Measure	Monitoring technique	Evaluation activity	Review timescale	Outcome responsibility
Access	Applicants	Internal application numbers of underrepresented groups	Analysis of year on year trends in applications	Annually (Sep - Jan)	Student Recruitment
	Conversion	Internal application numbers of underrepresented groups across the admissions cycle, including offer holders, firm offer holders, enrolments and students	Analysis of differences in conversion rates	Annually (Sep - Jan)	
	New entrants	Internal and sector enrolment numbers of underrepresented groups; HESA KPI performance	Analysis of year on year trends in applications	Annually (Jan)	
	Outreach activities	Self-evaluation questionnaires; internal applicant and enrolment numbers	Analysis of participants' awareness, knowledge, attitude, behaviour and attainment; analysis of conversion from participant to applicant or student	Termly (Dec; Mar; Jul)	
	Financial support	Internal progression and attainment rates; student survey	Analysis of retention, progression and attainment data of bursary recipients; analysis of student feedback on the support offered by the bursary	Annually (Dec)	Strategic Planning & Change
Success	Non-continuation rates	HESA KPI performance	Analysis of year on year trends in non-continuation	Annually (Jan)	Academic Services
	Progression	Internal progression rates (from Year 1 to Year 2 at the first attempt) of underrepresented groups compared to the student population	Analysis of differences in progression rates		
	Withdrawal	Internal withdrawal rates of underrepresented groups compared to the student population	Analysis of differences in withdrawal rates		
	Good honours degree	Internal good degree rates of underrepresented groups compared to the student population	Analysis of differences in good degree rates		
Progression	Careers activity engagement	Internal participation rates in careers activities, including the Royal Holloway Passport Award	Analysis of participation rates of underrepresented groups	Termly (Dec; Mar; Jul)	Careers and Employability
	Careers attitudes	Self-reported careers attitudes as measured in the Careers Registration Programme	Analysis of careers attitudes of underrepresented groups	Annually (Oct)	
	Graduate employment outcomes	Percentage of students going into graduate employment (DLHE survey) by underrepresented groups compared to the student population	Analysis of differences in graduate employment outcomes	Annually (Jan)	
All stages of student lifecycle	Impact of financial investment	All above monitoring techniques	Review the outcomes of all activities to ensure that financial investment is targeted appropriately	Annually (Apr)	Access and Participation Plan Working Group

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Royal Holloway intends to charge all new Home undergraduate entrants tuition fees of £9,250 per annum in 2019-20. We reserve the right to review the tuition fees for new and continuing students in 2019-20 should the government introduce any further policy changes including the opportunity to increase tuition fees in line with inflation so as to maintain their value in real terms.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year	Year in Industry	£1,850
Erasmus and overseas study years	Non-Erasmus - Study	£1,385
Erasmus and overseas study years	Erasmus - Study	£1,385
Erasmus and overseas study years	Erasmus - Work	£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)		No	2013-14	81.8	85	86	87	88	88	
T16a_02	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)		No	2013-14	26.3	28.3	28.8	NA	NA	NA	
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)		No	2013-14	6.6	7.8	8	8.5	9	7.8	The 2022-2023 milestone is lower than the 2021-2022 milestone to ensure that this remains a stretching but achievable target.
T16a_04	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)		No	2013-14	5.2	7	7.5	8	8.5	8.5	
T16a_05	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	All undergraduate students	No	2012-13	4.5	3.5	3.5	3.5	3.2	3.2	
T16a_06	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)		No	2012-13	17.5	14	13	12	11	11	
T16a_07	Progression	Multiple	Other statistic - Other (please give details in the next column)	Students classified as 'WP combination' on admission to Royal Holloway (see paragraph 1 of APP) progressing into graduate-level employment	No	2013-14	66.9	71	73	74	74	74	
T16a_08	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	BAME students achieving a good (1st or 2:1) honours degree	No	2017-18	72.1	74	76	78	80	82	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (summer schools)	Deliver 3 residential activities a year in a range of subjects for targeted pupils in years 9-12	No	2012-13	100	180	180	180	200	200	
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Number of pupils engaging in events with us through our collaboratove partnerships (e.g Brilliant Club, ARK academies)	Yes	2013-14	800	1100	1200	1200	1200	1200	
T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of targeted pupils engaging in either mentoring or e-mentoring	No	2015-16	25	50	50	75	NA	NA	Mentoring will form an integral part of the Long Term Outreach scheme, so all students who are part of the LTO will receive mentoring - therefore, this target will be discontinued and integrated into the LTO target as discussed with a named OFFA advisor on 10/4/17.
T16b_04	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of pupils on our Long Term Outreach scheme	No	2014-15	25	125	150	200	200	200	
T16b_05	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of schools participating in our Schools Partnership Scheme	No	2014-15	5	15	20	40	40	40	

T16b_06	Access	School sponsorship	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of pupils attending UTC partnership schools receiving interactions (one intervention for targeted pupils in each year group each academic year)	No	2015-16	70	150	150	175	NA	NA	This target will be discontinued, as the UTC Guildford has been cancelled by the DfE and UTC Oxfordshire have not engaged with us. This will be replaced with an attainment raising target, as discussed with a named OFFA adviser on 10/4/17.
T16b_07	Access	Mature	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of Access Course providers targeted for work with Access to HE students	No	2014-15	2	10	10	15	15	15	
T16b_08	Student success	Disabled	Student support services	Number of targeted students with specific needs attending a pre-HE transitional support event	No	2013-14	27	30	35	35	40	40	Figures have been adjusted down due to the refocussing of this event to target disabled students with sociocommunicative disorders and mental health problems, as outlined in the 2015/16 Return.
T16b_09	Student success	Disabled	Student support services	Number of targeted students with specific needs attending on-course support and social integration activities	No	2016-17	22	30	30	35	35	35	
T16b_10	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of schools in which evaluation shows partnership with Royal Holloway has increased attainment in GCSE and/or A-Level studies for engaged students	No	2016-17	1	2	3	3	3	3	
T16b_11	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of pupils at Target T16b_10 schools for whom evaluation shows engagement with Royal Holloway has increased their attainment in GCSE and/or A-Level studies	No	2016-17	0	20	30	40	50	50	