

Walbrook Institute London

Access and participation plan 2026-27 to 2029-30

1. Introduction and strategic aim

Walbrook Institute London has a long and respected history in professional education. Originally established in 1879, the institution was founded to prepare individuals for careers in finance, banking, and business. Over nearly 150 years, the institution has evolved to reflect the changing nature of these sectors. Our most recent transformation from The London Institute of Banking & Finance (LIBF) to Walbrook Institute London marks an important step in aligning our identity with the breadth of our education and our strong connection to the City of London. The new name honours our heritage while embracing the wider professional landscape we now serve.

Our main teaching and learning spaces are located in the heart of London's financial district. With neighbours that include some of the world's leading banks and global institutions, our students benefit from being immersed in a dynamic and professional environment. Our primary campus building, Peninsular House, is a modern facility designed to support active learning. It includes our Student Centre, group workspaces, study areas, a quiet computer lounge with Bloomberg terminals, and breakout rooms for collaboration. A short walk away, our Lovat Lane site offers additional study and social spaces, including a student common room, a dedicated computer room, private study areas, and two multi-faith and contemplation rooms for student wellbeing.

We offer a focused range of programmes designed to support progression into careers in finance, business, and technology, among other fields. Our academic portfolio includes full-time undergraduate degrees, degree apprenticeships, and a suite of online postgraduate qualifications.

In the 2024 to 2025 academic year, our undergraduate student population includes approximately 93 percent home students and 7 percent international students. Our undergraduate cohort is made up of around 25 percent female and 75 percent male students, with approximately 42 percent of students identifying as part of the global majority. Around 7 percent of our undergraduate students are mature learners. We currently support 120 students on degree apprenticeship programmes and approximately 160 full-time on-campus undergraduate students.

Our mission is to be the leading provider of career-focused qualifications in the United Kingdom. This ambition is supported by our strategic priorities, which include developing academic programmes that reflect employer needs, enhancing student support and wellbeing, and ensuring that all learners are prepared to succeed in the workplace. A key commitment of our strategic plan is to promote inclusive practices across teaching, learning, and support services. We are committed to equity, diversity, and inclusion, not only as a principle but as a practical foundation for achieving positive outcomes for all students.

Walbrook is committed to creating a culture that promotes diversity and equality of opportunity and does not tolerate discrimination. The organisation recognises the real educational and business benefits of having a diverse community of employees, students, apprentices, and members and works towards building and maintaining an environment that values such diversity.

We are proud of our student outcomes and graduate success. In our most recent Graduate Outcomes survey, 92 percent of our students were in work or further study 15 months after graduation. For our full-time, on-campus students, the rate was 88 percent, and for our degree apprentices, the rate was 95 percent. The average salary reported across our student body was £50,304. These results reflect our focus on industry-relevant education, practical learning, and personalised support.

Our institution is proud to have been awarded a Silver rating in the Teaching Excellence Framework, reflecting the strength of our teaching and commitment to delivering high-quality learning experiences. We continue to enhance the relevance and inclusivity of our curriculum to meet the needs of a diverse student population and to prepare graduates for careers in the banking and finance industry.

Reviews of our programmes are structured to ensure relevance to employer needs and sector expectations. Our curriculum is reviewed with diversity and inclusion in mind and includes mechanisms to ensure that teaching remains responsive to students' lived experiences and educational backgrounds.

We provide students with multiple pathways to tailor their learning, including optional modules, online delivery, and an optional year in industry. The introduction of a common first year across degrees has supported academic progression, created opportunities for students to move between programmes, and levelled the experience for those from varied backgrounds. Additional support such as a catch-up module at Level 4, enables progression for students who may initially struggle with assessments.

Our teaching integrates digital tools and a range of pedagogical approaches to suit varied learning styles. Students benefit from an embedded approach to Personal and Professional Development across all academic years, which combines employability skills with academic development. We also provide academic skills support in areas such as maths, Excel, and Python, including peer, and faculty, tutoring support. Students are offered continuous assessment support, access to practice exams, and the opportunity to ask questions through drop-ins, office hours and structured sessions. Specialist note-taking software is promoted to students with reasonable adjustments but made available to all.

Academic teams are supported to apply diverse and inclusive teaching strategies, including varied assessment methods such as podcasts, blogs, and presentations, with a particular focus on authentic, workplace-aligned assessments. Flexibility is built into accommodate different student strengths and needs. Industry experts regularly contribute to teaching, enhancing the applied nature of learning.

Student wellbeing is a core priority. We have expanded our student support team and services, including careers and wellbeing, which are accessible throughout the year and after graduation. We have partnered with Spectrum Life to provide confidential mental health and wellbeing support 24 hours a day, 365 days a year. Spectrum Life also offers comprehensive support in 35 languages to meet the diverse needs and locations of our students.

We have strengthened our monitoring of student engagement through new attendance tracking and enhanced data practices. Engagement monitoring ranges from check-ins to formal meetings with interdisciplinary teams to ensure holistic support for students at risk of disengagement.

Our Association of Graduate Careers Advisory Services membership supports our careers service improvement through sector research and networks. We maintain a

longstanding partnership with International Students House, offering fully funded scholarships to two students annually, now supported through institutional funding. We seek relevant training in all areas of student support, including mental health, disability, inclusion, and dignity.

Our partnership with Amplify Trading continues to provide students with hands-on exposure to trading platforms and financial simulations within their programmes. These experiences raise awareness of the breadth of roles in the banking and finance sector, particularly for students from under-represented backgrounds. We will also offer graduate students the opportunity to take funded Financial Advice qualifications, through the Professional Education side of the Walbrook Institute, LIBF. These include a Diploma for Financial Advisers (DipFA) at level 4 and Certificate in Mortgage Advice and Practice (CeMAP). This is combined with wrap-around sessions to support the students to enter the financial advice industry and mentoring from professionals in the industry.

2. Risks to equality of opportunity

To understand where risks to equality of opportunity may be present at Walbrook Institute London, we completed an assessment of performance (Annex A), which explores enrolment, continuation, completion, degree outcomes (achievement of a First or 2:1 award), and progression to employment or post-graduate study for our students over the last 6 years. In some cases, the data we have available is very small, and we have been unable to assess risk with high levels of confidence using this data alone. In these cases, we have reviewed larger sector-wide data to assess the potential risks to equality of opportunity for our students.

As Walbrook transitions from traditional undergraduate (UG) provision to a strategic focus on degree apprenticeships, this Access and Participation Plan (APP) is grounded in a robust analysis of historical UG data collected over a four-year period. These data reveal systemic challenges across key risk indicators and priority areas, which the institution is committed to addressing through targeted actions outlined in this plan.

While acknowledging the potential differences between UG and apprenticeship cohorts, Walbrook recognises that the underlying issues identified in the UG provision are likely to persist unless proactively addressed. The limited but emerging data from existing apprenticeship programmes support the relevance of the proposed priority targets, although these datasets are currently small and largely confined to a single year.

Walbrook is therefore committed to enhancing its apprenticeship offer in alignment with these priority targets, with the expectation that such improvements will benefit current and future apprentices. At the same time, the institution will continue to build and analyse apprenticeship-specific data across all risk indicators and areas. This dual approach ensures that Walbrook remains responsive to any new or divergent risks that may emerge within the apprenticeship context—risks that may not have been evident in the UG-based evidence used to shape this APP.

Table 1: Summary of Indicators of Risk and Targets

Metric /Student Group	IMD	TUNDRA	Ethnicity	Sex	Disabled	Mature learners	ABCs	Free School
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	(Quintile 1)					(21 & over)		Meals
Access	Priority PTA_1 (IMD Quintile 1)			Priority PTA_2 (Female students)		No Target Priority PTA_3		
Continuation	Priority PTS_1 (IMD Quintile 1)		Priority PTS_2 (Black students)			No Target		
Completion								
Attainment	Priority PTS_1 (IMD Quintile 1)		Priority PTS_5 (Black, Asian, Mixed and Other Ethnicities)	No Target				
Progression			No Target	No Target				

Risk Area 1 – There is a risk that the following four factors may be affecting application and access to our courses for Women and students from low-income backgrounds:

- **A lack of access to pre-enrolment information, advice, and guidance;**
- **A lack of access to level 3 qualifications, particularly in Mathematics;**
- **Concerns about the cost and cost pressures of undertaking higher education;**
- **Perceptions specifically about careers in the financial services sector.**

Links to the Equality of Opportunity Risk Register: We have identified the key risks associated with these target groups at this lifecycle stage as Risks 1, 2, and 3.

We have determined the following indicators of risk that suggest the above risks may be occurring:

- Walbrook Institute London has the opposite of the sector female vs. male enrolment trend.
 - Female students enrol at an average rate of 24.2% p.a. over the 4-year aggregate, narrowing slightly to 22.5% over the 2-year aggregate, and 23.7% in 2022-23.
 - By comparison, the sector average rates of enrolling female students are, respectively, 56.9% (4-year aggregate), 56.6% (2-year aggregate).
- The enrolment gap between students from the most deprived and the least deprived backgrounds is significantly higher in both our undergraduate (UG) and apprenticeship programs compared to the overall sector.

- For UG students, this gap has widened from 5.9 percentage points to 7.6 percentage points in the latest year, 2022-23.
- In the case of apprenticeships, the gap is markedly larger, standing at 24.15 percentage points compared to 3.4 percentage points over the 4-year aggregate.
- In 2025, disadvantaged pupils continued to underperform in GCSE maths, contributing to the widest disadvantage gap index since 2010/11 (DfE, 2025).
 - Only 25.2% of disadvantaged pupils achieved a grade 5 or above across subjects, compared to 52.4% of their peers.

Risk Area 2 – There is a risk that the following three factors may be affecting continuation for students from Global Majority backgrounds, in particular Black Students, and students from low-income backgrounds.

- **a lack of access to a range of academic support.**
- **A lack of access to mental health and wellbeing services.**
- **Cost pressures.**

Link to the Equality of Opportunity Risk register: We have identified the key risks associated with these target groups at this lifecycle stage as Risks 6, 7, 8, and 10.

We have determined the following indicators of risk that suggest the above risks may be occurring.

- The gap in continuation between Global Majority and White students at Walbrook Institute London averages 8.1pp over the 4-year aggregate and widens to 11.9pp in 2021-22.
- The continuation rate of Black students is 70.7%, compared to the sector rate of 84.8%.
- IMD Quintile 1 continuation at 79.2% is improving over the 2-year aggregate but remains below the sector average of 85.0% over the 4-year aggregate, and 83.5% over the 2-year aggregate. Similarly, continuation rates for students previously in receipt of free school meals are below the sector rates.

Risk Area 3 – There is a risk that the following three factors may be affecting the attainment outcomes (achievement of a First or 2:1 degree award) for students from Global Majority backgrounds, Males, and students from low-income backgrounds.

- **A lack of access to a range of academic support;**
- **A lack of access to mental health and wellbeing services;**
- **Cost pressures.**

Link to the equality of Opportunity Risk register: We have identified the key risks associated with these target groups at this lifecycle stage as Risks 6, 7, 8 and 10.

We have determined the following indicators of risk that suggest the above risks may be occurring.

- The overall attainment rate at Walbrook Institute London, across all students, averages at 65.7% over the 4-year aggregate, compared to the sector attainment rate, averaging 80.5% over the 4-year aggregate, a gap of 14.8 pp.
- The 4-year aggregate gap in attainment between Global Majority and White students is higher at 21.8pp. Analysis of internal data shows, when disaggregated, that students from Black and students from Asian backgrounds have the most significant attainment gaps, 25 pp and 17.9 pp respectively.

- There is an 18.1 pp gap between students from IMD Q1 and Q5, slightly higher than the reported sector gap.
- Attainment rates for male students are 63.3% (dropping to 62.0% over the 2-year aggregate), a 15.4 pp gap with the sector where attainment rates for males are 78.7%.

Along with evidence (see Annex B), our institutional experience and student consultations suggest that these indicators of risk may be a result of EORR Risks 1, 2, 3, 6, 7, 8, and 10. These risks may be present in different combinations and to varying extents across the lifecycle of each identified target group.

Risk 1 – Knowledge and skills

Access to opportunities that develop the knowledge and skills required for successful entry and participation in higher education is a key concern for our target learners. This is particularly relevant in disciplines such as financial services, where mathematical proficiency is often a prerequisite. Our literature review indicates that applicants from underrepresented backgrounds are less likely to have had access to the academic preparation needed to meet traditional entry requirements, especially in mathematics.

National data shows persistent attainment gaps in both GCSE and A-Level Mathematics. For example, students from lower socio-economic backgrounds are significantly less likely to achieve a grade 4 or above in GCSE Mathematics, a key benchmark for progression (Office for Students, 2024). Access to and attainment in A-Level Mathematics is also unevenly distributed, with students from disadvantaged backgrounds and women underrepresented in higher-level Mathematics qualifications. In 2024, 37% of students taking A-level Mathematics were female, while 63% were male (Joint Council for qualifications 2024). In response to these barriers, we have removed the requirement for A-Level Mathematics as an essential entry criterion for our financial services programmes. Instead, we offer a structured programme of mathematics support for new entrants. This approach is designed to ensure that all students, regardless of prior attainment, can develop the quantitative skills necessary for success.

Despite this support, students expressed their difficulty in gauging the level of mathematical proficiency required before commencing their studies, highlighting a need for clearer guidance and more effective preparatory support. Students have suggested that mathematics support should not only be available at entry but should continue throughout their course of study. They have also emphasised the importance of aligning this support with the curriculum and specific learning outcomes of their degree programmes.

Risk 2: Information and Guidance, and Risk 3: Perceptions of higher education

Access to clear, targeted information and guidance about higher education and careers in financial services remains a significant barrier for underrepresented learners. Research indicates that limited awareness of academic expectations, essential academic skills (such as referencing), and potential career pathways can deter students from pursuing finance-related qualifications (Office for Students, 2024).

This issue is particularly acute for women, who remain significantly underrepresented in financial services both in higher education and in the workforce. Gendered perceptions of finance as a male-dominated field, combined with a lack of visible female role models, contribute to lower participation rates among women (Deloitte 2022).

A lack of relatable role models and sector-specific advice further compounds this issue, particularly for students from lower socio-economic backgrounds. These students often have fewer opportunities to engage with professionals in the field or to visualise successful career trajectories (Office for Students, 2024).

Student feedback highlights the impact of targeted outreach events in shaping their decision to apply.

Risk 6: Insufficient Academic Support

This Risk relates to insufficient academic support, which is personalised and timely. Consideration of the presence of this Risk has influenced our prioritisation of inclusive and compassionate teaching and learning, and assessment design.

Structured support during the application, pre-enrolment, and induction phases has a well-documented positive impact on student continuation and attainment, particularly in the first year of higher education (Gorard, 2006). These early interventions help students understand academic expectations, build confidence, and foster a sense of belonging within the university community.

In our consultations with students, students regarded the induction period as a valuable opportunity to begin fostering a sense of community both within student cohorts and between students and staff. They highlighted the importance of networking opportunities and the clear communication of mutual expectations—both of students and the institution—as key elements in supporting this sense of belonging from the outset. Students feel that both study approaches and assignment types need to be outlined before students start, so that students can prepare accordingly.

Orientation and induction programmes are especially valuable for students who are first in their family to attend university or who come from socio-economically disadvantaged backgrounds. Such programmes can enhance peer networks, develop self-advocacy skills, and ease the transition into academic life.

Students from global majority backgrounds may face additional challenges, including underrepresentation in the curriculum and amongst the staff, experiences of racial microaggressions, and a lack of culturally responsive support. These factors can negatively affect their academic confidence and sense of inclusion (Office for Students, 2023; Department for Education, 2022). Student feedback also highlights that students from ethnic minority backgrounds are more likely to feel isolated or unsupported during their transition into higher education, which can impact their engagement and retention.

Risk 7: Insufficient Personal Support, and Risk 8: Mental Health

Insufficient personal support and rising mental health concerns are recognised risks for Walbrook students, particularly as financial pressures and evolving modes of study reshape student needs. These challenges can significantly impact students' sense of

belonging, a key factor in student continuation, attainment, and completion. This was strongly echoed in our consultations with staff and students and is supported by institutional data.

Students from low-income and global majority backgrounds are disproportionately affected by these issues. Students from disadvantaged backgrounds and certain ethnic minority groups are more likely to report mental health conditions and face barriers in accessing timely and appropriate support (Office for Students, 2023). Financial stress, cultural stigma around mental health, and a lack of culturally competent services can further exacerbate these challenges (Office for Students, 2023).

Our students and staff noted the importance of providing holistic support that integrates academic and personal wellbeing. Students suggested that Student Support Services staff would benefit from enhanced training, particularly in areas such as equity, diversity, and inclusion, and that students should have a voice in recruitment processes – for example, by reviewing job descriptions before posts are advertised.

Students also highlighted the need for more cohesive collaboration across departments to ensure a well-rounded and responsive support system. This is particularly important for students from global majority backgrounds, who may experience fragmented or inconsistent support that does not fully address their lived experiences.

Risk 10: Cost pressures

Student consultations have consistently highlighted financial pressures as a major concern, particularly for those balancing study with caring responsibilities or part-time work. These pressures can significantly affect students' ability to engage fully with their studies, impacting their academic performance and wellbeing.

Students from low-income backgrounds, first-generation university entrants, and women with caring responsibilities are disproportionately affected by financial hardship. Research from the University of Sheffield shows that students in these groups often struggle to cover essential living costs, and many are unable to rely on family support due to estrangement or caregiving duties (University of Sheffield, 2023). The cost-of-living crisis has intensified these challenges, with nearly a third of students living on less than £50 a month after rent and bills, and 68% reporting they cannot afford course materials (Office for Students, 2023). Women with dependents face additional burdens, including childcare costs and limited flexibility to increase working hours (Office for Students, 2023).

In response, we have redefined our approach to student financial support. Our new model offers a comprehensive package that includes:

- In-kind resources such as subsidised travel and digital access.
- Funded qualifications that enable students to gain employment or pursue self-employment alongside their studies.
- Direct cash payments and vouchers to alleviate immediate financial stress and respond to the cost-of-living crisis.

We have identified other risks affecting students with additional characteristics, such as mature learners, alongside challenges faced by our key target groups at the Progression stage. In line with OfS guidance, we are prioritising our efforts where the evidence shows the most significant disparities and where we can make the greatest impact. A targeted approach enables us to focus resources effectively and deliver measurable outcomes.

Our interventions are designed to support the wider student population as well, and we will monitor their impact across a broader set of characteristics. Should we identify any

emerging gaps, we will undertake further evaluation and adapt our approach to ensure equity of opportunity is maintained across all groups.

3. Objectives

From the assessment of performance (Annex A) and consideration of Risks (above, and Annex B), we have identified the following objectives that are our priorities under this Plan:

Target Reference (Annex C, Table 5d)	Objectives	Intervention Strategy
PTA_1	To improve access to our UG and Degree Apprenticeship provision for students from low-income backgrounds. Aiming to reduce the gap between students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and their more affluent peers (IMD 2019 Quintile 5). Within this, aiming to eliminate the gap at UG and to halve the gap for apprentices.	IS1
PTA_2	To improve access to our UG and Degree Apprenticeship provision for Women. Aiming to increase participation to 50% by 2032.	IS1
PTS_1	To improve continuation for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), aiming to eliminate the gap by 2032-33.	IS2
PTS_2	To improve continuation for students from Global Majority backgrounds (Black Students), aiming to halve the gap between these students and their White peers by 2032-33.	IS2
PTS_3	To support attainment (achievement of a First or 2:1 degree award) for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), achieving a reduction in the gap in attainment between the most disadvantaged students (IMD Q1) and their more affluent peers (IMD Q5). Aiming to halve the gap by 2032-33.	IS3
PTS_4	To support attainment (achievement of a First or 2:1 degree award) for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities). Aiming to halve the gap between this group and their white peers by 2032-33.	IS3

4. Intervention strategies and expected outcomes

Intervention Strategy 1: To Improve Access to our UG and Degree Apprenticeship Provision for Women and for Students from Low-Income Backgrounds.

Objective: To reduce the gap between students from the lowest and highest socioeconomic backgrounds and the gap between Female and Male students.

Targets:

- PTA_1: To improve access to our UG and Degree Apprenticeship provision for students from low-income backgrounds.
 - Aiming to reduce the gap between students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and their more affluent peers (IMD 2019 Quintile 5).
- PTA_2: To improve access to our UG and Degree Apprenticeship provision for Women.
 - Aiming to increase participation to 50% by 2032.

Risks to equality of opportunity

The potential risks to equality of opportunity in the Equality of Opportunity Risk Register (EORR) that are relevant are Risk 1, Risk 2 and Risk 3.

Summary of the evidence base can be found in Annex B.

Rationale for activities and interventions

At Walbrook, our mission is to open access to careers in the financial services sector by offering flexible, inclusive, and accessible pathways to sector-recognised qualifications. We are committed to preparing students not only with technical skills but also with the professional attributes necessary for long-term success in the industry.

A key component of our approach is the development and delivery of **degree apprenticeships** and **continuing professional development (CPD)** opportunities. In collaboration with our employer partners, we are creating accessible routes into degree apprenticeship roles—both by identifying talent within existing employee bases and by engaging externally through aspiration-raising activities in schools.

Together with our partners, we share a strong commitment to addressing inequality across all levels of the professional framework and more widely in the financial services sector. This strategic intervention specifically targets the underrepresentation of women and students from the most economically deprived backgrounds, focusing on both entry and success. Our collaborative strategy will involve close work with recruiters, career development teams, outreach and Corporate Social Responsibility departments, and will be supported by professional mentoring, role models, case studies, and sector showcases.

To extend our impact, we will also share staff development opportunities and evaluation practices with our sector partners, reinforcing our collective commitment to equality of opportunity and inclusive growth.

Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. The strategy will commence from September 2026, with publication and sharing of findings as per the publication plan below (Table 2).

Publication Plan

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: ▪ Provide insights on the effectiveness and progress of relevant activities in this	Progress ‘highlights’ will be shared annually

Strategy based on the achievement of intended outcomes. ▪ Capture learning and insights that inform practice improvements and any appropriate changes and developments. ▪ Highlights and themes from this report will be shared online, for example through our website.	
We will produce an ‘Evaluation to Date’ or an ‘End of Project’ Report (whichever is relevant) capturing evaluation and findings, disseminated online via our website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2029) and/or at the conclusion of projects.
We will contribute at conferences and through workshops and events hosted by networks such as, but not limited to IHE, Advance HE.	At a minimum every 2 years, starting from 2026-27.
We will contribute to other calls for evidence, such as through TASO, IHE.	As they arise, anticipated contributions at minimum every 2 years.

Intervention Strategy 1: To Improve Access to our UG and Degree Apprenticeship Provision for Women and for Students from Low-Income Backgrounds.

Subject specific pre-entry support, preparation and expectations.

A range of targeted pre-entry support and preparatory activity aimed to increase knowledge of the financial services sector, employment opportunities and routes to qualification.

- Access, raising attainment and aspiration. Improving Information, advice and guidance.

• Activity	Inputs	Outcomes	Method(s) of evaluation Standards of evidence denoted as (T1) (T2) (T3).	Cross intervention
Pre Entry Outreach Open events and master classes delivered by Walbrook careers team, academics and professional partners.	Staff time (academic, support, admin). Costs of learning diagnostic. Resources and materials.	• Increased knowledge and capacity relating to career pathways and skills. • Increased professional networks and contacts. • Increased knowledge and understanding of the labour market, professional standards and competencies • Improved self-perceptions about career and employability capacities, readiness, and confidence.	Process Evaluation • Data Analysis: Number and % of students with target characteristics: attending events, participating in sequenced activity. (T1) • Some post-activity questionnaires gathering student experience and perceptions. (T2) • Data Analysis: % Application and conversion rates by student's characteristic.	IS2
Targeted Pre-entry HE advice and guidance. Careers linked aspiration raising activity, collaborative outreach with sector employers and financial planning for study.	Staff time (academic, support, admin). Resources and materials.	• Increased knowledge and capacity relating to career pathways and skills. • Improved self-perceptions about career and employability capacities, readiness, and confidence.	Process Evaluation • Data Analysis: Number and % of students with target characteristics: attending	

			g events, participating in sequenced activity. (T1) - Some post-activity questionnaires gathering student experience and perceptions. (T2) - Data Analysis: % Application and conversion rates by student's characteristic.	
Inclusive communication. Case studies showcasing the success of current students, Alumni, and Financial Sector Professionals with target characteristics.	Staff time (academic, support, admin). Resources and materials.	- Increased knowledge and capacity relating to career pathways and skills. - Improved self-perceptions about career and employability capacities, readiness, and confidence.	Process Evaluation - Data Analysis: Number and % of students with target characteristics: attending events, participating in sequenced activity. (T1) - Some post-activity questionnaires gathering student experience and perceptions. (T2) - Data Analysis: % Application and conversion rates by student's characteristic.	
Digital resources. A series of digital content to demystify higher-level apprenticeships for prospective learners	Staff time (academic, support, admin).	- Increased knowledge and capacity relating to career pathways and skills. - Improved self-perceptions about career and employability readiness, and confidence.	Process Evaluation Some post-activity questionnaires gathering student experience and perceptions. (T2)	

	Resources and materials.		Impact Evaluation. Data Analysis: % Application and conversion rates by student's characteristic.	
Preparation for Success. Pre-entry preparation activities focused on applicants, offer holders, and/or accepted entrants, including pre-entry Maths support.	Staff time (academic, support, admin). Resources and materials.	- Increased confidence in the application process and ability to meet entry requirements. - Improved attainment in Maths. - Increase in successful applications from students with a non-traditional qualification profile. - Increased understanding and articulation of goals and links between study and career goals. - Improved motivation and engagement in learning. - Improved progression rates for target students	Impact Evaluation - Data Analysis: on-course engagement/ completion monitoring (T2) - Data Analysis: course attainment data and progression on HE rates by target groups. (T2)	
Women In Finance programme. - Female leadership events. - Peer mentors and coaching support. - Focused career progression events.	Staff time (academic, support, admin). Resources and materials.	- Increased knowledge and capacity relating to career pathways and skills. - Increased professional networks and contacts. - Increased knowledge and understanding of the labour market, professional standards, and competencies	Process Evaluation - Data Analysis: Number and % of students with target characteristics: attending events, participating in sequenced activity. (T1) - Some post-activity questionnaires gathering	

		Improved self-perceptions about career and employability capacities, readiness, and confidence.	- student experience and perceptions. (T2) - Data Analysis: % Application and conversion rates by student's characteristic.	
Creation of collaborative recruitment principles and processes that will be co-led and supported between Walbrook and employer providers. Collaborative activity to support inclusive practices for internal and external recruitment for Degree Apprenticeships.	Staff time (academic, support, admin). Resources and materials.	- Clear and transparent recruitment activity. - Increased knowledge and awareness of potential barriers to progression amongst target groups. - Improved and inclusive recruitment process.	Process Evaluation - Data Analysis: Number and % of students with target characteristics: attending events, participating in sequenced activity. (T1) - Some post-activity questionnaires gathering student experience and perceptions. (T2) - Data Analysis: % Application and conversion rates by student's characteristic.	

Approximate total cost of activities over 4-years

£ 17,000

4.2 Intervention Strategy 2: Scaffolded Academic Design for Success

Objective: To improve continuation for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and for students from Global Majority backgrounds.

Targets:

- PTS_1: To improve continuation for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1).
 - Aiming to eliminate the gap by 2032-33.
- PTS_2: To improve continuation for students from Global Majority backgrounds (Black Students).
 - Aiming to halve the gap between these students and their White peers, by 2032-33.
- PTS_3: To support attainment (achievement of a First or 2:1 degree award) for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1).
 - Aiming to halve the gap by 2032-33.
- PTS_4: To support attainment (achievement of a First or 2:1 degree award) for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities).
 - Aiming to halve the gap between these groups and their white peers by 2032-33.

Risks to equality of opportunity

The potential risks to equality of opportunity in the EORR that are relevant are Risk 6 and Risk 7.

Summary of the evidence base can be found in Annex B.

Rationale for activities and interventions

This strategy aims to improve academic and career outcomes for all students, with a particular focus on underrepresented groups. It is grounded in evidence-based practices and sector-leading frameworks.

This strategy embeds the use of Equality Impact Assessment approaches to ensure equality, diversity, and inclusion are embedded in the curriculum development. Evidence suggests an approach that engages students as co-creators, will enhance relevance and belonging, improving engagement and reducing non-continuation. (Advance HE 2021, Kingston University 2020). Underpinning this is institution-wide professional development in inclusive pedagogy and cultural competency. Students will participate in structured personal planning, including academic skills assessment, personal career planning and career guidance, to support them in developing confidence and skills and enabling them to articulate their learning gain. A sequenced, curriculum-integrated approach to employability will build both academic and transferable skills enhancing graduate outcomes. (HEA, 2015).

Our commitment to inclusive approaches to timetabling, authentic and varied assessments, multiple study modes and flexible delivery is designed to enable students to prioritise their learning and wellbeing alongside other family and work commitments (Advance HE, 2021).

Walbrook's approach to learning and teaching is underpinned by its institutional Strategy and is built upon the following principles:

- **Inclusive and Accessible:** Scaffolded support to ensure that teaching, learning and assessment are inclusive and accessible.
- **Excellent design and delivery:** Curriculum design that provides a structure that fosters student engagement through a blend of learning modes, including campus-based, work-based, and online learning.
- **Employment-focused:** Programmes that are designed around clear career and employment outcomes.
- **Effective harnessing of technology:** Digitally capable staff and students.
- **Excellent resources:** High-quality virtual and physical learning spaces and excellent learning resources, and access to a wide range of professional support.
- **Excellent teaching and excellent teachers:** Highly developed academic and professional staff who are valued, rewarded and fully supported in their roles.

Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. The strategy will commence from September 2026, with publication and sharing of findings as per the publication plan below (Table 2).

Publication Plan

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: ▪ Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes. ▪ Capture learning and insights that inform practice improvements and any appropriate changes and developments. ▪ Highlights and themes from this report will be shared online, for example through our website.	Progress 'highlights' will be shared annually
We will produce an 'Evaluation to Date' or an 'End of Project' Report (whichever is relevant), capturing evaluation and findings, disseminated online via our website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2029) and/or at the conclusion of projects.
We will contribute to conferences and through workshops and events hosted by networks such as, but not limited to, IHE, Advance HE and AGCAS.	At a minimum, every 2 years, starting from 2026-27.
We will contribute to other calls for evidence, such as through TASO, IHE.	As they arise, anticipated contributions at a minimum every 2 years.

Intervention Strategy 2: Scaffolded Academic Design for Success

Scaffolded Academic Design for Success

Underpinned by inclusive design, student partnership, and continuous evaluation, this approach supports students' transition into higher education, progression between academic years, and development of the skills needed for academic success.

The programme, embedded within our broader Learning, Teaching and Assessment Strategy, complements timetabled teaching by guiding students' independent learning through a structured, blended learning framework. It provides:

- Preparation and consolidation around scheduled teaching.
 - Continuation: easing transition and building academic confidence.
- Ongoing feedback and review of learning needs.
 - Attainment: strengthening assessment literacy and engagement.
- Deliberate assessment preparation through authentic, formative tasks.
 - Completion: enabling success through flexible, inclusive learning pathways.

Activity	Inputs	Outcomes	Method(s) of evaluation Standards of evidence denoted as (T1) (T2) (T3).	Cross interventi on
Transition Support.				
Personal development planning. Annual personal development planning/learning needs analysis (including the possibility of making assessment through an educational gain lens using a student confidence measure)	Academic staff time. Administration (timetabling) staff time. IT/VLE development.	Intermediate Outcomes • Improved student motivation and engagement in learning. • Improved student mental health and wellbeing. • Improved student self-perceptions about academic abilities, confidence, and belonging. • (Tutors) Improved understanding of student	Process Evaluation • Output analysis: Number of courses with flexible provision for study, assessment, and mode. (T1) • Review of teaching and learning, timetabling, assessment intensity, and other modifications to practices. (T1)	
Academic induction. Delivered in every year of study, focusing on the most common needs areas at the level of study			Impact Evaluation • Enhanced module evaluation questionnaires,	

		experiences and challenges affecting student outcomes, and in-curricula strategies for effective support. Outcomes - Improved continuation rates for target students. - Maths programme attainment rates for target students.	exploring student experiences and feedback. (T2) - Data Analysis: continuation rates for target students. (T2) - Data Analysis: completion and attainment rates for target students. (T2)	
Mathematics for the Financial Services A scaffolded programme of module-focused Mathematics support, closely aligned with the requirements of individual modules, to ensure consistency and relevance.	Academic Staff Time. Learning Resources.	Maths programme attainment rates for target students.	Impact Evaluation - Data Analysis: progression data on-course engagement/ completion monitoring (T2) - Data Analysis: course attainment data and progression between levels by target groups. (T2)	
Inclusive and Accessible Academic Design				
This activity considers inclusivity in delivery, assessment, and on-course academic support to improve the student learning experience. Targeted activities: - An enhanced and tailored programme of EDI training for all staff. - Co-creation with students in course and support service design to ensure the diversity of Walbrook's students are represented in service provision and academic programmes. - Facilitating greater collaboration between student support services and academic programmes to strengthen	Academic staff time. Student services staff time. Student time. Training provider.	Intermediate Outcomes - EDI training delivered. - Inclusivity impact assessments completed for curriculum areas. - Improved student motivation and engagement in learning. - Improved student mental health and wellbeing. - Improved student self-perceptions about	Impact Evaluation - Enhanced module evaluation questionnaires, exploring student experiences and feedback. (T2) (Tutors): Evaluation of EDI training and reporting on confidence and practice improvements. Via Survey/ focus group. (T2)	

curriculum support, with embedded initiatives to address mental health and wellbeing, targeted access to academic and learning support, and careers focussed opportunities for personal and professional development. • Building a process and roadmap for signposting and proactive referrals to support services delivered by Student Success Coordinators. • Teaching to different strengths, such as group and individual projects, oral and digital presentations, reflective logs, and journals. • Fostering an environment of open communication between students and academic staff. • Delivering a range of sector-focused activity with access to professionals in the financial services sector, offering mentoring and role model opportunities through enhanced alumni networks. • Communicating the value of support services concerning study.		academic abilities, confidence and belonging. • (Academic teams) Improved understanding of student experiences and challenges affecting student outcomes, and in-curricula strategies for effective support. • (Tutors) Improved confidence in understanding and addressing EDI areas and supporting students Outcomes • Improved continuation rates for target students. • Improved completion and attainment rates for target students.	• Data Analysis: continuation rates for target students. (T2) • Data Analysis: completion and attainment rates for target students. (T2) Process Evaluation • Output analysis: Number of staff attending EDI training (T1). • Number of courses with student co-created elements. (T1) • Number of courses with embedded support elements. (T1) • Annual Course Review in respect of EDI/ inclusivity. (T1)	
Employability and Progression				
Careers First approach to building sector-ready graduates. • Employability, professional skills, and career planning are embedded in the curricula and support services. ○ Course teams will have academic ownership of embedding	Staff time (academic, careers, and Employability Task Group).	Intermediate Outcomes • Increased knowledge and capacity relating to career and employability skills. • Increased level of professional networks and contacts.	Process Evaluation • Data Analysis: Number of courses with industry advisory panels, placements, and other integrated employability elements, by type. (T1)	IS1 IS2

- employability into the curricula, supported by the careers team. - Collaborative working between academics and careers team, with regular input from the careers team into the curriculum to ensure target groups are centred graduate outcomes and learning gain. - Engagement across all Levels 4, 5 and 6 with a range of input including professional aspiration sessions, placements and internships, capacity building and preparation for employment through skills bootcamps, assessment centre and interview preparation. - Financial services sector engagement and participation in curriculum planning at course level and ensuring these are consistent across courses.		- Increased knowledge and understanding of the labour market, professional standards, and competencies. - Improved self-perceptions about career and employability capacities, readiness and confidence. - Improved motivation and engagement in learning. Outcomes - Improved attainment rates for target students. - Improved progression rates for target students.	- Annual course review in respect of employability components (T1) Impact Evaluation - Surveys and/or 2-3 student focus groups at minimum every two years from 2024-25, to explore the impact of the employability aspects of the curriculum and understand their experiences. (T2) - Data Analysis: continuation and completion rates by target groups. (T2) - Data Analysis: attainment by target students. (T2) - Data analysis: progression into employment and into highly skilled employment or post-graduate study pathways for target students. (T2)	
Micro projects – placement opportunities with employer partners. Short-term, focused initiatives developed and delivered in the workplace designed to solve specific problems, test new ideas, or develop employee skills.	Staff Time. (academic, student services, careers and employability)	Intermediate Outcomes - Increased knowledge and capacity relating to career and employability skills. - Increased level of professional networks and contacts. - Increased knowledge and understanding of the labour market,	Process evaluation - Data analysis – number of projects and placements available. - Feedback questionnaires. Self-assessment/ confidence analysis. Impact Evaluation - Data analysis: progression into	

		professional standards and competencies. • Improved self-perceptions about career and employability capacities, readiness, and confidence. • Improved motivation and engagement in learning.	employment and into highly skilled employment or post-graduate study pathways for target students. (T2)	
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Approximate total cost of activities over 4-years

£194,000

4.3 Intervention Strategy 3: Tailored and Responsive Student Support

Objective: To support continuation and attainment for students, particularly those from disadvantaged backgrounds and students from Global Majority backgrounds.

Targets:

- PTS_1: To improve continuation for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1).
 - Aiming to eliminate the gap by 2032-33.
- PTS_2: To improve continuation for students from Global Majority backgrounds (Black Students).
 - Aiming to halve the gap between these students and their White peers by 2032-33.
- PTS_3: To support attainment (achievement of a First or 2:1 degree award) for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1),
 - Aiming to halve the gap by 2032-33.
- PTS_4: To support attainment (achievement of a First or 2:1 degree award) for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities)
 - Aiming to halve the gap between this group and their white peers by 2032-33.

Risks to equality of opportunity

The potential risks to equality of opportunity in the EORR that are relevant are Risk 6, 7, and 10.

Summary of the evidence base can be found in Annex B.

Rationale for activities and interventions

Students from Black, Asian, and other ethnic minority backgrounds, as well as those from low-income households, often face systemic and structural barriers in higher education. These include disparities in attainment, access to support, and experiences of inclusion. Walbrook's comprehensive support model is designed to address these challenges and promote equity, wellbeing, and academic success.

Targeted pre-entry support (e.g., financial planning, academic preparation) helps level the playing field for students who may not have had equitable access to preparatory resources. Named Student Success Coordinators (SSCs) provide continuity and trust, which is particularly important for Global Majority background learners and students facing financial challenges, as research shows this group of students and learners may feel disconnected from institutional structures (TASO, 2022).

Mental health issues are strongly associated with lower academic performance and higher dropout rates (What Works Centre for Wellbeing, 2020). Students from both target groups are less likely to access mental health services due to stigma, financial barriers, and a lack of culturally competent care. Providing 1-2-1 support from Mental Health and Disability Specialists helps address this gap.

Ensuring that we have Inter-Faith services and active celebration of cultural events fosters a sense of belonging and identity affirmation. This is linked to improved student engagement and retention. In addition, adjusting assignment deadlines around major religious festivals demonstrates cultural competence and supports students in managing academic and personal commitments.

Mentoring and networking opportunities help Global Majority students and low-income students build social capital, which is often less accessible to them due to structural

inequalities. These initiatives also provide role models and foster a sense of community, which is critical for persistence and success in higher education (TASO, 2022).

Students from low-income backgrounds are disproportionately affected by financial hardship. Providing bursaries, emergency funds, and support for internship costs helps reduce financial stress and supports academic continuity. Covering costs like the DSA laptop contribution ensures that students with additional needs are not financially penalised, promoting digital equity (What Works Centre for Wellbeing, 2020).

Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. The strategy will commence from September 2026, with publication and sharing of findings as per the publication plan below (Table 2).

Publication Plan

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: - Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes. - Capture learning and insights that inform practice improvements and any appropriate changes and developments. Highlights and themes from this report will be shared online, for example, through our website.	Progress ‘highlights’ will be shared annually
We will produce an ‘Evaluation to Date’ or an ‘End of Project’ Report (whichever is relevant) capturing evaluation and findings, disseminated online via our website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2029) and/or at the conclusion of projects.
We will contribute to conferences and through workshops and events hosted by networks such as, but not limited to IHE, Advance HE.	At a minimum every 2 years, starting from 2026-27.
We will contribute to other calls for evidence, such as through TASO, IHE.	As they arise, anticipated contributions at minimum every 2 years.

Intervention Strategy 3: Tailored and Responsive Student Support

A cross-provider approach to students' academic and pastoral support to address systemic barriers faced by students from Global Majority and low-income backgrounds through:

- Pre-entry support, such as financial planning and academic prep to level the playing field.
 - Access; removing financial barriers.
- Student Success Coordinators to facilitate consistent, trusted support for navigating university life.
 - Continuation, completion, attainment; develop belonging and increase engagement.
- Mental health care offering 1-2-1 support from culturally competent specialists.
 - Continuation, completion, attainment; improve wellbeing and self-efficacy.
- Cultural inclusion through Inter-Faith services, celebration of cultural events, and culturally sensitive policy, process and systems.
 - Continuation; develop sense of cultural safety and belonging.
- Mentoring & networking, both peer and professional that builds social capital and fosters belonging.
 - Completion: Build social capital, increase confidence and preparedness for employment or further study.

Activity	Inputs	Outcomes	Method(s) of evaluation Standards of evidence denoted as (T1) (T2) (T3).	Cross intervention
Mental health and wellbeing support • Provision of wellbeing, mental health and academic support begins with students' first engagement with Walbrook. Enrolment advisors offer students guidance and support throughout the transition period; this is then picked up by our Student Success Coordinators for the remainder of a student's learning journey. • Walbrook are committed to the principles of the Student Mental Health charter.	Staff development both in-house and externally.	Intermediate Outcomes • Improved self-perceptions about academic abilities and confidence. • Improved student emotional and mental wellbeing. • Increased assessments for a range of diagnoses. • Student needs are supported. • Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in learning.	Process Evaluation • Data Analysis: Number and % of students with target characteristics receiving support (T1). • Data analysis: Analysis of referrals vs. self-sign up, by student characteristics. (T1). • Some post-activity polls gathering student experience and perceptions (T2). Impact Evaluation • 2-3 student focus groups at minimum every two years from 2024-25, to explore	
Enrolment • Enrolment coordinators provide targeted pre- entry support which	Staff time			

covers signposting to disability support, financial planning and pre-entry academic planning, academic needs assessments.		Improved module/ assessment grades.	student experiences and outcomes in respect of support activities (T2).	
Student Success All students are allocated a named personal student success coordinator - this is the single point of contact for the students to all other support services. SSC's will work to resolve all queries within the first contact or signpost/book appointment with the other relevant services.	Staff time	Outcomes - Improved continuation rates for target students. - Improved completion and attainment rates for target students.	- Data Analysis: continuation and completion rates by target groups (T2). - Data Analysis: module attainment and attainment (degree outcome) by target students (T2).	
Disability and Inclusion service This service operates across the institution and has a remit to upskill and support staff development as well as direct student support. This service includes: - Comprehensive advice and guidance for disabled applicants. - Student consent for cross-institutional information sharing. - Disabled learner screening, diagnostic, and reasonable adjustment identification and support. - Reasonable adjustment recommendations for teaching and assessments. - Mentoring and specialist study skills support. 1-2-1 advice and support from an allocated Disability Specialist 1-2-1 advice and support from a Mental Health Specialist	Resource development, staff time.			

• Training and advice for staff to help them better support disabled students • Crisis support, triage, and signposting to external services • Mental Health First Aid • Sexual harassment and misconduct training. • Suicide prevention training and information.				
The Inter-Faith services • A visible commitment to an environment where spiritual and faith beliefs are supported, celebrated, and promoted. • The Multi-Faith approach to support for all students and employees, offered at times of personal distress, loneliness, difficulties, bereavement, and/or spiritual need. • Culturally sensitive and appropriate assessment processes.	Staff development, direct event costs.	Intermediate Outcomes • Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in learning. • Improved self-perceptions about confidence and belonging. • (Mentors) Improved understanding of student experiences and challenges affecting student outcomes; issues relating to inclusion and race; and strategies for effective student support.	Process Evaluation • Data Analysis: Number and % of students with target characteristics engaging with mentoring (T1). • Data Analysis: Number of senior leaders engaging with mentoring (T1). • Some post-mentoring polls gathering staff and student experience /perceptions (T2).	
Community, Connectivity, and Belonging A vibrant, active programme of opportunities for students to connect, collaborate, and build networks: • Student mentors: A range of targeted mentoring opportunities are offered to support students with academic, personal, and professional development. Students will have the opportunity to work with a matched mentor who can recognise their individual circumstances, ambitions, and professional goals.	Event costs. Student payment, staff costs. Bursaries to support participation.	Outcomes • Improved continuation rates for target students. • Improved completion and attainment rates for target students. • (Mentors) Improved confidence in decision-making in relation to strategies to improve student experience, support, and outcomes.	Impact Evaluation • Mentor and mentee Surveys exploring experiences and outcomes (T2). • Student focus groups at minimum every two years from 2024-25, to explore experiences and perceptions of mentoring programme and outcomes (T2). • Data Analysis: continuation and completion rates by target groups (T2). • Data Analysis: module attainment and attainment	

• Careers ambassadors: Professional Mentors from within the Walbrook sector professional networks. • Networking events: Social and professional events that offer continued support to students to build networks with fellow students, previous graduates, and other professionals in the financial services sector. ○ Targeted networks for apprentices and Women. • Employer workshops and masterclasses: A series of professional workshops, including support for application and progression in the financial services sector.		• (Mentors) Student insights are reflected in institutional policy, governance, development, and planning.	(degree outcome) by target students (T2).	
Financial Support Our package of financial support provides a range of essential resources to students to support them in continuing their course and build their broader skills and experiences. This will help them progress into employment and consists of: • Bursaries, • Direct financial support, • Course and qualifications, including a financial advisor qualification that can enable self-employment, • Internships/work experience costs.	Financial support monies. Staff admin time.	Intermediate outcomes • Improved student emotional and mental wellbeing, linked to financial security. • Students' basic and financial needs are supported. • Students able to participate in various access, academic and social facets of university life (positively impacting sense of belonging). • Job/income pressure is decreased. Outcomes	Process Evaluation • Data Analysis: Number and % of students receiving bursaries and other financial support (T1), analysed by student characteristics. • Output Analysis: Total spend on bursaries and other financial support, including by student characteristics. (T1) • Poll gathering bursary and financial support experience and perceptions (students and staff) of the process / allocation. (T2) Impact Evaluation	

		- Increased continuation and completion rates for target students. - Increased attainment rates for target students.	As per relevant parts of the OfS <i>Evaluating the Impact of Financial Support</i> toolkit, every two years.	
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Approximate total cost of activities over 4-years
£241,000

5. Whole Provider Approach

At Walbrook Institute, we are committed to delivering a whole provider approach (WPA) to access and participation. This approach ensures that our efforts to promote equality of opportunity are embedded across all aspects of the institution—strategically, operationally, and culturally. Our WPA is informed by sector-leading research, including the work of Professor Liz Thomas (2024), and is structured around the key domains identified in the OfS's evaluation framework.

Leadership Commitment

Senior leadership at Walbrook Institute is fully committed to our WPA for access and participation, ensuring its successful implementation. Our Senior Leadership Team plays an active role in decision-making, with a governance structure that integrates progress monitoring for under-represented student groups. The Board of Governors oversees the Plan's implementation, while an Access and Participation Working Group, which includes key stakeholders oversees its evaluation and monitoring. Membership of the Working Group includes the Provost, the Head of Student Services and Careers, the Head of HE Statutory Reporting, the Director of Finance and the Employer and Alumni Engagement Manager, as well as student representatives by invitation. The Access and Participation Working Group reports to the Learning, Teaching and Quality Committee which is responsible for the oversight, evaluation, and potential adjustments of the Access and Participation Plan based on monitored progress.

Our access and participation approach spans the entire student lifecycle and is integrated into daily operations. Our commitment to widening access and supporting student success influences all institutional activities, emphasising shared responsibilities across departments.

Walbrook Institute's existing strategies, plans, and institutional approaches reflect a whole-provider commitment to access and participation and are fully aligned with the ambitions of this Plan. Key policies that underpin our work in widening access and supporting student success are summarised below:

- **Equality, Diversity and Inclusion (EDI) Policy:** Demonstrates our commitment to fostering an anti-discriminatory, anti-racist, and inclusive community. The policy ensures that we meet our obligations under the Equality Act 2010 and that our institutional practices support the aims of this Access and Participation Plan.
- **Learning and Teaching Strategy:** Reflects our commitment to inclusive and accessible teaching, learning, and assessment. All students are encouraged to actively engage in their education, supported by scaffolded guidance throughout their academic journey. Our programmes are designed to be current and professionally relevant, supporting students to achieve their personal and career goals.
- **Admissions Policy:** Emphasises our commitment to equal opportunities and welcomes applications from individuals of all backgrounds, including all community and religious groups, genders, ages, ethnicities, political opinions, marital statuses, sexual orientations, caring responsibilities, and disabilities. Our admissions processes are designed to support the recruitment of students who are capable of succeeding and are aligned with the QAA UK Quality Code for Higher Education—particularly the guidance on Admissions, Recruitment and Widening Access.
- **Student Protection Plan:** Developed in collaboration with student representatives, plan provides assurance that we have considered a range of potential risks that may affect

students' ability to complete their studies. It outlines the measures we have in place to prevent, mitigate or manage these risks, ensuring student interests are safeguarded.

With this new Access and Participation Plan comes an opportunity to review and refresh our approach, and we have been preparing for its implementation, including by ensuring our strategic plan incorporates student success more explicitly and reviewing academic policies to ensure they are informed by this plan.

WPA student experience: Working across the student lifecycle and experience for all students

Walbrook Institute adopts a comprehensive approach to student experience, embedding access and participation throughout the student lifecycle—from initial engagement to graduation and beyond. Marketing, recruitment, and admissions teams collaborate on outreach and ensure inclusive communications that reflect a diverse student body. Support is central to the Institute's ethos, with extracurricular activities, employer events, and wellbeing initiatives scheduled flexibly to promote inclusive participation. The Student Support Team provides tailored assistance and fosters engagement through consistent on-campus presence. Inclusive learning is prioritised through systematic tracking of student outcomes, targeted interventions, and flexible timetabling. Curriculum design is informed by student feedback and delivered through varied modes, including campus-based, work-based, and online learning, ensuring accessibility and responsiveness.

Our use of data and evidence

As a smaller, specialist provider, we recognise that the use of data presents particular challenges in terms of analytical capacity and the limitations posed by small cohort sizes. However, our scale also allows for the collection of rich, qualitative data, grounded in day-to-day staff-student interactions across teaching, learning, and the wider student experience.

We are committed to strengthening our data and evidence base, with a particular emphasis on data that informs access and participation outcomes.

Over the course of this Plan, we will focus on the following key developments:

- **Enhancing Our 'At Risk' Monitoring System:** We will implement improvements to our system for identifying students at risk of disengagement or underperformance. This will include the introduction of agreed flagging processes for early warning signs, enabling timely interventions. The system will incorporate student characteristics within its impact monitoring, and student feedback will be captured and analysed by characteristic to ensure more tailored support.
- **Establishing New Metrics for Progress Monitoring:** We will initiate a new project aimed at developing meaningful interim metrics that can help identify students who may require additional support before final outcomes are affected. Metrics such as attendance, engagement, and participation will be tracked and used as indicators of progress towards Access and Participation Plan (APP) milestones and targets.
- **Strengthening Data Capture Across the Student Lifecycle:** Building on the above, we will expand our data collection in key areas including attendance, engagement with support services, use of the virtual learning environment, careers development activities, and student representative engagement. This broader dataset will also be used to identify pre-enrolment challenges through collaboration with partner providers and sector networks.

Over time, we will develop a much clearer, data-informed picture of our student outcomes, underpinned by an evidence base for practice.

6. Student Consultation

Students were actively consulted during the development and drafting of this Plan. Feedback gathered through these consultations indicated that students hold a positive view of their experience at Walbrook Institute, particularly valuing the small cohorts and careers-focused approach. Students also highly value the dedication of staff in fostering an inclusive, welcoming, and supportive learning environment.

Students recognised the development of the new Access and Participation Plan, along with the associated initiatives, as a valuable opportunity to reinforce an institution-wide commitment to strengthening the sense of community across the Institution. Key proposals welcomed by students included the introduction of personal tutors, the assignment of a designated point of contact within the Student Success Team, the provision of comprehensive, subject-specific induction programmes, and the enhancement of inter-faith services.

Furthermore, students identified the Plan as an opportunity to review and improve the current mathematics support available both prior to and following enrolment. They expressed the view that the existing provision had not yet achieved its full potential.

There was also a clear emphasis from students on the importance of ensuring that proposed activities are well-targeted, clearly defined, and regularly evaluated to ensure that they met student needs and wants. This feedback reflects a strong student commitment to access and participation and highlights their desire for continuous improvement and accountability in how support is delivered at Walbrook Institute.

Walbrook Institute recognises and values the student voice as central to the development and enhancement of the student experience. The institution is committed to embedding student consultation across all aspects of institutional planning and delivery. This commitment is reflected in a range of activities where students are meaningfully engaged in decision-making processes.

Students regularly participate in stakeholder meetings, contribute to focus groups, attend student town halls with senior leadership, and are included as representatives at validation events. These opportunities ensure that student perspectives are integrated into institutional strategies and operations.

To further strengthen the student voice, Walbrook has introduced three Student Voice Co-Directors. These individuals hold formal roles in representing the student body and collaborate closely with institutional staff. Their involvement at the strategic level reinforces the importance of student engagement and forms a key part of the student engagement infrastructure.

Student Representation

Structures for student representation are established at multiple levels. Although we do not have a formal student union, our Student Ambassadors meet regularly with the HE Support team and take part in student leadership meetings. At the course and programme level, we have a representative system in place, with one student representative per year group per programme. For example, there is one Year 2 student from Banking and Finance and one Year 2 student from Finance, Investment and Risk, as well as corresponding representatives for Year 3.

These students provide feedback from their peers and act as a liaison between the student body and staff. Student representatives are also invited to participate in committees, focus groups, and working groups, such as validation events and Learning and Teaching and Quality committees. We prioritise diverse student representation and ensure that engagement mechanisms are inclusive of all backgrounds. Our approach aligns with our commitment to equity, diversity, and inclusion, ensuring underrepresented voices actively shape institutional decisions.

Looking ahead, we are committed to strengthening student collaboration and involvement, particularly in relation to our Access and Participation Plan. As part of our ongoing strategic development, we are rewriting our institutional plans and policies with a renewed focus on student co-production and collaboration. This work will place students at the centre of shaping future policy and practice, with the aim of achieving meaningful and sustained impact across our institution.

To effectively evaluate the impact of student engagement initiatives, students suggested a range of alternative approaches. The following strategies were proposed:

- **Independent Focus Groups:** Facilitate focus groups led by an external facilitator, rather than internal staff, to encourage more open and honest student feedback.
- **Student Representation at Senior Levels:** Appoint Student Representatives to sit on the Board of Governors and senior leadership team (SLT) groups, providing a direct line of communication between the student body and institutional decision-makers.
- **Event-Based Feedback Mechanisms:** Introduce anonymous comments boxes at events to capture student reflections, interest, and levels of engagement in a low-pressure, immediate format.
- **Student Success Co-ordinators:** Encourage students to discuss feedback and concerns with their designated Student Success Co-ordinator, on the condition that a positive rapport has already been established to ensure a supportive and trusting dialogue.

Student Involvement in Activity Delivery and Evaluation

Students felt that involving students directly in the delivery and evaluation of institutional activities is seen as essential to fostering meaningful engagement and shared ownership. Several key strategies were identified to support this approach:

- **Recognition and Reimbursement:** Students who contribute to the design, delivery, or evaluation of activities should be appropriately reimbursed. This includes both financial compensation and the formal recognition of their involvement as a valuable career development opportunity, which can enhance employability and professional growth.
- **Use of Student Ambassadors:** Existing student ambassadors—who are already engaged, motivated, and aligned with the values of Walbrook Institute—should be further empowered to support activity delivery and act as peer leaders in promoting engagement.
- **Fostering a Sense of Community:** Students outlined that building a strong sense of community is essential to encouraging students to self-mobilise and take initiative in participating and contributing. They stated that when students feel connected to their peers and the wider institution, they are more likely to invest their time and energy in collaborative efforts.

7. Evaluation of the Plan

Evaluation and research are part of our ‘whole institution’ approach to access and participation. Our academic, professional and leadership teams contribute to the monitoring and evaluation of

targets, intervention strategies and activities in this plan through supporting and inputting on the range of evaluation measures. Our data team is skilled in ensuring data capture is appropriate for the required monitoring and evaluation outputs, including designing new reports and processes to capture, collate, and extract data for various evaluation and research questions. We also draw on the skills of staff responsible for the delivery of the activities in this Plan, and our student representatives, to effectively incorporate evaluation.

In our assessment of our current context for evaluation, using the OfS evaluation self-assessment tool, we are ‘emerging’ across all areas. We have made progress in developing our approach to evaluation, and through this plan we have identified the steps we need to take to build on this further. We have identified a clear priority to develop our practices, including embedding evaluation into activity design and delivery and ensuring feedback cycles into improving practice.

Evaluation is embedded from the outset in each of our Intervention Strategies. Each activity contributing to a Strategy includes a tailored evaluation approach, enabling us to assess what is effective and what requires adjustment. We use a Theory of Change framework to define clear intermediate and long-term outcomes, supported by an evidence base that informs activity design and challenges assumptions. As evaluation findings emerge, we will refine our Theories of Change and develop enhanced activity-level models to strengthen our overall impact.

The impact of our interventions will be assessed in line with OfS standards of evidence, TASO guidelines, Walbrook Institutes monitoring, evaluation and reporting strategy, and the Monitoring and Evaluation Plan outlined in this document, alongside an annual review of APP data performance milestones. In collaboration with the Specialist Evidence, Evaluation and Research (SEER) service, we will undertake continuous evaluation of our intervention strategies, ensuring that we respond to findings on an ongoing basis to refine and enhance our practices. We will identify key staff to take responsibility for the development of our ongoing evaluation of this Plan and ensure that ownership of evaluation is a shared responsibility.

SEER offers us additional, specialist expertise in evaluation and research to support the delivery of our commitments in these areas. We will actively engage with this network, which enables us to participate in collaborative research and evaluation projects, and to exchange knowledge and best practice with fellow members and external stakeholders. SEER organises an annual symposium, as well as regular workshops, roundtables and ‘learning lunches’ throughout the year, providing further opportunities to share our practice and insights. We will seek to engage with sector research and approaches to evaluation, including work published by, for example, OfS, TASO and Advance HE. We will report on progress against our Plan and the success of the delivery of our interventions through our formal reporting structures as part of our Governance structure.

Given our small and specialist context, we adopt mixed-method approaches, combining qualitative and quantitative data, to ensure robust evaluation. We prioritise triangulation and use qualitative insights to address gaps in quantitative data. Most evaluations currently align with Type 1 (narrative) and Type 2 (empirical enquiry) of the OfS Standards of Evidence, with future exploration of Type 3 where feasible.

We also tailor evaluation methods to the scale and nature of each activity, particularly when working with strategic partners. Creative tools such as interviews and focus groups help

mitigate survey fatigue, especially in small cohorts. Evaluation is aligned across activities to minimise data collection burden while ensuring meaningful feedback.

Our approach spans both process and impact evaluation, and we will continue to refine our methods to better understand the experiences of target students and address barriers to equality of opportunity.

8. Provision of Information to Students

We are committed to providing clear, timely, and accessible information to all students to ensure they are well-informed and able to make confident decisions throughout their academic journey. Our approach prioritises transparency and inclusivity, ensuring that key information is communicated in a variety of formats and through multiple channels to meet the needs of our diverse student body.

Information is delivered through emails, announcements on BrightSpace, regular newsletters and roundups, and printed materials such as flyers and bulletin boards. We also provide updates in person through announcements in lecture halls and ensure reminders about key events, deadlines, and services are shared consistently. In addition to group communications, we offer tailored messaging to specific student cohorts, using tools such as mail merge and engagement-tracking platforms like SEaTS. This enables us to send personalised messages that address individual needs and levels of engagement.

We provide essential information about our courses, including programme structures, timetables, and academic requirements, and options for module selection or seminar changes. We regularly communicate any updates or actions students need to take in relation to optional modules or class allocations to support a flexible learning experience. Our student handbook acts as a comprehensive reference guide, offering students detailed information about academic policies, programme expectations, financial support, accommodation, wellbeing services, and assessment procedures.

Information about fees and financial support is routinely shared and updated through both digital and physical channels. We provide clear guidance on tuition fees, available scholarships, bursaries, and hardship funding. These communications are supported by direct links to relevant policies and application procedures to help students understand eligibility criteria and the application process. We ensure this information is accessible throughout the academic year.

We are mindful of the varying needs of our student population and are committed to ensuring that all information is accessible. Communications are designed with clarity and ease of understanding in mind, and we offer information in multiple formats. Where appropriate, alternative formats can be provided to ensure all students are able to access the materials they need. We also ensure that our support services are visible and approachable. Students are routinely reminded of the range of wellbeing, academic, and careers services available through the Student Experience Team. These messages also highlight staff who can be contacted directly or booked for one-to-one appointments.

9. Financial Support

We understand that financial concerns are at the forefront of applicant's and student's minds and in the current economic climate, financial considerations are crucial for many students, but particularly those from target groups in this Plan.

Detailed information on Student Finance England, including eligibility criteria, application processes, and deadlines are available on our website with links to the Student Loan Company website.

Our financial support offer is provided below.

Financial Support Scheme	Purpose	Criteria for Eligibility	Number of Awards	Level of Support	Level of Support in Subsequent Years of Study
Walbrook Bursary	The Walbrook Bursary specifically targets low-income students to provide financial assistance during their studies.	Students whose household income is less than £20,000	As needed	£1,700 each year	Subsequent support is £1, 700
Walbrook Bursary	The Walbrook Bursary specifically targets low-income students to provide financial assistance during their studies.	Students whose household income is £20,000 - £35, 000	As needed	£1, 000 each year	Subsequent support is £1, 000
Walbrook Aspire	Walbrook partners with <u>JS Group</u> to deliver cash and vouchers to support the students in times of financial need	Students who demonstrate financial need	As needed	Cash and vouchers in the range of £25 to £250 as needed to meet the students immediate financial concerns	Throughout their studies

Our student financial support is tailored to meet individual needs and ensure that financial barriers do not impede access, success, or progression. Given our scale, we do not operate large-scale bursary schemes. Instead, we offer targeted financial support through the following mechanisms:

- **Hardship Fund:** A discretionary fund available to students experiencing unexpected financial difficulty. Applications are assessed on a case-by-case basis, with a focus on maintaining student engagement and progression.
- **Cost-Reduction Measures:** We provide essential course materials at no additional cost and ensure that all required software and financial tools are accessible through institutional licenses.
- **Free Supplementary Courses:** We provide free supplementary courses that equip students with the qualification and skills to undertake freelance self-employed work.

Students are supported in accessing external funding opportunities, including:

- Professional body scholarships (e.g., Chartered Insurance Institute (CII), Chartered Institute for Securities & Investment (CISI))
- Employer sponsorships for part-time learners
- Government maintenance loans and grants

We also offer one-to-one financial guidance sessions to help students budget effectively and understand their entitlements.

Due to the small cohort size, we use qualitative feedback and individual case studies to evaluate the impact of financial support. We monitor:

- Student retention and progression
- Feedback from student support meetings
- Requests for financial assistance and outcomes

This approach allows us to adapt support mechanisms in real time and ensure that no student is disadvantaged due to financial hardship.

Students are consulted informally through regular one-to-one tutorials and feedback sessions. Their input has directly shaped the design of our hardship fund and the decision to provide free access to financial software and resources.

Annex A

Performance assessment

We have conducted a thorough performance assessment based on the latest OfS APP data release (2024) which covers up to the 2022-23 monitoring year. We have supplemented this with internal data where relevant and possible, to provide additional insights particularly where datasets are small. From this analysis, we have determined our key Indicators of Risk, which we have explored further using supplementary information, data and evidence from internal and local sources; and, from the wider sector and sector bodies (e.g. UCAS).

We considered performance across all APP measures, at each stage of the lifecycle:

- Access – enrolment
- Continuation – continuing students measured at 1 year and 15 days post initial enrolment
- Completion – students completing their course, up to 6 years after beginning their studies
- Attainment – achievement of a First or 2:1 degree outcome
- Progression – progression into highly skilled employment or further post-graduate study

This assessment presents the identified indicators of risk areas from our full analysis.

Summary of Indicators of Risk and Target Areas

The substantive historical data used in this assessment are drawn primarily from Walbrook Institute’s undergraduate (UG) provision, which has formed the basis of our analysis across the full range of OfS risk indicators. While these data reflect systemic challenges within our UG provision, we recognise that such challenges are likely to persist or re-emerge within our expanding Degree Apprenticeship offer if not proactively addressed. To that end, we have supplemented our analysis with the most recent available data from our Degree Apprenticeship provision. Although these apprenticeship datasets are currently limited—often to a single year and with very small cohort sizes—they appear to corroborate the priority risk areas identified through the UG data.

Our priority target areas have therefore been identified through a triangulated approach: combining quantitative analysis of both UG and Degree Apprenticeship data, a review of sector-wide evidence on equality of opportunity within financial services, and a contextual understanding of the differences between the two modes of provision and their respective student populations. While Walbrook is committed to enhancing its offer in relation to the identified priority targets—ensuring that improvements benefit both UG and apprenticeship learners—we will continue to build and analyse apprenticeship-specific data across all risk indicators. This will enable us to detect and respond to any emerging risks unique to the apprenticeship context that may not have been evident in the UG-based modelling of this APP. The following table highlights all the indicators of risk we have identified from the full initial data analysis.

Table 1: Summary of Indicators of Risk and Targets

Metric /Student Group	IMD (Quintile 1)	TUNDRA	Ethnicity	Sex	Disabled	Mature learners (21 & over)	ABC s	Free School Meals
Access	Priority PTA_1 (IMD Quintile	.		Priority PTA_2 (Female		No Target Priority PTA_3		

	1)			students)				
Continuation	Priority PTS_1 (IMD Quintile 1)		Priority PTS_2 (Black students)			No Target		
Completion								
Attainment	Priority PTS_1(IMD Quintile 1)		Priority PTS_5 (Black, Asian, Mixed and Other Ethnicities)	No Target)				
Progression			No Target	No Target				

Priority Target Areas

We have determined that the following priority areas will be of concern under our APP, with associated targets and milestones.

1. Access for IMD Quintile 1, and Female Students..
2. Continuation for IMD Quintile 1, and Black Students
3. Attainment for IMD Quintile 1, students from Black, Asian, mixed ethnicities, other ethnicities.

Analysis - Access

This section provides our performance in student enrolments for the OfS key risk indicators and target groups identified with gaps. Access is measured by as the proportion of entrants enrolling on a course. Overall, our entrant profile shows some very positive trends:

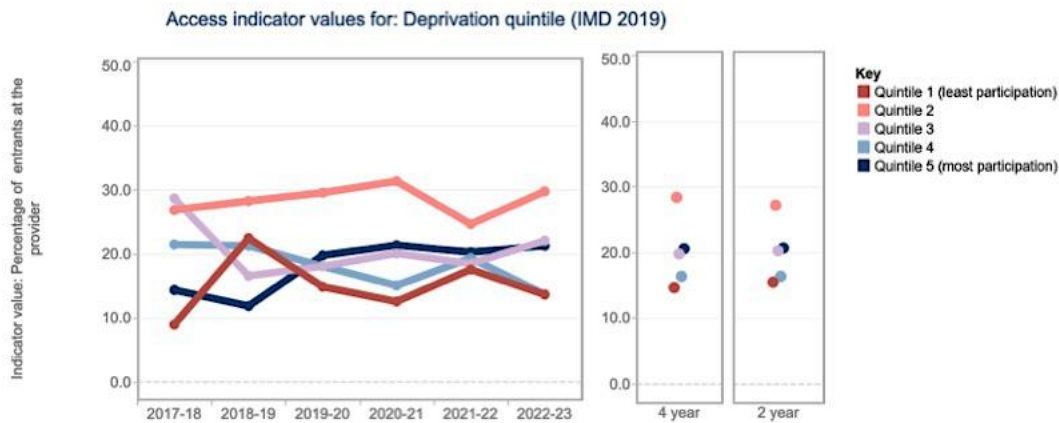
- Walbrook Institute enrolls more students from the Global Majority, averaging 42.2% p.a. over the 4-year aggregate, than the sector enrolment rate of 34.4%. Asian students have had higher rates of enrolment to White students, who are the comparator group: 17.4% vs. 15.4% p.a. Similarly, Black students average an 11.4% enrolment rate, vs. 10.6% in the sector.
- Our enrolment of FSM eligible students averages 21.5% p.a. over the 4-year aggregate. This is higher than the 18.8% sector average over the same period.

Further Access related indicators of risk we have considered follow below.

Index of Multiple Deprivation (IMD) 2019

Walbrook Institute lags the sector in enrolment rate of students from the most disadvantaged backgrounds, IMD Quintile 1, averaging 14.7% p.a. over the 4-year aggregate. For comparison, the sector average rate is 22.5% over that period (Fig.1a).

Fig.1a Enrolment rates of students from the different IMD Quintiles at Walbrook Institute

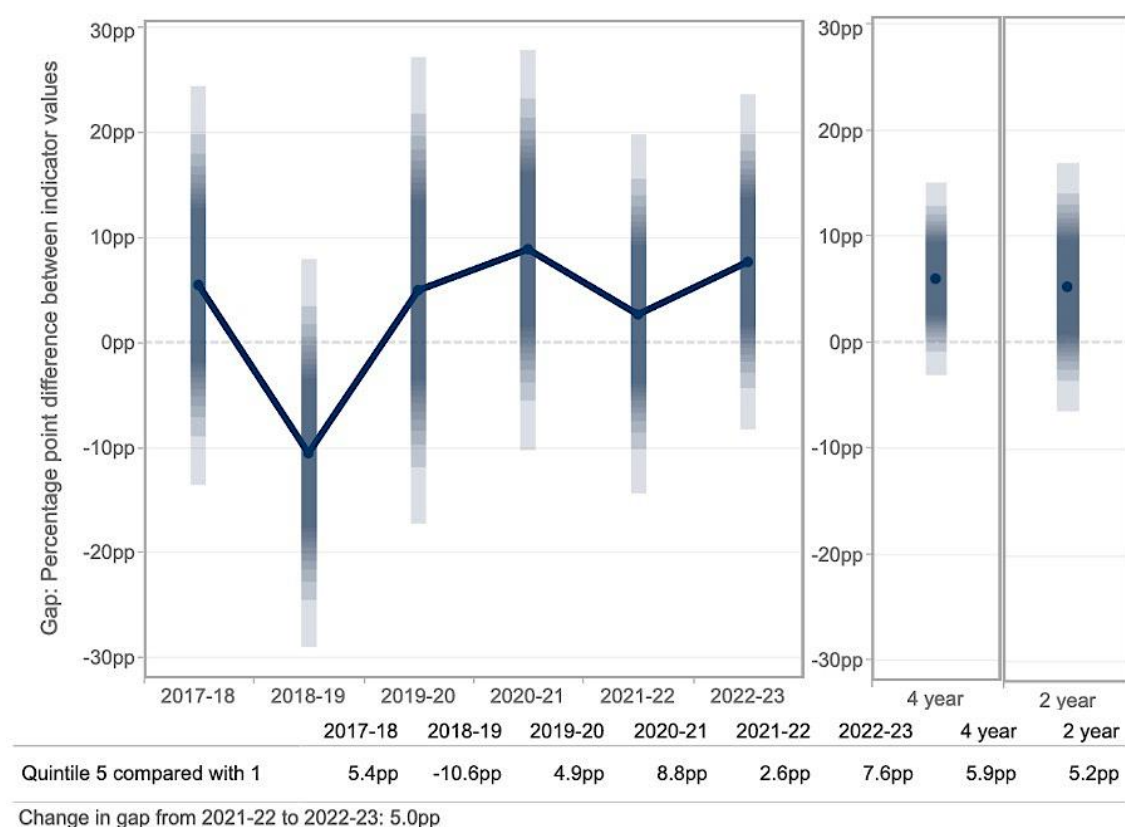


	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Quintile 1 (most deprived)	8.9%	22.4%	14.8%	12.5%	17.5%	13.6%	14.7%	15.5%
Quintile 2	26.8%	28.2%	29.5%	31.3%	24.6%	29.7%	28.4%	27.2%
Quintile 3	28.6%	16.5%	18.0%	20.0%	18.4%	22.0%	19.8%	20.3%
Quintile 4	21.4%	21.2%	18.0%	15.0%	19.3%	13.6%	16.4%	16.4%
Quintile 5 (least deprived)	14.3%	11.8%	19.7%	21.3%	20.2%	21.2%	20.6%	20.7%

Our gap in enrolment between IMD Quintile 1 students and their peers from more affluent backgrounds, IMD Quintile 5, is 5.9pp over the 4-year aggregate, widening to 7.6pp in 2022-23, the latest year of enrolment data (Fig.1b). This is a negative gap, i.e., we enrol more students from the comparator group, IMD Quintile 5, than the target group, IMD Quintile 1. In contrast, the sector enrolment gap is positive (hence the negative sign): -2.8pp over the 4-year aggregate, increasing to -4.5pp in 2022-23.

Fig.1b Enrolment gap between IMD Quintile 1 and Quintile 5 students at Walbrook Institute.

Access gap: Deprivation quintile (IMD 2019) – Quintile 5 compared with 1



Our annual cohort sizes of IMD Quintile 1 and Quintile 5 students are small, which weakens the reliability of inter-Quantile comparisons.

However, given the size of our Quintile 1-Quintile 5 gap, compared to the sector gap, and that our gap appears to have widened most recently, we have set a target for the enrolment of students from IMD Quintile 1.

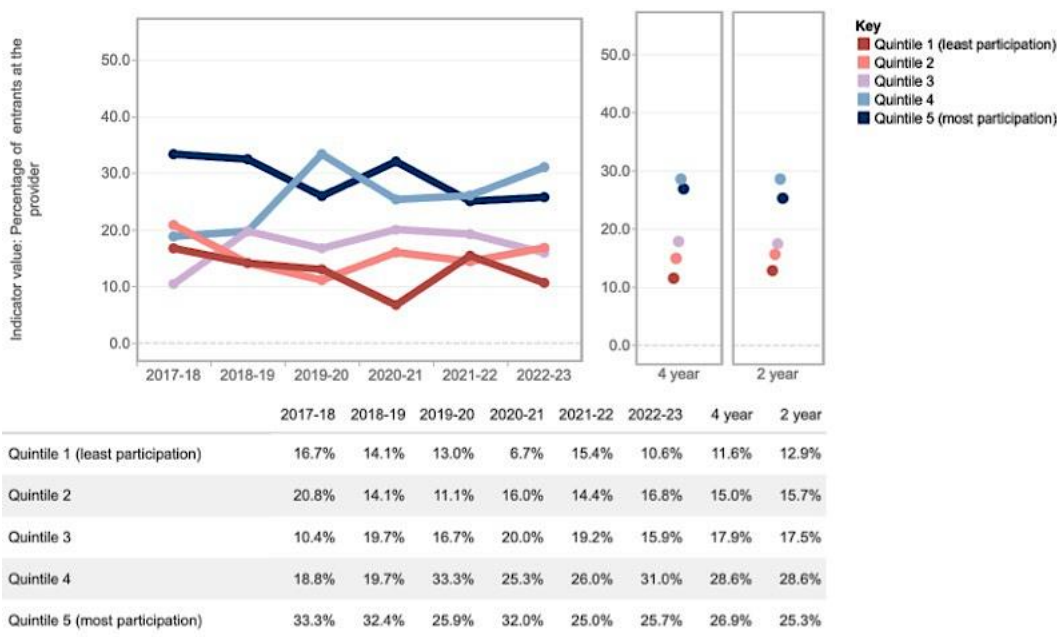
TUNDRA (Low Participation Neighbourhoods)

The TUNDRA measure of under-representation has replaced the POLAR4 measure, with TUNDRA Quintile 1 covers students from geographical areas with the lowest participation in HE; TUNDRA Quintile 5 covers students from areas with the highest participation in HE.

The enrolment rate of Walbrook Institute students from areas of the lowest participation in higher education, TUNDRA Quintile 1, averages 11.6% p.a. over the 4-year aggregate. This average increases to 12.9% over the 2-year aggregate (2021-22 to 2022-23) and decreases to 10.6% in 2022-23 (Fig.2a).

The Walbrook Institute enrolment of TUNDRA Quintile 1 students does not differ significantly from the average rate of Quintile 1 enrolment in the sector (12.2% over the 4-year aggregate; 12.4% over the 2-year aggregate; 12.5% in 2022-23).

Fig.2a Enrolment rates of students from different TUNDRA Quintiles at Walbrook Institute

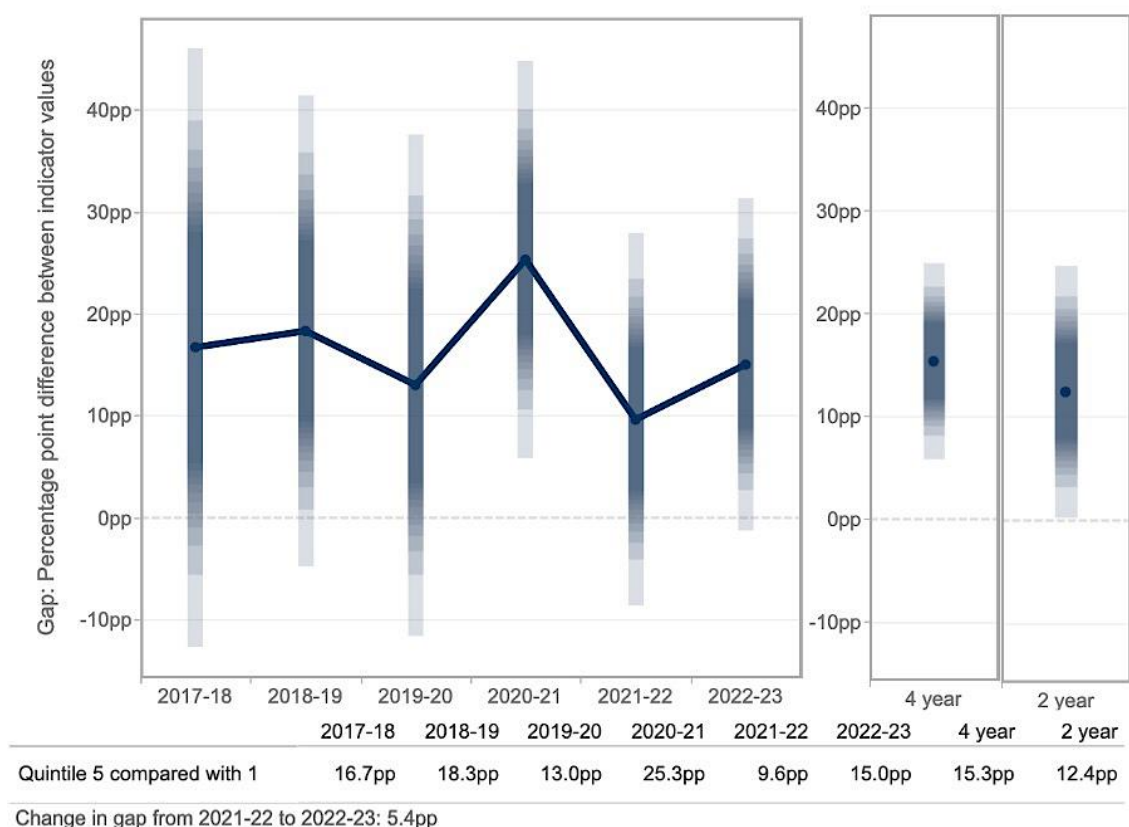


The Walbrook Institute enrolment gap between TUNDRA Quintile 1 students and their comparator group – TUNDRA Quintile 5 students, from areas of the highest participation in higher education, averages 15.3pp over the 4-year aggregate (12.3pp over the 2-year aggregate; 15.0pp in 2022-23) (Fig.2b).

By comparison, the sector enrolment gap for the TUNDRA measure is also negative (more Quintile 5 students) and wider: 18.0pp over the 4-year aggregate (17.6pp over the 2-year aggregate; 17.2pp in 2022-23).

Fig.2b Enrolment gaps between TUNDRA Quintile 1 and Quintile 5 students at Walbrook Institute

Access gap: TUNDRA quintile – Quintile 5 compared with 1



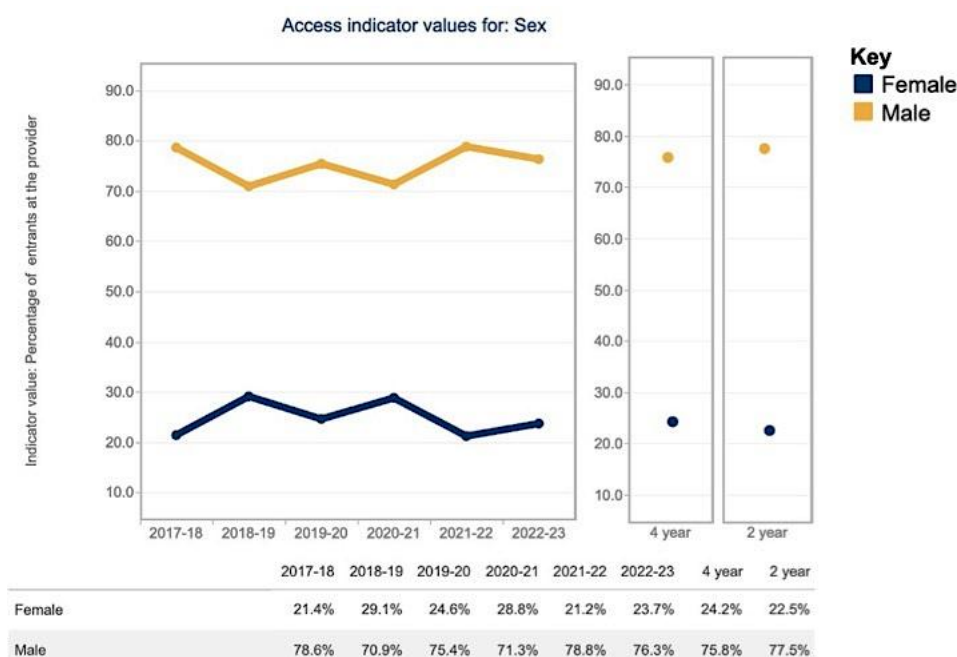
Our annual cohort sizes of TUNDRA Quintile 1 and Quintile 5 students are very small, and while the data show a clear negative trend our Quintile 1 students, the data limitations and the overall unreliability of the TUNDRA measure for London postcodes, where most of our students are from, make a case against setting a target in Access for the TUNDRA measure. The IMD measure appears a better predictor of disadvantage and, by association, of under-representation in HE. Given that we are setting an IMD related priority target, we have decided not to have one for TUNDRA. Instead, we will continue to monitor our TUNDRA data for negative trends.

Sex

Walbrook Institute has the opposite to the sector female vs. male enrolment trend. Female students enrol at our institution at an average rate of 24.2% p.a. over the 4-year aggregate, narrowing slightly to 22.5% over the 2-year aggregate, and 23.7% in 2022-23 (Fig.3).

By comparison, the sector average rates of enrolling female students are, respectively, 56.9% (4-year aggregate), 56.6% (2-year aggregate), and 56.4% (2022-23).

Fig.3 Enrolment of female and male students at Walbrook Institute.



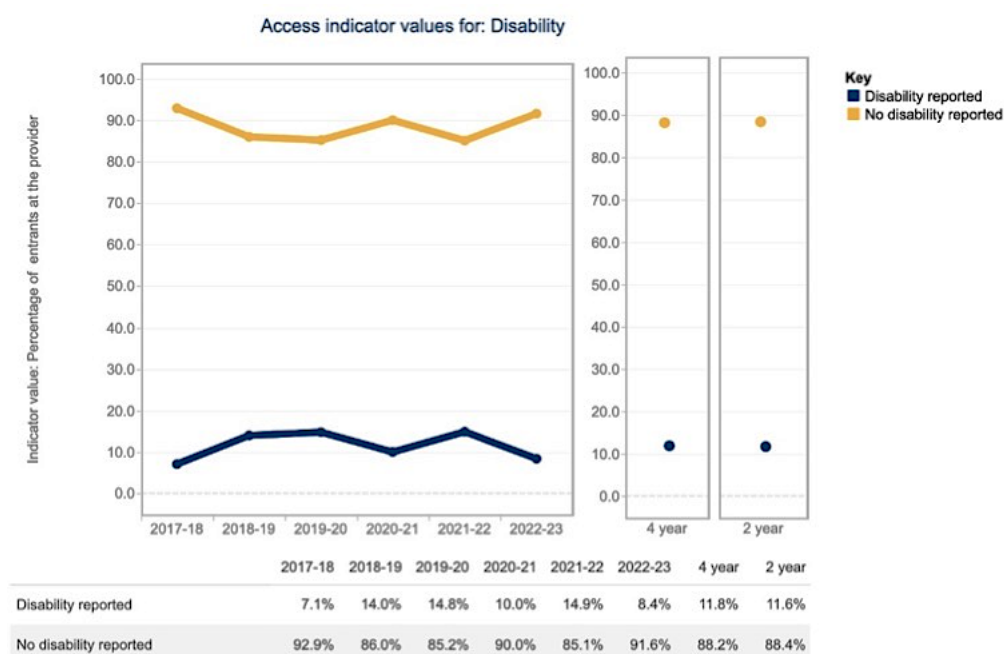
Our annual cohort sizes based on sex are small, which weakens the reliability of inter-sex comparisons.

'Sex' is covered within the ABCS measure discussed below. However, instead of setting an ABCS target, our mix of risk indicators and at-risk student groups supports setting a priority target for sex, and female students specifically, in Access.

Disabled Students

Walbrook enrols disabled students at a lower rate, 11.8% p.a., than the sector average of 17.4% over the 4-year aggregate (Fig.4a). Notably, our rate may be decreasing. In the latest year of institutional data, 2022-23, only 8.4% of our enrolments were disabled students. This compares to an 18.3% sector average for the same year.

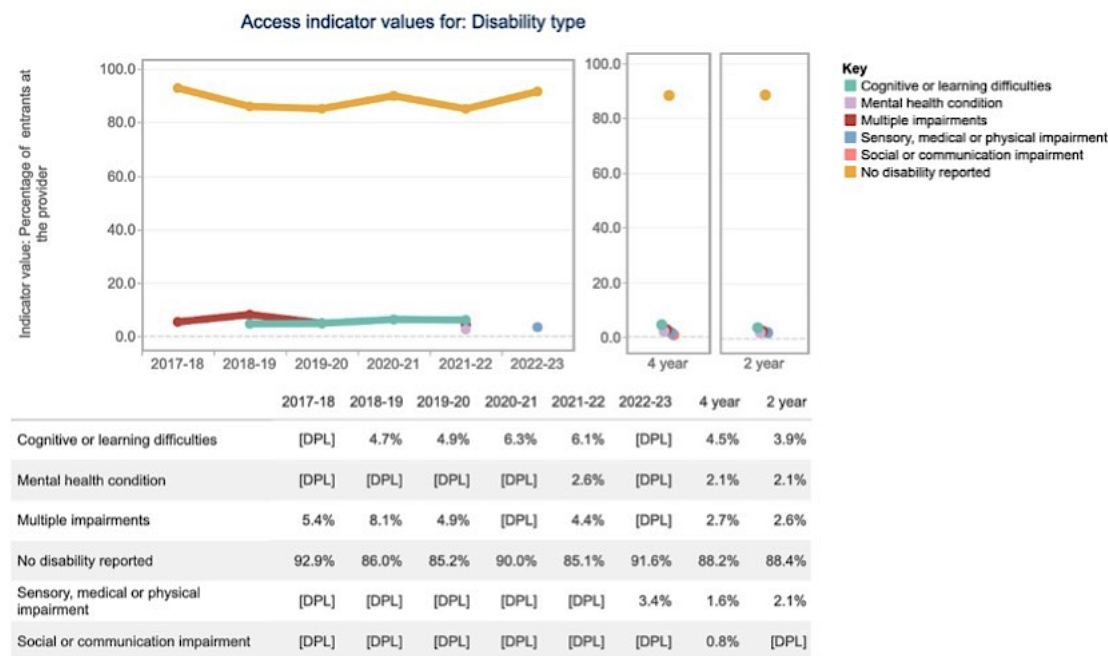
Fig.4a Enrolment rate of disabled students at Walbrook Institute.



Disaggregating disability by type shows that we enrol fewer students per disability type over the 4-year aggregate. For example, students with cognitive and learning difficulties

enrol with us at an average rate of 4.5% vs. 5.7% in the sector; students with a mental health condition – at a rate of 2.1% vs. 4.9% in the sector; students with multiple impairments – at a 2.7% rate vs. 3.3% in the sector; students with a sensory, medical, or physical impairment – at a rate of 1.6% vs. 2.3% in the sector; and, students with a social or communication impairment – at a rate of 0.8% vs. 1.1% in the sector (Fig.4b).

Fig.4b Enrolments rates of students with different types of disability at Walbrook Institute.



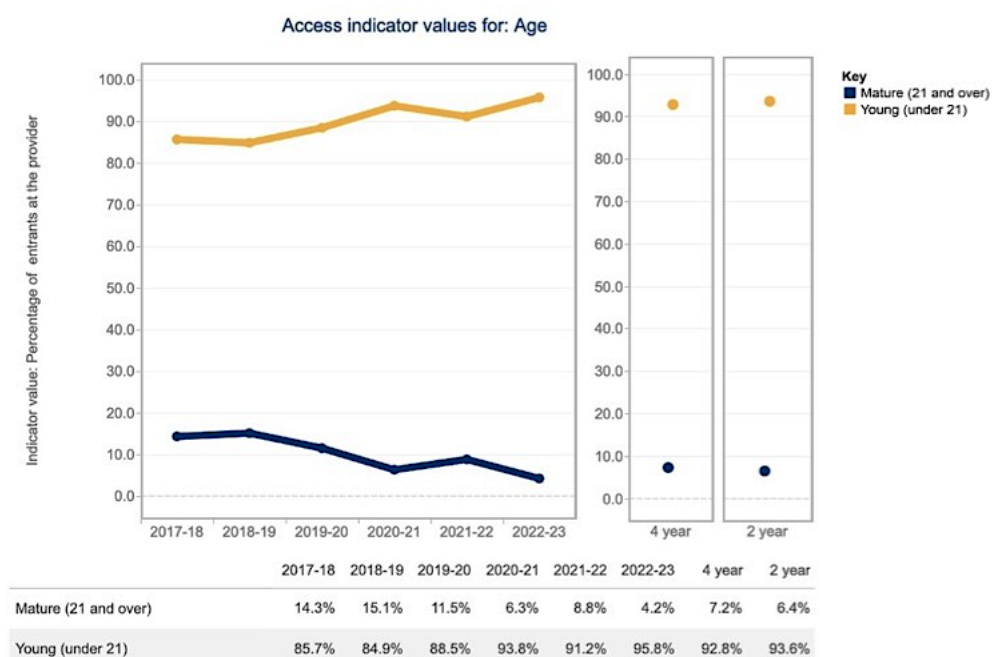
Our annual cohort sizes of disabled students are very small, and the cohorts of students with different disability types are even smaller, which weakens the reliability of comparing them to students without disability and the sector access rates of disabled students.

We are therefore not setting a target in Access for students with disability but will continue to monitor incoming data.

Mature Students (21 years and over)

Mature students enrol at Walbrook Institute at a rate of 7.2% p.a. over the 4-year aggregate (Fig.5). Our enrolment rate is four times smaller than the sector rate of 28.5% p.a., and appears to have decreased more recently, over the 2-year aggregate, to 6.4% (vs. 28.9% in the sector). The most recent data, for 2022-23, show further decrease in enrolling mature students, to 4.2% (vs. 28.7% in the sector).

Fig.5 Enrolment rates of mature and young students at Walbrook Institute.



Our annual cohorts of mature students are very small, which weakens the reliability of inter-age comparisons. Comparably our enrolment rate for Mature Students in our Degree Apprenticeship provision is substantive. Although numbers of younger Degree Apprenticeship enrolments are increasing, the proportions do not present any immediate concern of significant gaps emerging. Therefore, we will not set a target to increase the proportion of Mature Student enrolments, we will instead continue to build on our data and monitoring activity to identify any emerging at risk groups.

ABCS

The ABCS measure enables consideration of student outcomes from an intersectional perspective. Quintile 1 – the target student group – represents students with the most disadvantageous combinations of background characteristics (e.g., economic status, sex, ethnicity, etc.). In Access terms, the enrolment rate of ABCS Quintile 1 students at Walbrook Institute averages 6.8% p.a. over the 4-year aggregate (Fig.6a), which is lower than the sector rate of 7.4%. Our Quintile 1 enrolment rates lag the sector rate over the more recent monitoring periods too: 6.5% vs. a 7.1% sector rate over the 2-year aggregate, and 6.1% vs. a 7.0% sector rate in 2022-23.

The Quintile 1 enrolment gap with the comparator group – our ABC Quintile 5 students who are least disadvantaged in intersectional terms, averages 15.7pp p.a. over the 4-year aggregate, dropping to 14.3pp in 2022-23 (Fig.6b).

In comparison, the sector average enrolment gap is 27.2pp over the 4-year aggregate, and 28.2pp in 2022-23.

Fig.6a Enrolment rates per ABC Quintile at Walbrook Institute.

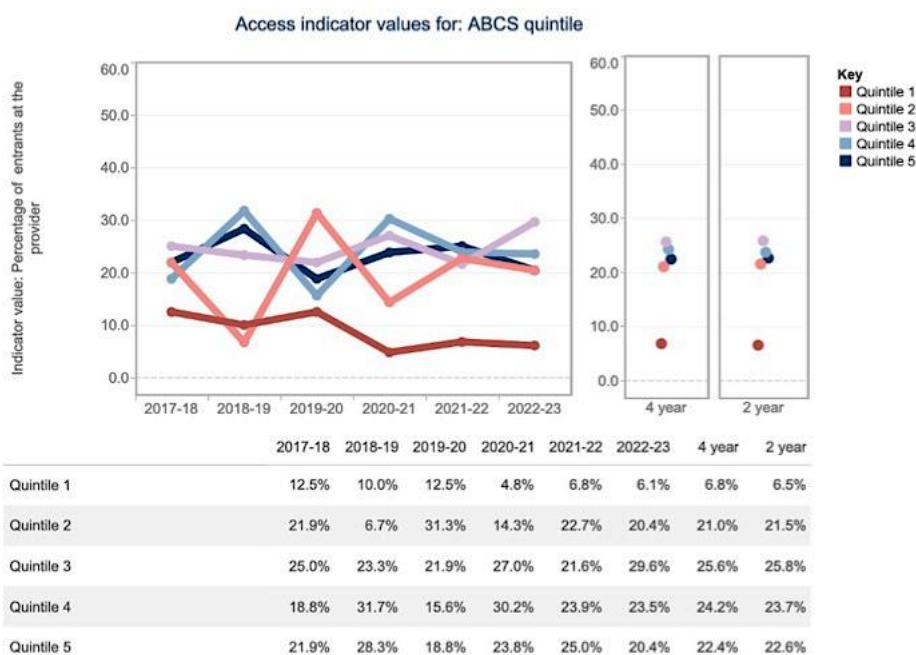
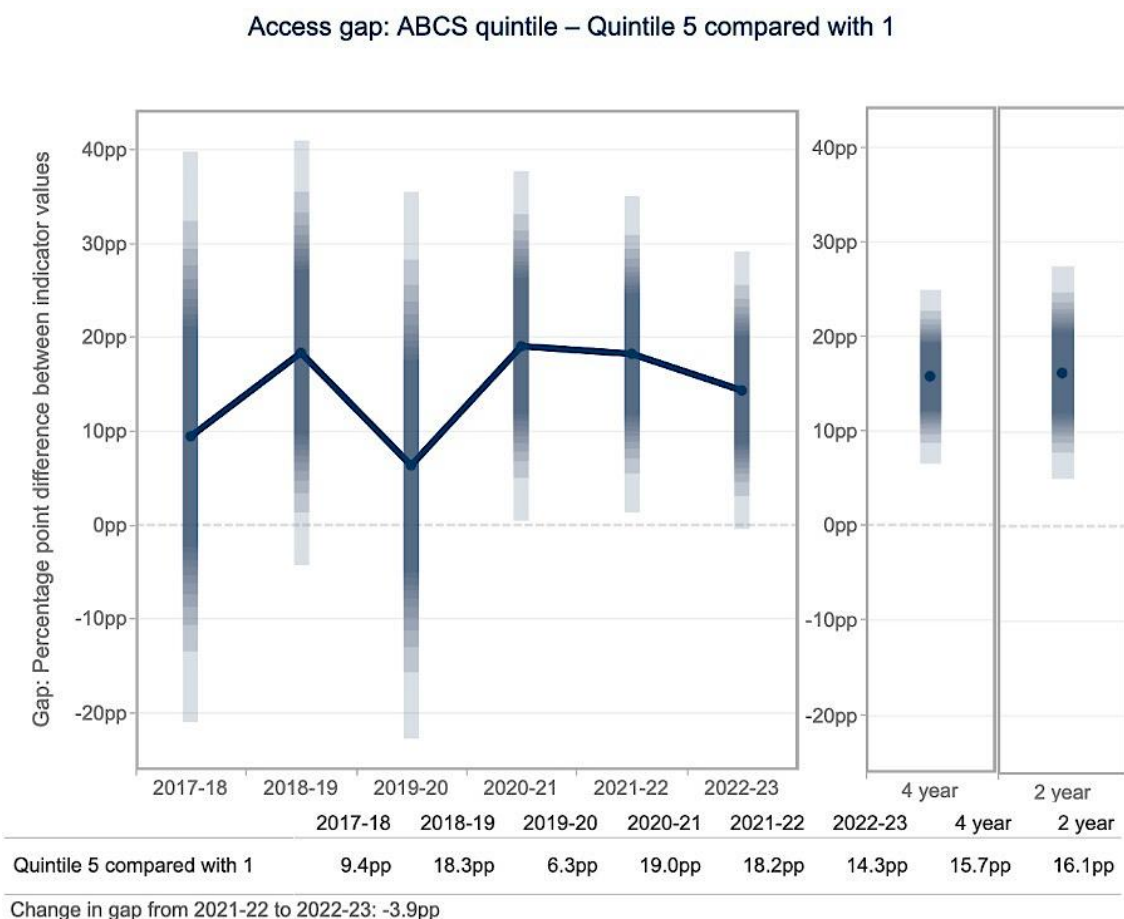


Fig.6b Gaps in enrolment between ABC Quintiles 1 and 5 at Walbrook Institute.



Our annual Quintile 1 and Quintile 5 cohort sizes are extremely small, which weakens the reliability of inter-Quantile comparisons.

This, our good performance in attracting Global Majority students, unreliable data on disabled entrants, and the decision to set priority targets for IMD and mature students, provide in combination sufficient coverage of ABCS. Therefore, we are not setting an ABCS priority target in Access.

Analysis - Continuation

The continuation-based analysis covers a 4-year aggregate between 2018-19 and 2021-22, a 2-year aggregate between 2020-21 and 2021-22, and 2021-22 as the latest academic year for which Walbrook Institute attainment data are available.

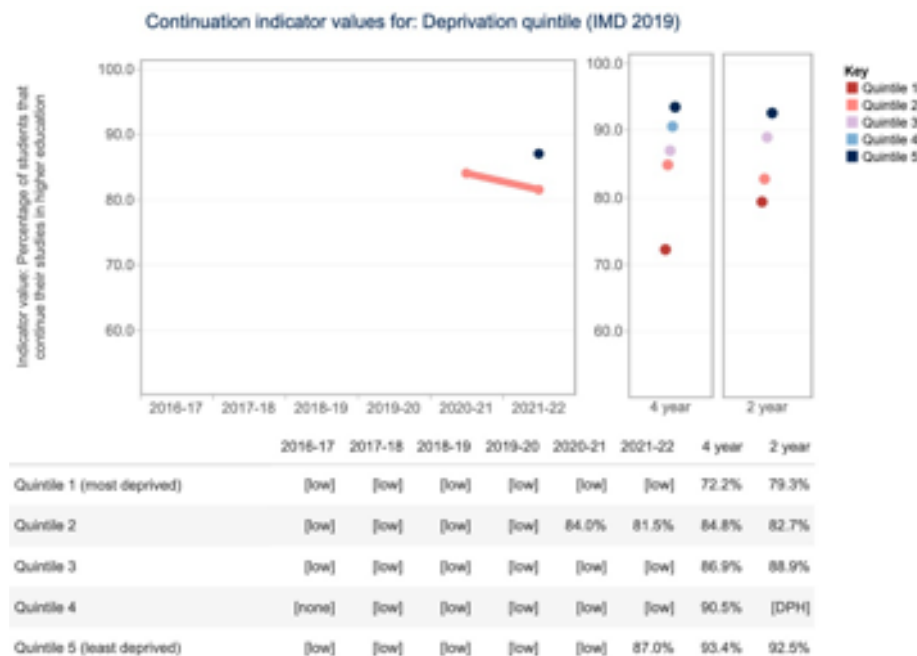
Continuation at Walbrook Institute has the following positive trends:

- An almost no gap (0.3pp) over the 4-year aggregate between TUNDRA Quintiles 1 and 5. Our gap is seven times smaller than the sector gap over the same period.
- A small negative gap, 1.9pp, between female and male students over the 4-year aggregate. The gap narrows further, to 0.9pp, over the 2-year aggregate, and becomes positive (more female entrants), at -1.5pp, in 2021-22. Our sex-based continuation trend matches the sector trend of greater continuation of female students (the sector gaps between female and male students are all positive, i.e.: - 3.2pp over the 4-year aggregate; -3.7pp over the 2-year aggregate; -3.8pp in 2021-22).

Index of Multiple Deprivation (IMD) 2019

Walbrook institute lags the sector in continuation outcomes of IMD Quintile 1 students who average a rate of 72.2% p.a. over the 4-year aggregate, and 79.2% over the 2-year aggregate (Fig.7a). The sector rates are higher: 85.0% over the 4-year aggregate and 83.5% over the 2-year aggregate.

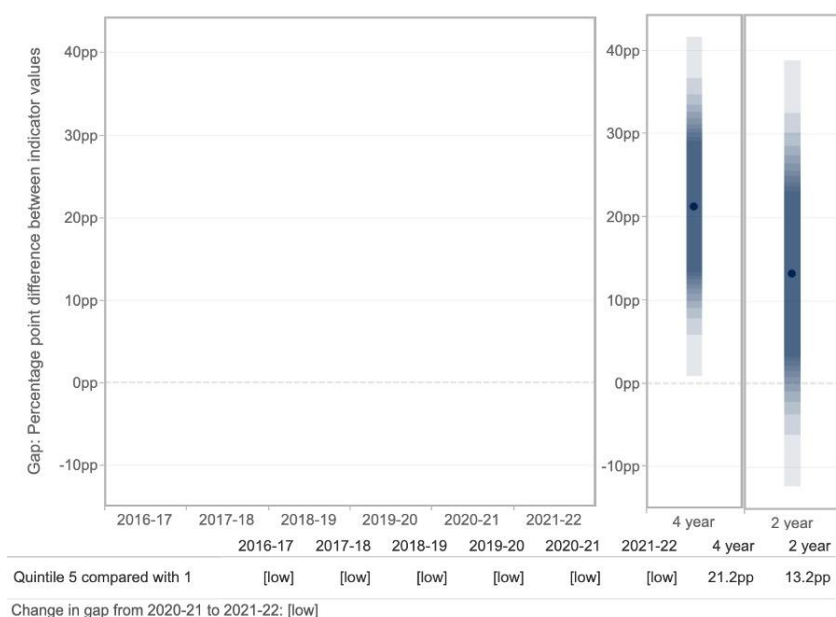
Fig.7a Continuation rates of students from the different IMD Quintiles at Walbrook institute.



Our gap in continuation between IMD Quintile 1 and Quintile 5 students is negative, 21.2pp, over the 4-year aggregate, shrinking to 13.2pp over the 2-year aggregate (Fig.7b). In comparison, the sector gap averages 8.5pp over the 4-year aggregate and 9.3pp over the 2-year aggregate.

Fig.7b Continuation gap between IMD Quintile 1 and Quintile 5 students at Walbrook Institute.

Continuation gap: Deprivation quintile (IMD 2019) – Quintile 5 compared with 1

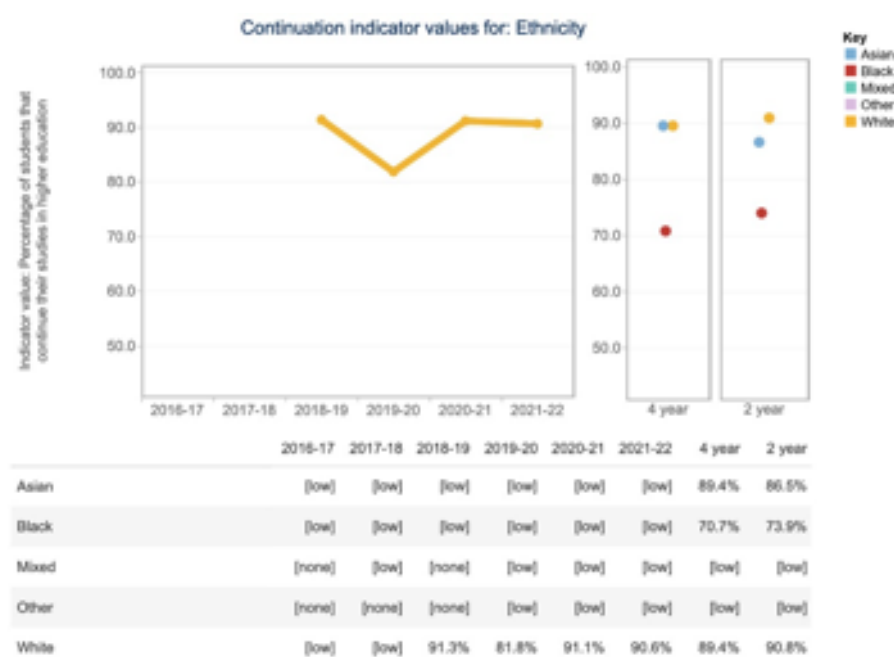


Our annual cohort sizes by IMD Quintile are small, but demonstrate a clear trend of persistent lower continuation of Quintile 1 students. Consequently, we are setting a priority target to improve IMD Quintile 1 continuation.

Students from Global Majority

Walbrook Institute lags the sector in continuation outcomes of Global Majority students (Fig.8a), except for Asian students whose average 4-year aggregate continuation rate is comparable to the sector rate for the ethnicity: 89.4% vs. 89.6%. Continuation of Black students averages 70.7% with us, which lags the sector rate (84.8%).

Fig.8a Continuation rates by Ethnicity at Walbrook Institute.



The gap in continuation between our Global Majority and White students averages 8.1pp over the 4-year aggregate and widens to 11.9pp in 2021-22, which is the latest year of continuation data (Fig.8b).

By ethnicity, our Asian students have no gap with their White peers over the 4-year aggregate, but that may be changing, given the negative, 4.3pp gap over the 2-year aggregate (Fig.8c). In the sector, the Asian-White continuation gap is almost non-existent: 0.6pp over the 4-year aggregate; 0.7pp over the 2-year aggregate, and 0.0pp in 2021-22.

Our Black students average an 18.6pp gap with White students over the 4-year aggregate and a 16.9pp gap over the 2-year aggregate (Fig.8d). The respective sector gaps are much smaller: 5.5pp and 5.6pp.

Fig.8b Continuation gaps between Global Majority and White students at Walbrook Institute.

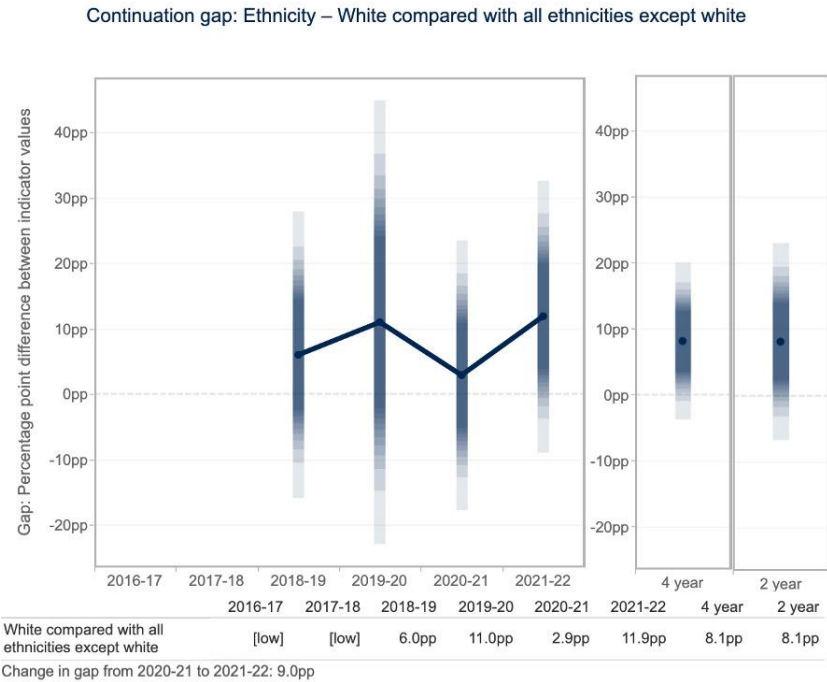


Fig.8c Continuation gaps between Asian and White students at Walbrook Institute.

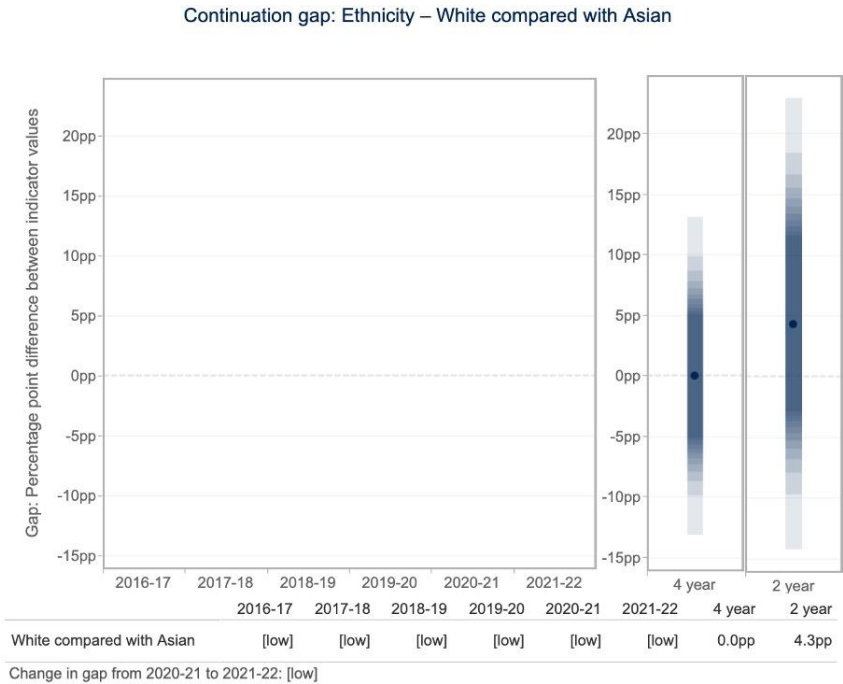
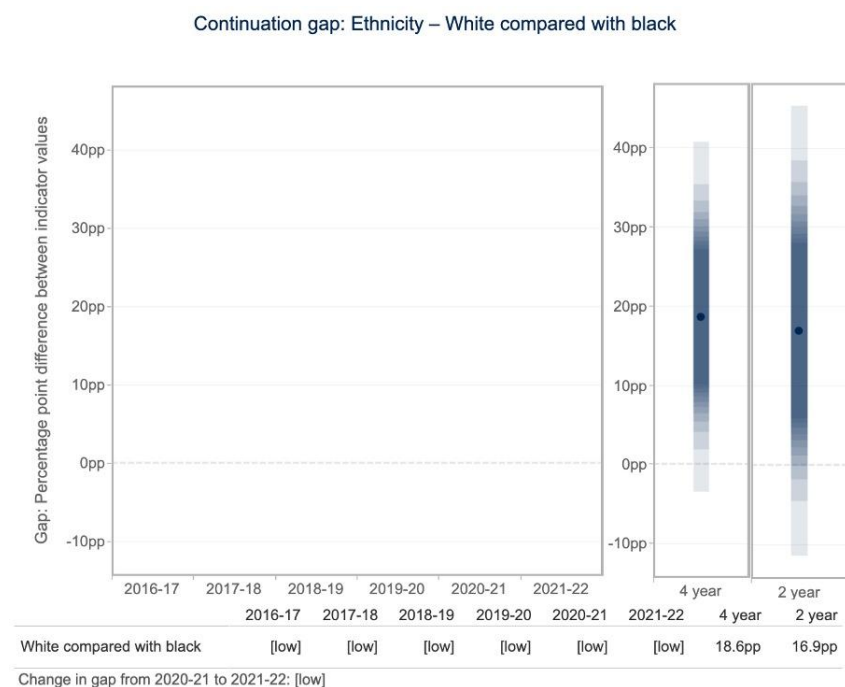


Fig.8d Continuation gaps between Black and White students at Walbrook Institute.



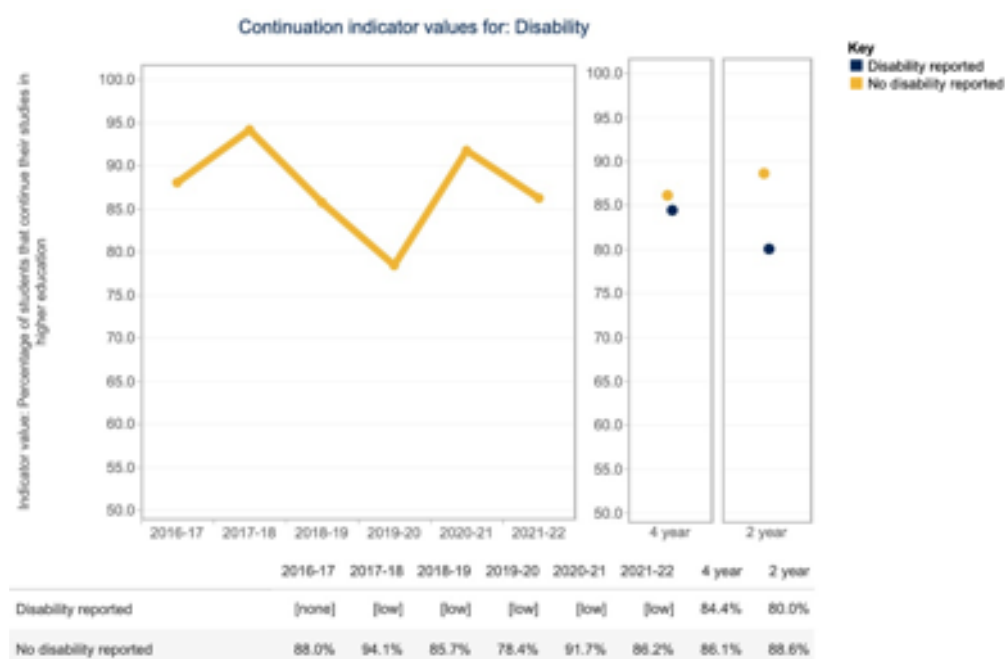
Our combined cohort sizes of non-White (Global Majority) students are comparable to our White student cohorts. Individual ethnicities within the Global Majority have small annual cohort sizes.

Taking that into account, and our significantly wider gap for Black students, we are setting a priority target for them in Continuation.

Disabled Students

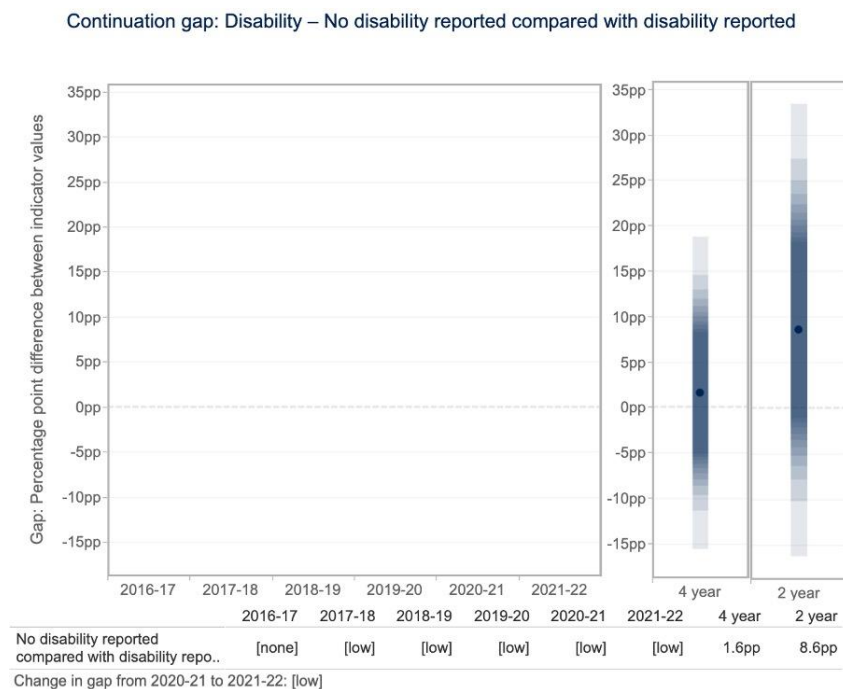
Continuation of disabled students at Walbrook Institute averages 84.4%, which is lower than the sector average of 88.8% over the 4-year aggregate. Our 2-year aggregate data show a similar comparison: 80.0% vs. 88.0% in the sector (Fig. 9a).

Fig.9a Continuation rate of disabled students at Walbrook Institute.



Our disabled students have a 1.6pp continuation gap with their non-disabled peers that is not far off the sector gap of 0.5pp. In the 2-year aggregate, our gap widens to 8.6pp vs. 0.0pp in the sector (Fig.9b).

Fig.9b Continuation gap between disabled and non-disabled students at Walbrook Institute.



Disaggregation by disability type is not possible due to data suppression.

Our annual cohorts of disabled students are very small, and the cohort sizes by disability type are even smaller, which undermines the reliability of comparisons.

Due to limitations of our data, we are not committing to a target in this area at the present but will continue to monitor incoming continuation data for our disabled students during the lifecycle of our new Access and Participation Plan.

Mature Students (21 years and over)

At Walbrook Institute, mature students lag the sector in continuation outcomes, averaging a rate of 71.4% p.a. (vs. 82.8% sector rate) over the 4-year aggregate (Fig.10a). The gap in continuation with our young learners averages 16.1pp over the 4-year aggregate (Fig.10b) vs. a 9.0pp sector gap.

Fig.10a Continuation rates of mature and young students at Walbrook Institute.

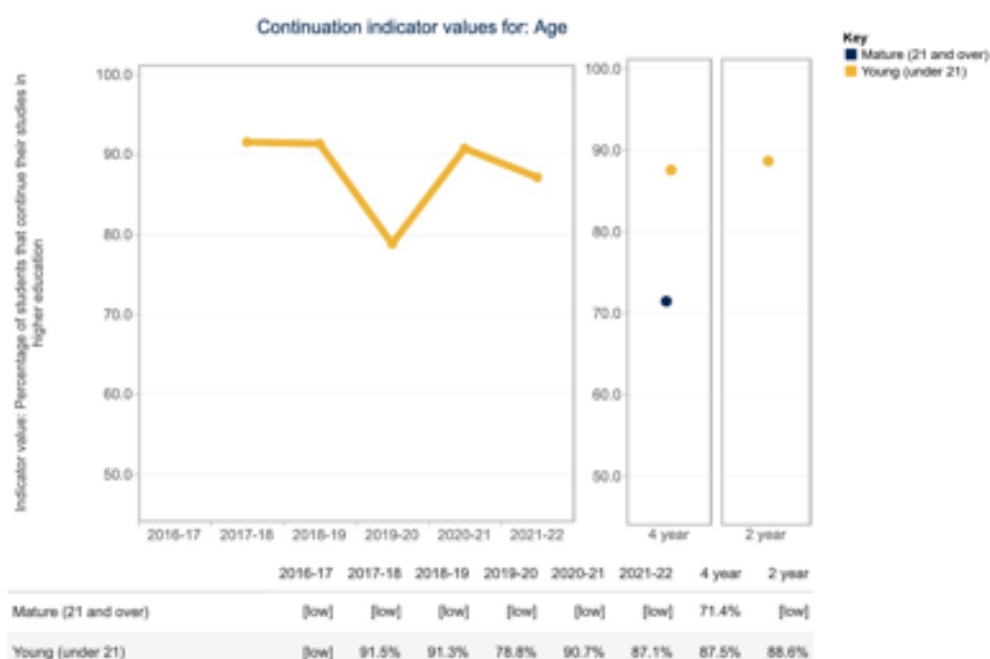
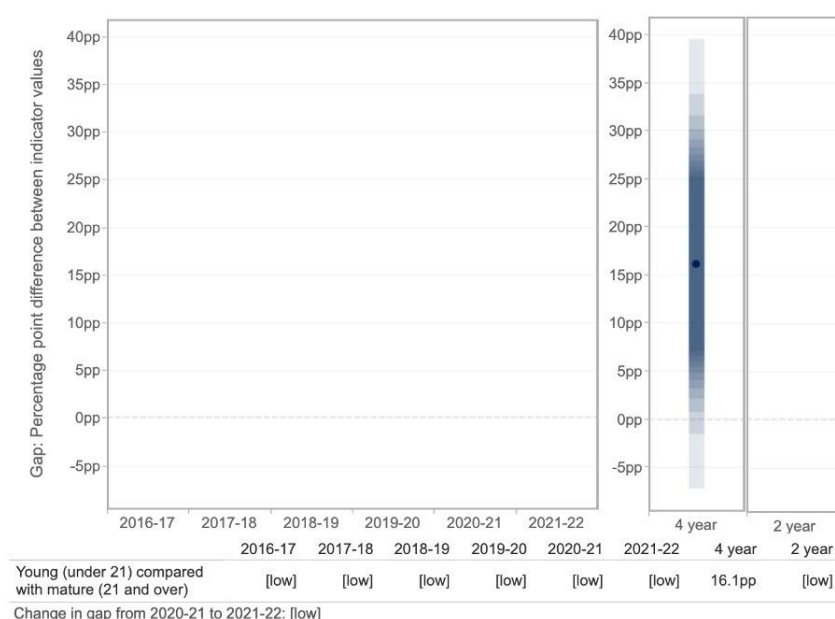


Fig.10b Continuation gap between mature and young students at Walbrook Institute.

Continuation gap: Age – Young (under 21) compared with mature (21 and over)

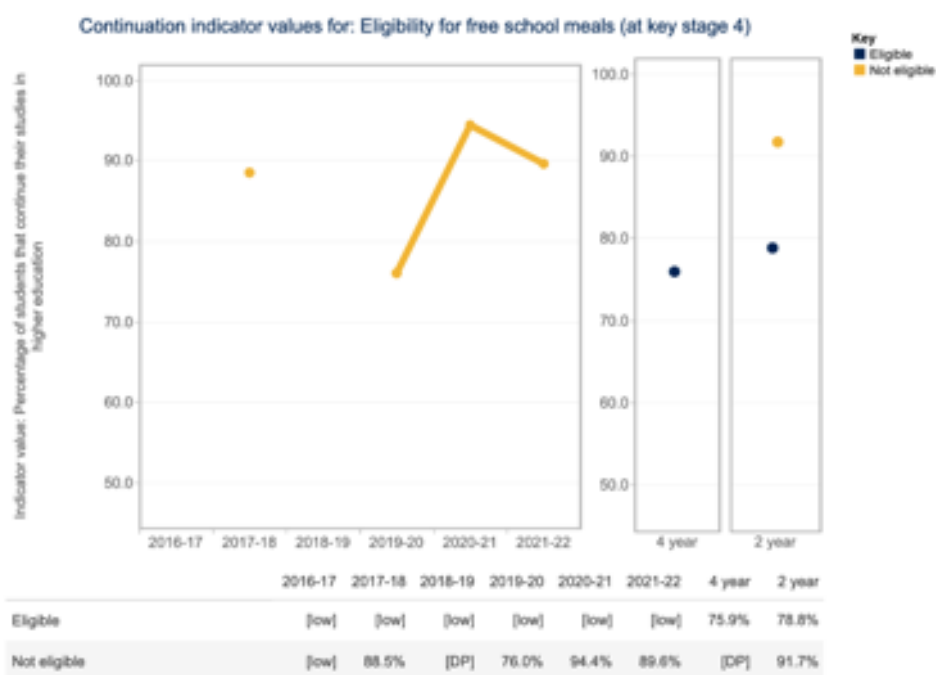


Our annual cohorts of mature students in the continuation data are very small, and , despite the size of our longer-term gap, we have decided not to set a priority target in Continuation based on Age, based on our plans for a shift in provision to Degree Apprenticeships.

Students Eligible for Free School Meals (FSM) at Key Stage 4

Continuation data for FMS-eligible students at Walbrook Institute are largely suppressed, which limits the performance analysis to comparisons over the shorter, 2-year aggregate period, when these students average a continuation rate of 78.8% p.a. (Fig.11a). This is lower than the sector rate of 85.9%.

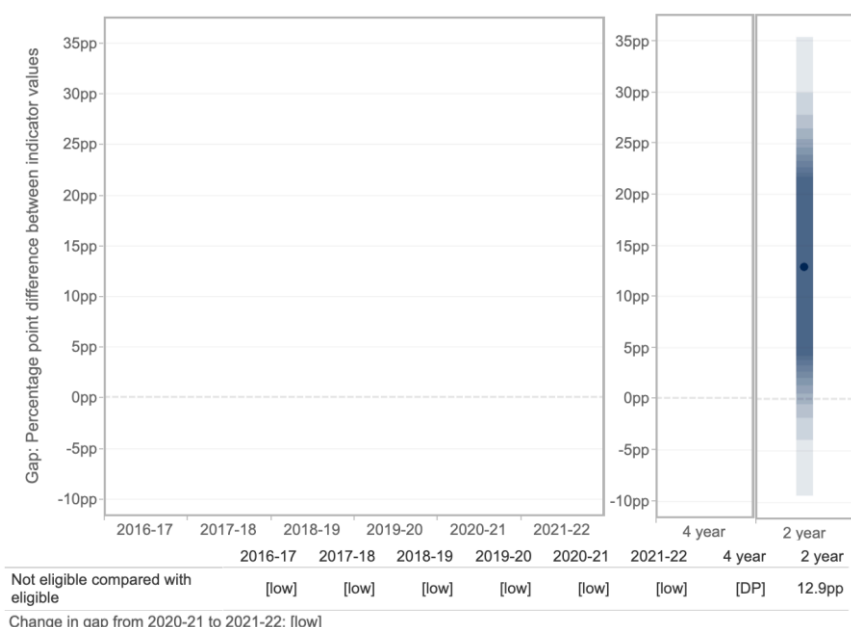
Fig.11a Continuation rate by FSM eligibility at Walbrook Institute.



Our FSM-eligible students have a negative, 12.9pp continuation gap with non-FSM eligible students over the 2-year aggregate (Fig.11b). This gap is more than two times bigger than the sector gap of 5.6pp over the same period.

Fig.11b Continuation gap between FSM-eligible and non-eligible students at Walbrook Institute.

Continuation gap: Eligibility for free school meals (at key stage 4) – Not eligible compared with eligible



Our annual cohorts of FSM-eligible students are very small, which reduces the reliability of comparisons.

Given the very small data and data suppression over the longer aggregate, we are not setting a priority target in Continuation for the FSM measure. Instead, we will continue to build our data by FSM eligibility over time, based on our trend of enrolling more MS-eligible students than the sector average.

Analysis - Completion

This section reports on the Walbrook Institute performance in terms of student completion for each OfS key risk indicator and target group.

Completion is measured as the proportion of students completing their course within 6 years from enrolment.

Our analysis of completion data covers a 4-year aggregate between 2015-16 and 2018-19, a 2-year aggregate between 2017-18 and 2018-19, and 2018-19 as the latest academic year of Walbrook Institute completion data.

Overall, Walbrook Institute achieves completion rates above the sector averages over each of the time periods: 91.7% vs. 87.5% over the 4-year aggregate; 95.3% vs. 87.4% over the 2-year aggregate; 96.2% vs. 87.6% in 2018-19.

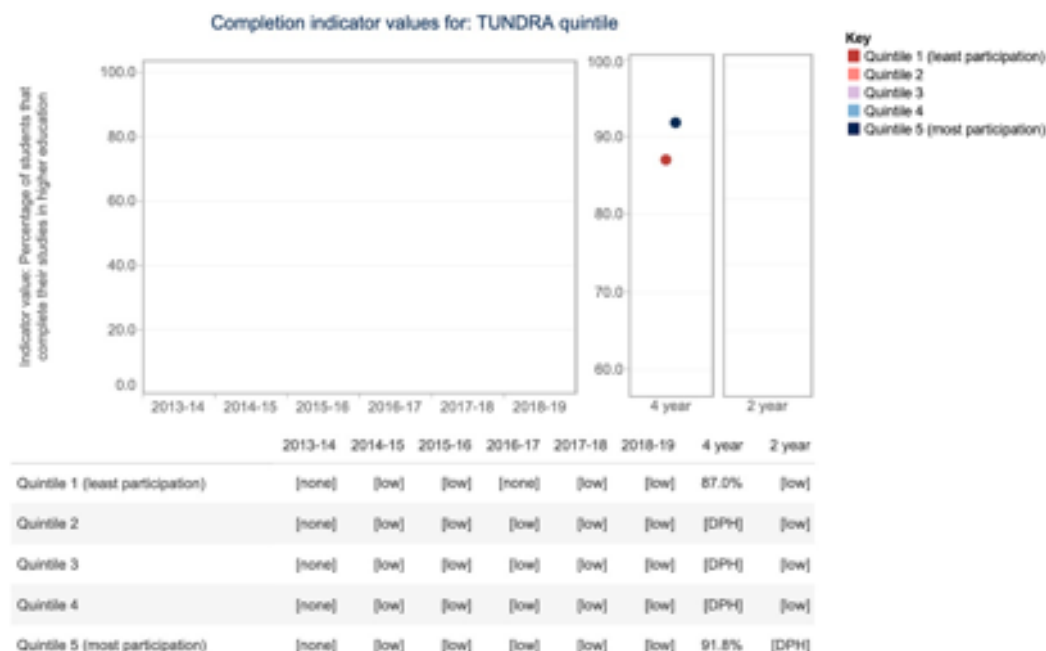
The Walbrook Institute completion data show the following positive trends:

- An almost zero gap (0.8pp) between IMD Quintiles 1 and 4 (Quintile 5 data are suppressed) over the 4-year aggregate. This is eleven times smaller than the sector gap between these two Quintiles.
- A positive gap (-3.1pp) between female and male students, which is comparable to the sector gap of -5.4pp.

TUNDRA (Low Participation Neighbourhoods)

Walbrook Institute performs comparably to the sector on completion outcomes by TUNDRA Quintile, with an average TUNDRA Quintile 1 completion rate of 87.0% (Fig.12a) vs. 86.6% in the sector.

Fig.12a Completion rates by TUNDRA Quintile at Walbrook Institute.

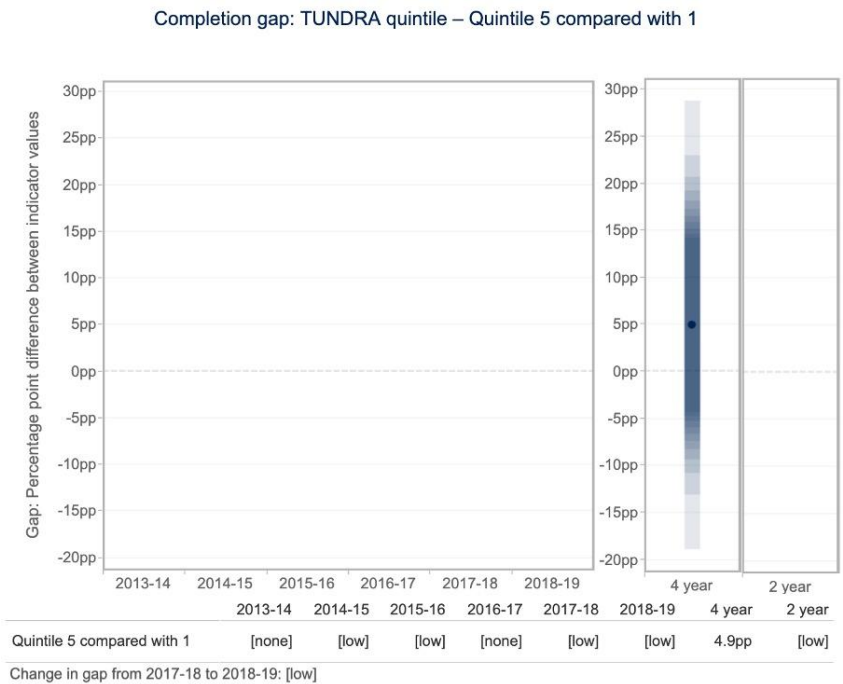


Our Quintile data are largely suppressed due to small cohort sizes. Consequently, rates and gaps over the 2-year aggregate and for the latest year of completion data (2018-19) are not available.

The 4-year aggregate gap between Quintiles 1 and 5 is 4.9pp (Fig.12b), which is almost

identical to the sector gap of 5.0pp.

Fig.12b Completion gap between TUNDRA Quintile 1 and Quintile 5 students at Walbrook Institute.



Given our sector-comparable performance and the very small data and their suppression, we are not setting a TUNDRA target in Completion. Instead, we will continue to build our data sets and monitor progress in the measure.

Mature Students (21 years and over)

Our mature students have better completion outcomes than the sector, averaging a rate of 87.1% p.a. over the 4-year aggregate (Fig.13a) vs. a sector average of 80.0%.

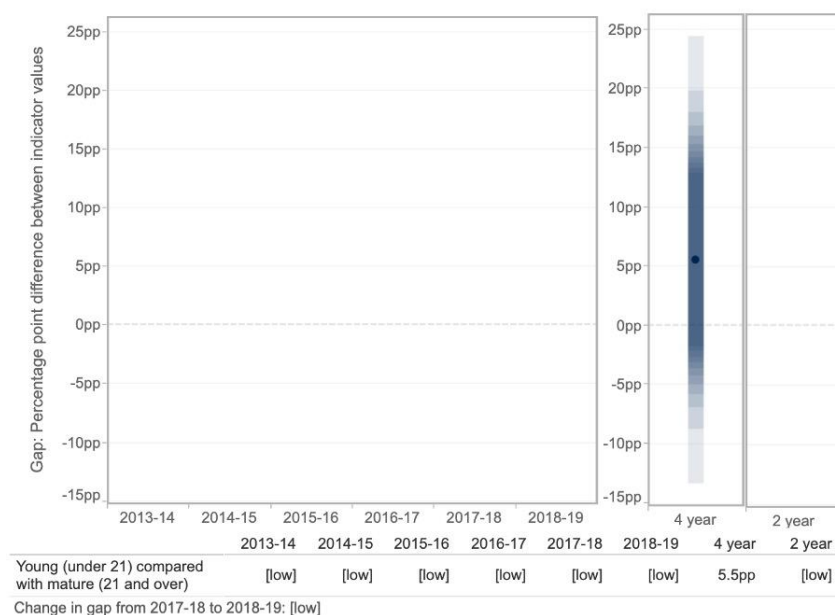
Our completion gap between mature and young students is 5.5pp vs. 10.0pp in the sector (Fig.13b).

Fig.13a Completion rates of mature and young students at Walbrook Institute.



Fig.13b Completion gap between mature and young students at Walbrook Institute

Completion gap: Age – Young (under 21) compared with mature (21 and over)



Our annual cohorts of completing mature students are very small, which undermines the reliability of comparisons.

As a result, we opt to not set a target in Completion for mature students and instead build our data sets and continue to monitor the mature student completion gap.

Analysis – Attainment

The attainment-related analysis covers a 4-year aggregate between 2019-20 and 2022-23, a 2-year aggregate between 2021-22 and 2022-23, and 2022-23 as the latest academic year Walbrook Institute attainment data.

Our overall attainment rates lag significantly the sector averages: 65.7% vs. 80.5% sector rate over the 4-year aggregate; 62.6% vs. 78.1% sector rate over the 2-year aggregate; 64.4% vs. 77.2% in 2022-23.

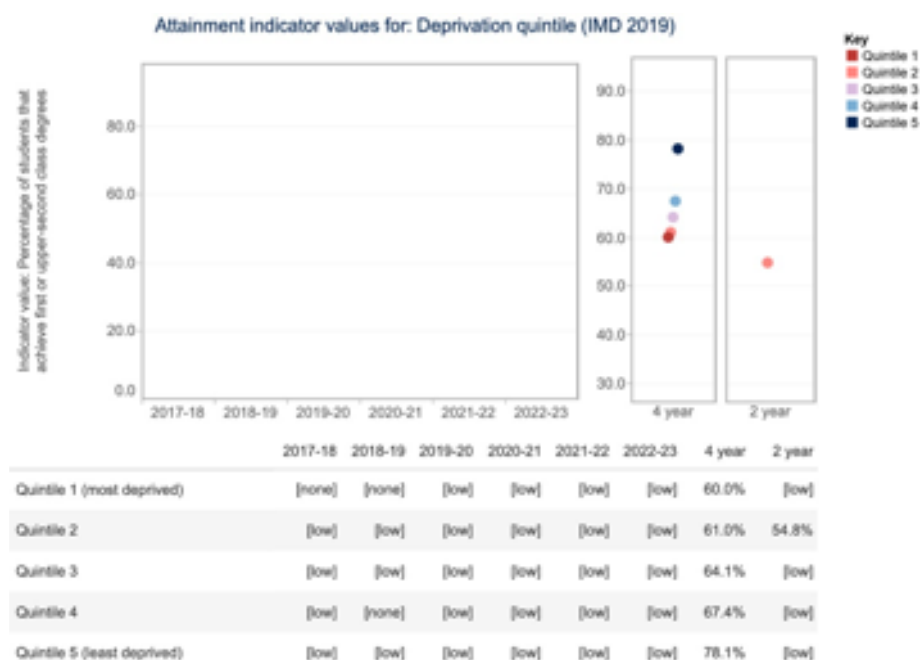
Areas of positive attainment outcomes at Walbrook Institute include:

- In the Sex indicator, our female students achieving significantly better degree outcomes than their male peers. The Walbrook Institute 4-year aggregate gap in attainment between female and male students is -9.3pp, which is a three times bigger positive gap than the sector gap of -3.1pp.
- Our disabled students have a positive attainment gap of -7.3pp over the 4-year aggregate with their non-disabled peers.

Index of Multiple Deprivation (IMD) 2019

Attainment rate of our IMD Quintile 1 students is lower than the sector average attainment rate over the 4-year aggregate: 60.0% (Fig.14a) vs. 70.3%.

Fig.14a Attainment rates by IMD Quintile at Walbrook Institute.

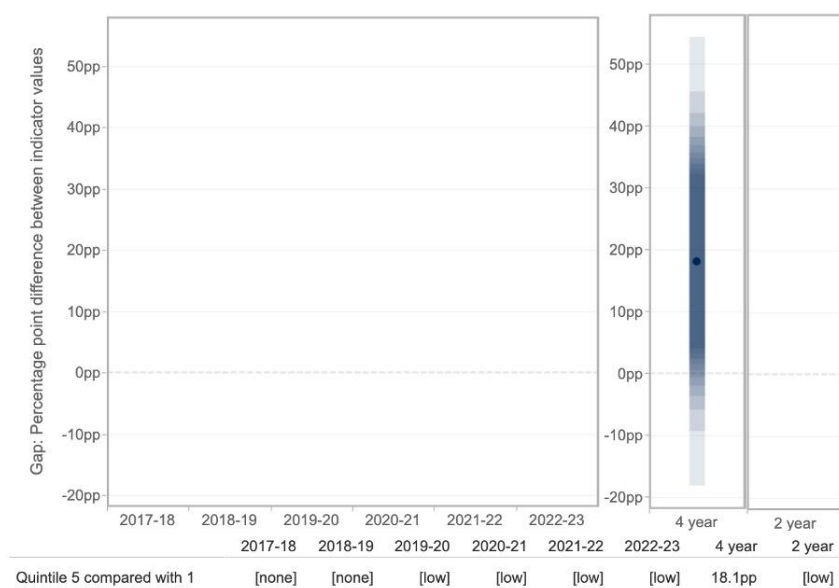


All of our annual attainment data, across the IMD Quintiles, are suppressed due to small cohort sizes. Consequently, average attainment rates and gaps are available only over the 4-year aggregate.

The 4-year aggregate gap in attainment between our IMD Quintile 1 and Quintile 5 students averages 18.1pp (Fig.14b), compared to marginally smaller sector gap of 17.0pp.

Fig.14b Attainment gap between IMD Quintile 1 and Quintile 5 students at Walbrook Institute.

Attainment gap: Deprivation quintile (IMD 2019) – Quintile 5 compared with 1

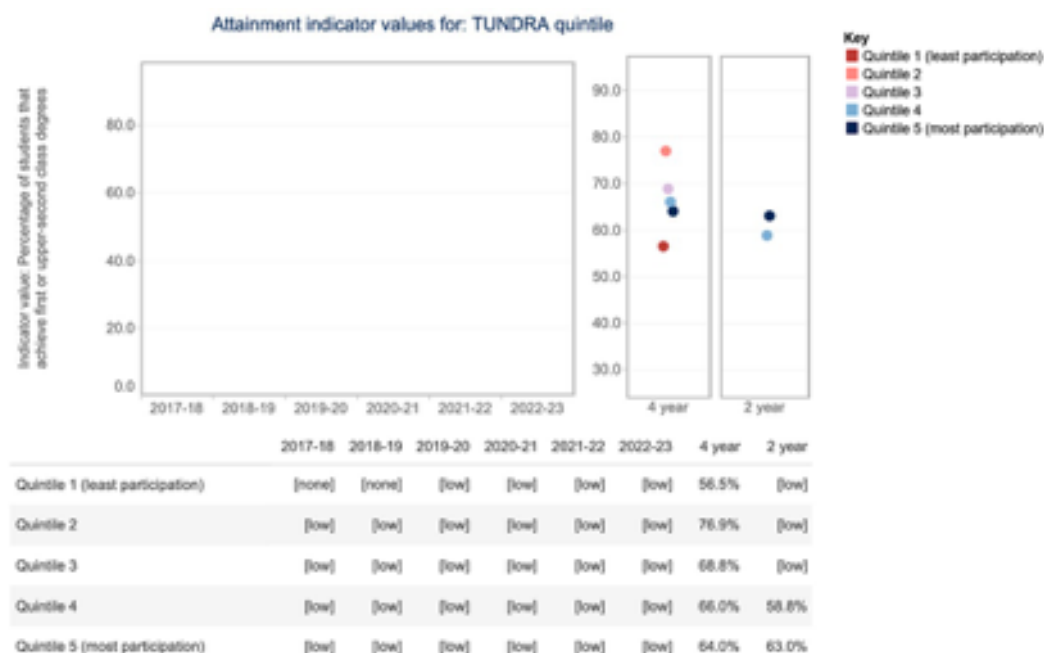


Given the size of our gap, small data notwithstanding, we are setting a priority target in Attainment for IMD Quintile 1.

TUNDRA (Low Participation Neighbourhoods)

Walbrook Institute lags the sector on TUNDRA-based estimates of attainment outcomes. Our TUNDRA Quintile 1 attainment rate averages just 56.5% (Fig.15a) over the 4-year aggregate vs. 78.1% in the sector.

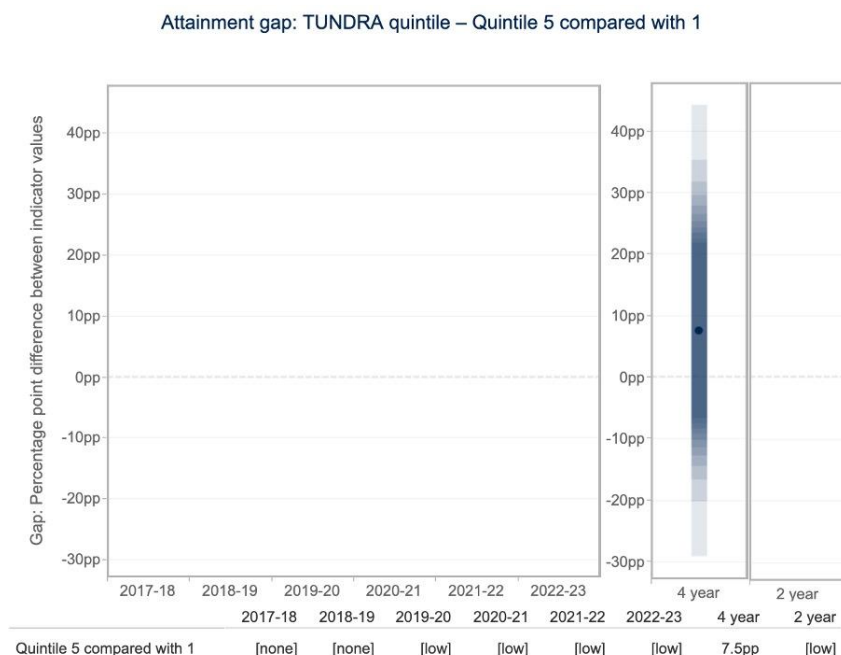
Fig.15a Attainment rates by TUNDRA Quintile at Walbrook Institute.



All annual attainment data, across the TUNDRA Quintiles, are suppressed due to small cohort sizes. Consequently, average attainment rates, and gaps, are available only over the 4-year aggregate.

Our TUNDRA Quintile 1 attainment gap over that aggregate is 7.5pp (Fig.15b), which is marginally wider than the 6.1pp sector gap.

Fig.15b Attainment gap between TUNDRA Quintile 1 and Quintile 5 students at Walbrook Institute.



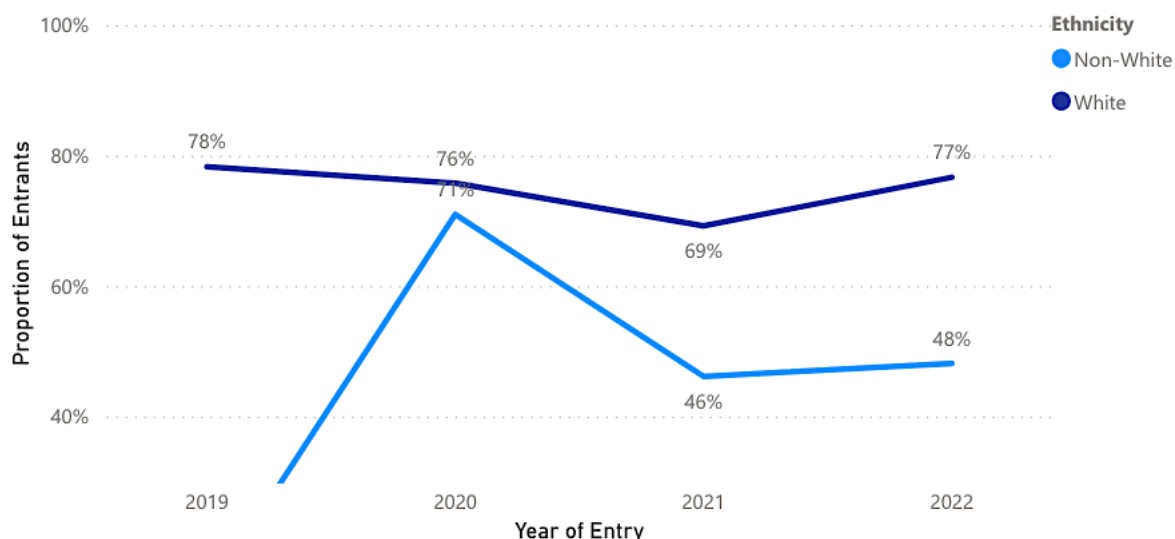
While our TUNDRA related gap in attainment suggests an argument for setting a priority target, we opt instead to continue to build our data sets and monitor the gap. This is because of both the current data limitations and the considerations against TUNDRA as a reliable measure in London, where most of our students originate from.

Students from Global Majority

Walbrook Institute data on completion by ethnicity are largely suppressed, except for White students. This is due to the small attainment related cohorts of Global Majority students.

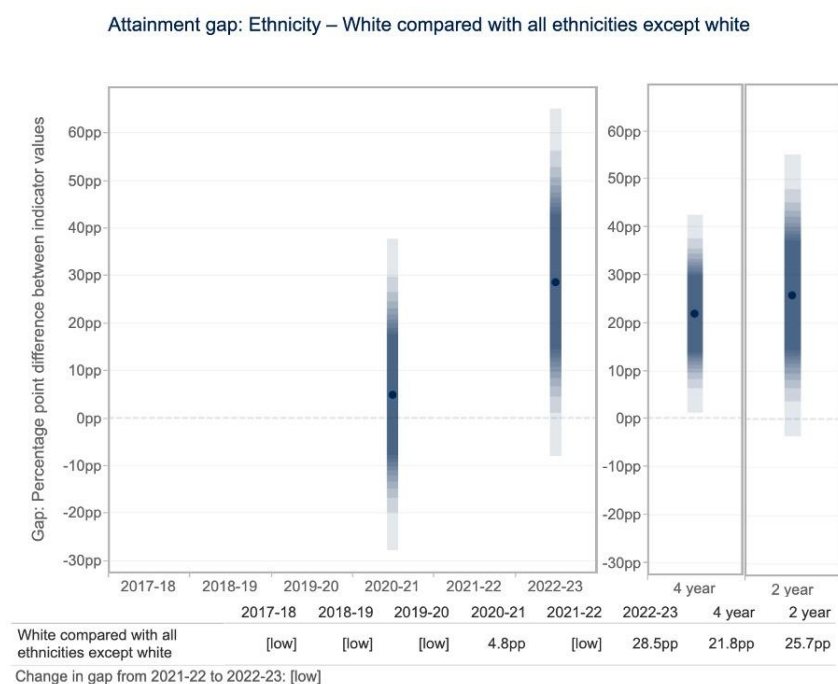
Unsuppressed data (SEER Dashboard) suggest that our Global Majority students attain at a rate of 44.5% p.a. over the 4-year aggregate, which is significantly under the 75.0% attainment rate of our White students (Fig.16a).

Fig.16a Attainment rates of Global Majority and White students at Walbrook Institute.



The 4-year aggregate gap in attainment between our Global Majority and White students is 21.8pp (Fig.16b). It widens to 25.7pp over the 2-year aggregate and 28.5pp in 2022-23.

Fig.16b Attainment gaps between Global Majority and White students at Walbrook Institute.



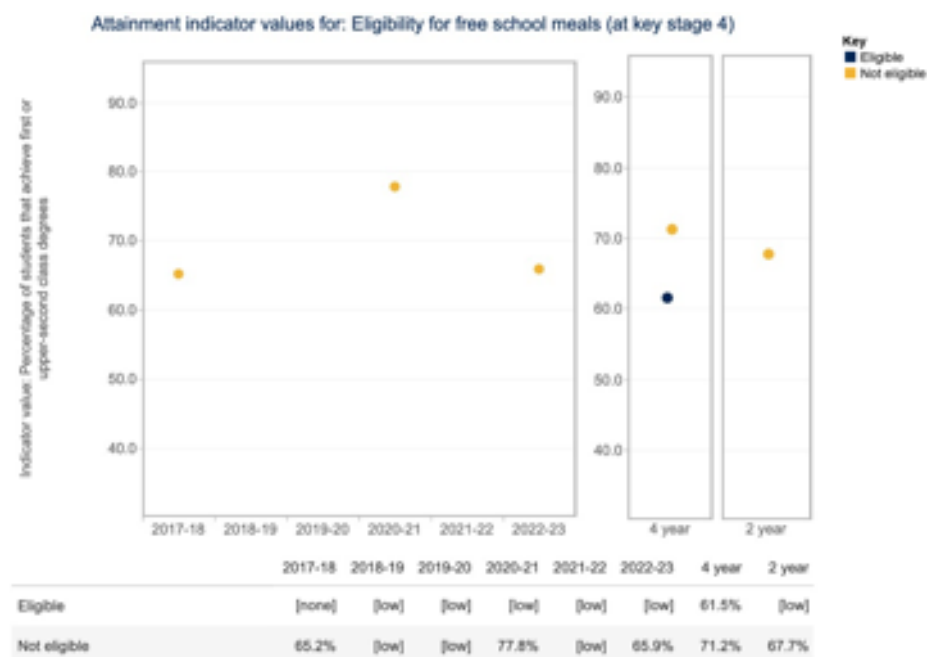
Our disaggregated data by ethnicity are suppressed, except for Asian students who average a 50.0% annual attainment rate over the 4-year aggregate and a 40.0% annual attainment rate over the 2-year aggregate. These rates are significantly below the sector rates of 75.7% over the 4-year aggregate and 72.8% over the 2-year aggregate.

Small data notwithstanding, our Global Majority attainment rate and gap warrant setting a priority target in Attainment.

Students Eligible for Free School Meals (FSM) at Key Stage 4

Our FSM eligible students average a 61.5% attainment rate over the 4-year aggregate (Fig.17a). In comparison, the sector average is 72.2%.

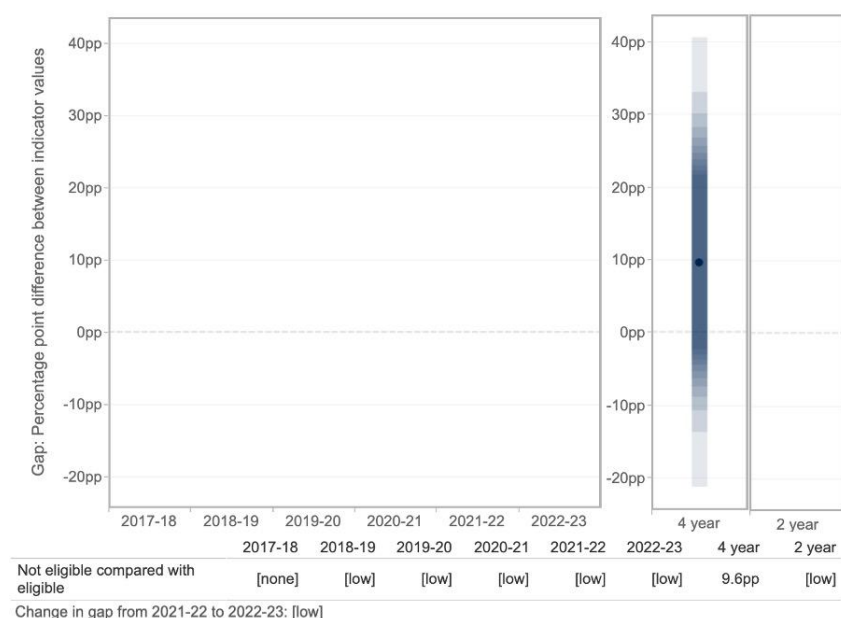
Fig.17a Attainment rates by FSM eligibility at Walbrook Institute.



The gap in attainment with our non-FSM eligible students is 9.6pp over the 4-year aggregate (Fig.18b). The sector has a wider gap, 11.3pp, which widens further over the 2-year aggregate, to 12.2pp.

Fig.17b Attainment gaps between FSM-eligible and non-FSM eligible students at Walbrook Institute.

Attainment gap: Eligibility for free school meals (at key stage 4) – Not eligible compared with eligible



Our annual cohort sizes of FSM-eligible students are very small, which diminishes the reliability of the comparison with the non-FSM- eligible students.

Given the data limitations and that we are setting an IMD Quintile 1 target in Attainment, we opt not to set a target based on FSM eligibility and instead will continue to build our data sets and monitor the gap.

Analysis – Progression

Walbrook Institute’s analysis of historical undergraduate data reveals progression gaps across several student characteristics—including ethnicity, sex, and socio-economic background. Walbrook’s future delivery model will centre on Degree Apprenticeships, which differ significantly in structure, student experience, and progression pathways compared to traditional undergraduate programmes. Current progression data for apprentices are extremely limited, often restricted to a single year and based on small cohorts. As such, setting progression-related targets based on undergraduate trends would not be proportionate or evidence-based for this stage in our transformation. Instead, we will continue to build and analyse progression data specific to our apprenticeship provision, ensuring readiness to respond to any emerging risks.

The progression-related analysis covers a 4-year aggregate between 2018-19 and 2021-22, a 2-year aggregate between 2020-21 and 2021-22, and 2021-22 as the latest academic year for which Walbrook Institute progression data are available.

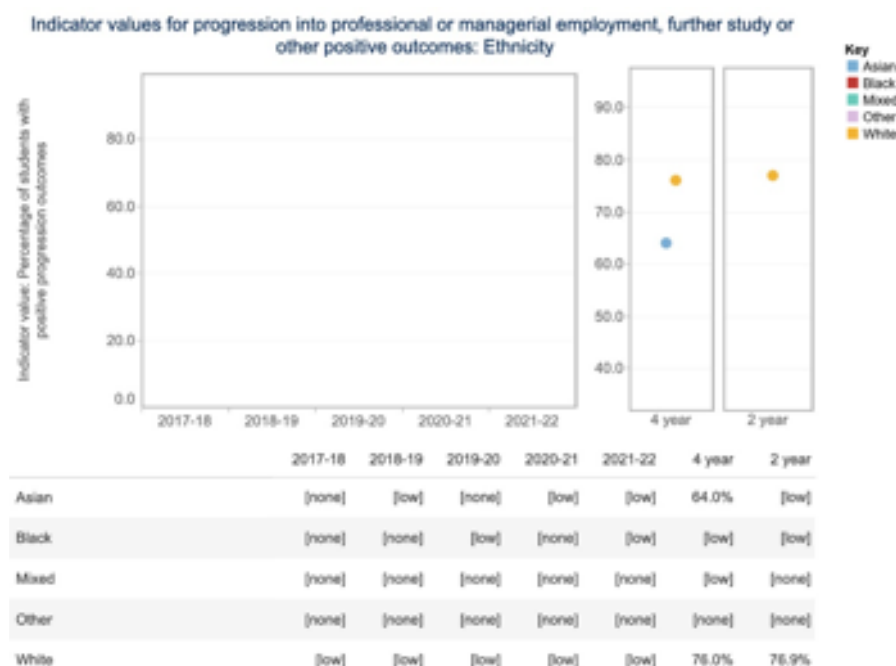
Overall student progression rates at Walbrook Institute average 68.8% over the 4-year aggregate and 72.5% over the 2-year aggregate (our 2021-22 data are suppressed). These rates lag slightly the sector rates of 72.4% over the 4-year aggregate and 73.4% over the 2-year aggregate (the 2022-23 sector average rate is 72.6%).

Walbrook Institute progression data are suppressed due to very small data sets for the IMD, TUNDRA, Disability (Disability type), Age, ABCS, and FSM eligibility indicators. We looked at internal data against these indicators and determined none of them currently warrants setting a priority target. We will continue to build our data sets per indicator and monitor performance.

Students from Global Majority

Our progression by ethnicity are largely suppressed (Fig.18a) due to small Global Majority and White student graduate cohorts.

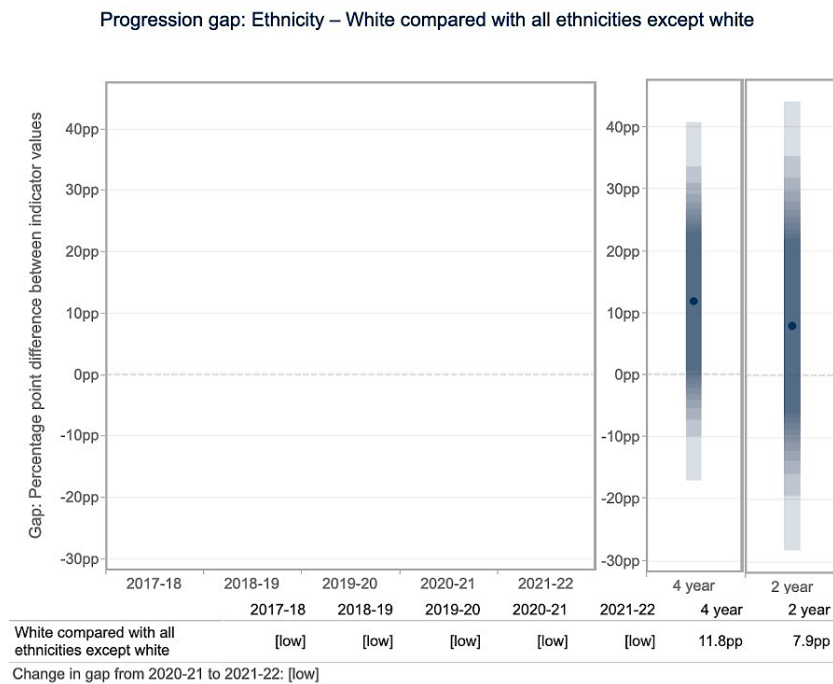
Fig.18a Progression rates by ethnicity at Walbrook Institute.



Our internal data on Global Majority progression suggest an average rate of 60.8% p.a. over the 4-year aggregate, which is below progression rate, 75.9% , of our White students.

The 4-year aggregate gap in attainment between our Global Majority and White students is 11.8pp (Fig.18b) – four times bigger than the 2.9pp sector gap.

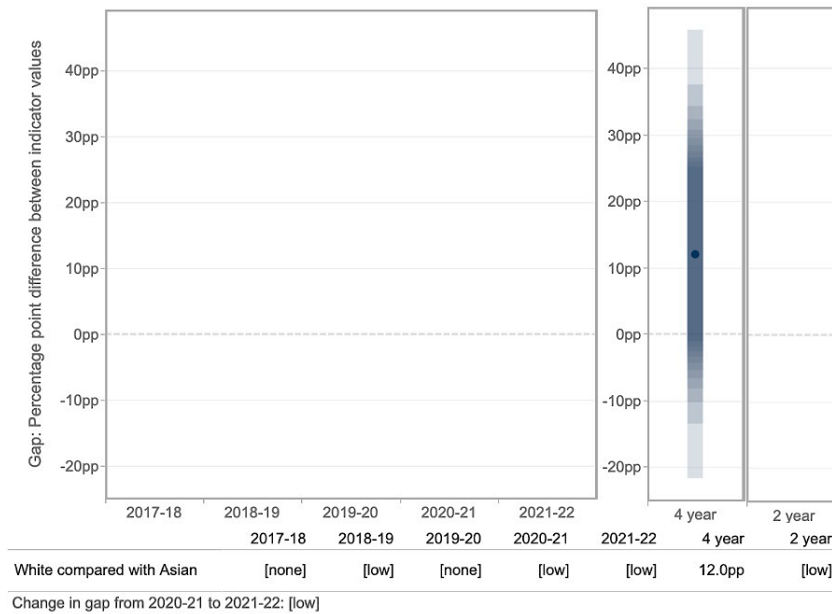
Fig.18b Progression gap between Global Majority and White students at Walbrook Institute.



The 4-year aggregate progression gap of our Asian students is 12.0pp (Fig.18c), which is four times bigger than the equivalent sector gap (3.2pp). The sector gap shows also a trend towards closure of the gap (the 2-year aggregate sector gap is 2.7pp and the 2021-22 gap is 2.5pp).

Fig.18c Progression gap between Asian and White students at Walbrook Institute.

Progression gap: Ethnicity – White compared with Asian



Our internal data-based estimate of the progression gap of Black students is 9.3pp over the 4-year aggregate. The estimate is however highly unreliable due to the very small annual cohort sizes of Black students.

Our significant gaps in progression outcomes between Global Majority (Asian students, specifically, but also students from Black, mixed and other ethnic minority backgrounds) and White students warrant setting a priority target in Progression by Ethnicity.

Sex

Progression rates over the 4-year aggregate of our female and male students lag the sector: 65.5% female progression rate vs. 71.7% in the sector, and 70.3% male progression rate vs. 73.5% in the sector (Fig.19a).

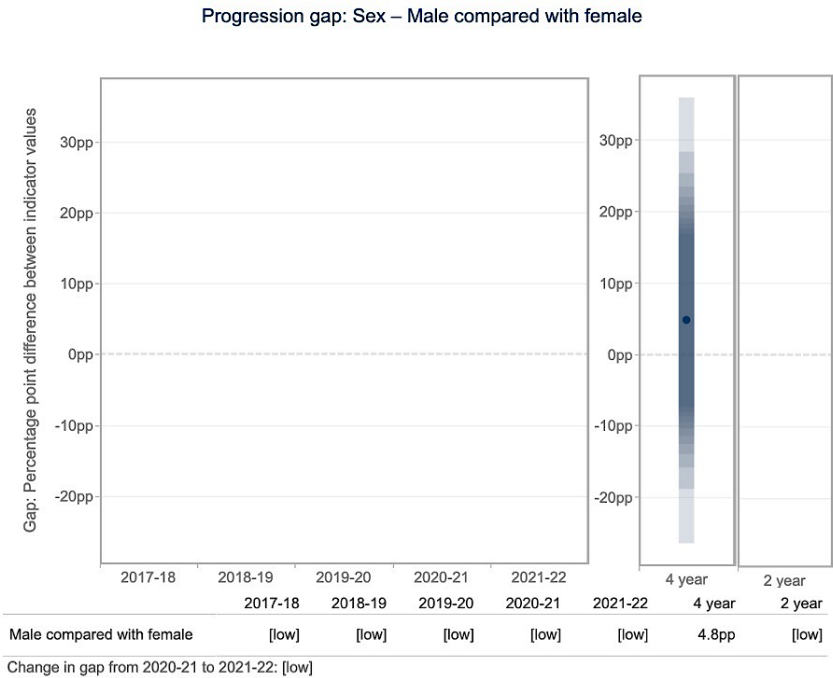
Fig.19a Progression rates of female and male students at Walbrook Institute.



Our female student progression gap averages 4.8pp over the 4-year aggregate (Fig.19b).

By comparison, the sector gap over that period is 1.8pp (widening to 2.2pp over the 2-year aggregate).

Fig.19b Progression gap between female and male students at Walbrook Institute.



Our annual cohorts of by Sex are very small, which diminishes the reliability of comparing female and male student progression.

However, given the size of the gap of our female students, we are setting a priority target in Progression to improve their progression outcomes.

Annex B – Intervention strategy rationale

Intervention Strategy	Activity	Evidence (Reference/Links)	Key points from evidence and reference to proposed activity
Intervention Strategy 1: To Improve Access to our UG and Degree Apprenticeship Provision for Women and for Students from Low-Income Backgrounds	Pre Entry Outreach Target: All students What is it? A range of pre-entry open events and masterclasses for prospective students.	¹ OFFA, 2018. Office for Fair Access annual report and accounts 2017-18. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728202/2017-18_OFFA_annual_report_2307FINAL.PDF ² Crawford, C. 2014. Socio-economic differences in university outcomes in the UK: drop-out, degree completion and degree class. London: IFS. Available at: https://ifs.org.uk/publications/socio-economic-differences-university-outcomes-uk-drop-out-degree-completion-and	Evidence shows that: Lower attainment among disadvantaged students is a major barrier to accessing higher education (HE). However, when these students achieve the same academic results as their more advantaged peers, they are almost equally likely to progress into HE ^{1, 2} . Pre-enrolment programmes that provide orientation, information, and guidance about higher education can positively influence student aspirations and motivation to study at HE level ³ . These programmes also help to increase HE access among first-in-family students ⁴ . Activities delivered before enrolment that focus on developing academic skills, as well as providing advice and information, can improve early learning and performance in the first year of study, as well as foster a stronger sense of belonging and build peer social capital ^{5, 6} . While the improvement in academic performance may be modest—around 1% higher than that of
	Targeted Pre-entry HE advice and guidance. Target: All students What is it?: Pre-entry employer-linked outreach and financial	³ TASO. 2023. Evidence Toolkit. https://taso.org.uk/evidence/toolkit/ ⁴ Frauke P., C. Spiess, C. Katharina & V. Zambre. 2018. Informing Students about College: An Efficient Way to Decrease the Socio-Economic Gap in Enrolment:	

	planning activities.	Evidence from a Randomized Field Experiment. DIW Berlin Discussion Paper No. 1770, Available at SSRN: https://ssrn.com/abstract=3287800 or http://dx.doi.org/10.2139/ssrn.3287800	students who did not attend such programmes ⁷ —the broader benefits remain significant.
	Inclusive communication. Target: Female students and IMD Q1 students. What is it?: Case studies with relatable role models from the Walbrook community	⁵ van Lamoen, P. M., M. Meeuwisse, A.M.F. Hiemstra, L.R. Arends & S.E. Severiens, S. 2024. Supporting students' transition to higher education: the effects of a pre-academic programme on sense of belonging, academic self-efficacy, and academic achievement. European Journal of Higher Education, pp.1–22. https://doi.org/10.1080/21568235.2024.2331122	Student integration into higher education—at the level of the institution, course, and learning environment—is critical to successful transition and continuation ^{8,9} . Students entering with BTEC qualifications are especially at risk of lower continuation, completion, and attainment rates. These risks are further heightened when BTEC qualifications are combined with socio-economic disadvantage ¹⁰ . Targeted pre-enrolment support in academic writing and mathematics—ideally delivered in person—alongside online modules covering broader academic skills, and early post-enrolment provision of personal tutoring in Year 1, have all been shown to help ease transition and reduce attainment gaps for students with BTEC entry qualifications ^{10,11} .
	Digital resources. Target: All students What is it?: Online content demystifying HE apprenticeships for prospective learners	⁶ Beard, L.M., K. Schilt & P. Jagoda. 2023, Divergent Pathways: How Pre-Orientation Programs Can Shape the Transition to College for First-Generation, Low-Income Students ¹ . Sociol Forum. https://doi.org/10.1111/socf.12923 ⁷ Perrine, R. M. & J. W. Spain. 2008. Impact of a Pre-Semester College Orientation Program: Hidden Benefits? Journal of College Student Retention: Research, Theory & Practice, 10(2),	As part of these activities, we will embed evidence-based: • Academic skills development into our pre-enrolment activities, including tailored academic support for those with limited experience in Maths. • Clear and relatable advice and guidance on our courses and support services.

	Preparation for Success. Target: All students What is it?: Targeted support for applicants and entrants, including pre-entry maths provision.	pp.155–169. https://doi.org/10.2190/CS.10.2.c ⁸ Tinto, Vincent. “Stages of Student Departure: Reflections on the Longitudinal Character of Student Leaving.” The Journal of Higher Education, vol. 59, no. 4, 1988, pp. 438–55. JSTOR, https://doi.org/10.2307/1981920 ⁹ Arshad-Snyder, S. 2017. The Role of Faculty Validation in Influencing Online Students’ Intent to Persist. Dissertation/thesis. Ann Arbor, MI: ProQuest LLC. search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED576756&sit e=ehost-live ¹⁰ Myhill, D. 2020. Addressing Barriers to Student Success: Final report to the Office for Students. https://www.officeforstudents.org.uk/media/f65a2a58-da6b-4b37-8130-62b161f17638/abss-transforming-transitions-exeter-report.pdf ¹¹ Morgan, M. 2023. Prior learning experience, study expectations of A-Level and BTEC students on entry to university and the impact of	• Positive role models from current students, alumni and financial sector professionals with target characteristics, increasing sense of belonging and inclusion. • Spaces for students from target groups to network, share concerns and aspirations, fostering a sense of inclusivity and belonging.
	Women In Finance programme. Target: Women Students What is it?: Networking events promoting leadership and ambition among female learners.		
	Creation of collaborative recruitment		

	principles and processes that will be co-led and supported between Walbrook and employer providers. Target: All students What is it?: Focused events to explore pathways and progression in target careers	Covid19. The Office for Institutional Equity. https://documents.advance-he.ac.uk/download/file/document/10683	
Intervention Strategy 2: Scaffolded Academic Design for Success	Personal Development Planning Target: All students	¹Gough, D., D. Kiwan, K. Sutcliffe, G. Simpson & N. Houghton. 2003. A systematic map and synthesis review of the effectiveness of personal development planning for improving student learning. EPPI-Centre, Social Science Research Unit, Institute of Education, University of London: London, UK.	Research indicates that engagement in reflection on learning and skills development through personal development planning (PDP) affects positively attainment and the effectiveness of learning approach¹; sense of personal agency in the context of PDP appears to enhance engagement with it². As part of this activity, we will develop a mechanism for identifying support needs through

	What is it?: Annual personal development planning and learning needs analysis, including the option to assess educational gain through a student confidence measure.	https://discovery.ucl.ac.uk/id/eprint/10174646/1/LTSN_June03.pdf ² Hunt, J.M., N. Langowitz, K. Rollag & K. Hebert-Maccaro. 2017. Helping students make progress in their careers: An attribute analysis of effective vs ineffective student development plans. The International Journal of Management Education, Vol. 15 (3), pp. 397-408. https://doi.org/10.1016/j.ijme.2017.03.017	PDP, helping us proactively target students in a needs-based way and personalise the support they receive.
	Academic Induction Target: All students What is it?: Annual induction delivered at each level of study, tailored to the most common needs	¹ Austen, L., R. Hodgson, C. Heaton, N. Pickering & J. Donaldson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. Advance HE. https://documents.advance-he.ac.uk/download/file/document/10204 ² Scottish Framework for Fair Access. 2024. Extended Induction. https://www.fairaccess.scot/intervention/extended-induction/ ³ Tinto, Vincent. “Stages of Student Departure: Reflections on the Longitudinal Character of Student	Induction programmes have been shown to support the development of peer networks and self-advocacy skills among disadvantaged students, including those who are the first in their family to attend university or from low-income backgrounds^{1,2}. Successful integration into higher education—at the level of the institution, course, and learning environment—is essential for a smooth transition and ongoing engagement^{3,4}. Late enrolment onto a higher education course, or progression to the next level within a course, is linked to poorer outcomes in terms of

	relevant to that stage.	Leaving.” The Journal of Higher Education, vol. 59, no. 4, 1988, pp. 438–55. JSTOR, https://doi.org/10.2307/1981920	achievement, retention, and attainment ⁵ . Identifying students who enrol late allows for targeted support to help mitigate these risks ⁶ .
	Mathematics for the Financial Sector Target: All students What is it?: Scaffolded, module-specific Mathematics support, aligned with individual module requirements for consistency and relevance.	⁴ Arshad-Snyder, S. 2017. The Role of Faculty Validation in Influencing Online Students’ Intent to Persist. Dissertation/thesis. Ann Arbor, MI: ProQuest LLC. search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED576756&site=ehost-live ⁵ Maalouf, K.J. 2012. The Influence of Late Registration on Academic Outcomes and Retention at a Multi-Campus Community College. Doctor of Philosophy (PhD), dissertation. Old Dominion University. https://digitalcommons.odu.edu/chs_etds/71 ⁶ Siefken, J. 2017. Registration Delay and Student Performance. Journal of the Scholarship of Teaching and Learning, Vol. 17(2), pp. 45–52. https://files.eric.ed.gov/fulltext/EJ1142349.pdf	In response to this evidence, we will ensure that students have access to an academic induction programme and module-specific maths support at every stage of their studies.
	Inclusive and Accessible	¹ Ryan, M. D. & S.A. Reid. 2016. Impact of the flipped classroom on student	Flexible teaching and learning models such as the flipped classroom and block teaching offer

	Academic Design Target: All students What is it?: Inclusive delivery, assessment, and academic support, designed to enhance the student learning experience.	performance and retention: A parallel controlled study in general chemistry. Journal of Chemical Education, 93(1), pp.13-23. https://doi.org/10.1021/acs.jchemed.5b00717 ²Buck, E. & K. Tyrrell. 2022. Block and blend: a mixed method investigation into the impact of a pilot block teaching and blended learning approach upon student outcomes and experience. Journal of Further and Higher Education, 46(8), 1078–1091. https://doi.org/10.1080/0309877X.2022.2050686 ³Page, N., G. Forster-Wilkins & M. Bonetzky. 2021. The impact of student timetables and commuting on student satisfaction. New Directions in the Teaching of Physical Sciences, 16(1), pp.2051-3615. https://doi.org/10.29311/ndtps.v0i16.3793 ⁴OfS.2021. Improving opportunity and choice for mature students. https://www.officeforstudents.org.uk/	notable benefits in student achievement and retention, particularly among those with lower prior attainment, such as students entering with lower tariff scores.^{1,2} The flexibility built into timetabling, teaching, learning, and assessment enables students to more effectively balance multiple responsibilities alongside their studies, which has a positive impact on academic performance.³ Overall, increasing flexibility in educational provision enhances student continuation, completion, attainment, belonging, and satisfaction—particularly for target groups such as mature learners, first-in-family students, and those with non-traditional entry qualifications⁴ Flexibility also applies to the pathways into higher education for students from non-traditional backgrounds. Examples include foundation years and Access to HE diploma programmes, which have shown to be effective in widening access both within the UK and internationally (e.g., in Australia), by providing routes into degree-level study for those without standard entry qualifications^{5,6}. However, Australian evidence also indicates that students entering through these alternative pathways may
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		media/7042/ofs-insight-brief-9-updated-10-may-2022.pdf ⁵HESA. 2019. Year 0: A foundation for widening participation? https://www.hesa.ac.uk/blog/16-05-2019/foundation-year-research ⁶TASO. 2023. Foundation year programmes (post-entry). https://taso.org.uk/intervention/foundation-year-programmes-post-entry/ ⁷Pitman, T., S. Trinidad, M. Devlin, A. Harvey, M. Brett & J. McKay. 2016. Pathways to Higher Education: The Efficacy of Enabling and Sub-Bachelor Pathways for Disadvantaged Students. National Centre for Student Equity in Higher Education (NCSEHE), Perth: Curtin University. https://www.ncsehe.edu.au/wp-content/uploads/2016/07/Final-Pathways-to-Higher-Education-The-Efficacy-of-Enabling-and-Sub-Bachelor-Pathways-for-Disadvantaged-Students.pdf	continue to face greater academic challenges than their peers who enter directly⁷. Inclusive curriculum design encompasses all aspects of teaching, learning, and assessment, and is about anticipating and addressing students' entitlement to access and fully engage with their course⁸. Inclusivity must also be embedded at an institutional level, including policies, funding, staff development, professional practice, and leadership⁹. A lack of inclusivity—such as curricula that lack representation or fail to foster a sense of belonging—has been linked to disparities in continuation, completion, and attainment among students from the Global Majority, care-experienced students, first-in-family learners, and those from lower socio-economic (or 'working-class') backgrounds^{10,11}. Involving students in diversifying and co-creating curriculum content, assessment methods, and
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		⁸Morgan, H. & A-M., Houghton. 2011. Inclusive curriculum design in higher education. Considerations for effective practice across and within subject areas. Advance HE. https://www.advance-he.ac.uk/knowledge-hub/inclusive-curriculum-design-higher-education ⁹Schuelka, M. 2018. Implementing inclusive education. Helpdesk Report. K4D. https://tinyurl.com/yeyvhbfc ¹⁰Arshad-Snyder, S. 2017. The Role of Faculty Validation in Influencing Online Students' Intent to Persist. Dissertation/thesis. Ann Arbor, MI: ProQuest LLC. search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED576756&site=ehost-live ¹¹Hall, M. M., R.E. Worsham, & G. Reavis. 2021. 'The Effects of Offering Proactive Student-Success Coaching on	learning materials—with staff and peers—fosters stronger learning communities and supports greater engagement, persistence, enjoyment of learning, and academic success^{12, 12}. Block learning is an increasingly adopted model that promotes curricular flexibility, student motivation, and improved attainment. However, it may also lead to lower student satisfaction and an increased independent learning burden for students, as well as higher workload demands for academic staff^{13,14}. Research suggests block learning is especially effective for first-year undergraduates, supporting a smoother transition into higher education¹⁵. It has also been found to improve outcomes for students from disadvantaged backgrounds—including those from low socio-economic groups and minoritised communities—by increasing attainment and improving continuation rates. This model is also associated with improved outcomes for students experiencing mental health challenges and those from areas with historically low participation in higher education¹⁷
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		Community College Students' Academic Performance and Persistence', Community College Review, 49 (2): 202-237. http://doi.org/10.1177/0091552120982030 ¹²Lubicz-Nawrocka, T. & C. Bovill. 2021. Do students experience transformation through co-creating curriculum in higher education?, Teaching in Higher Education. https://doi.org/10.1080/13562517.2021.1928060 ¹³Trinh, N. T. T., A.H. Ghapanchi & A. Purarjomandlangrudi. 2024. Exploring the Impacts of Implementing Block Mode of Teaching in Higher Education. International Journal of Emerging Technologies in Learning (iJET), 19 (06), pp. 4–18. https://doi.org/10.3991/ijet.v19i06.49229 ¹⁴QAA. 2023. Learn in Block. De Montfort University. https://learninblock.dmu.ac.uk/	Evidence related to flexibility of teaching, learning, and assessment indicates that employing established frameworks like Universal Design for Learning¹⁸ in curriculum design enhances inclusivity and equality of opportunity for learning. Increasing flexibility of the education provision enables students to tailor when and how they learn¹⁹. Flexibility can also enhance student outcomes, and the quality of student experience, compared to the traditional, face-to-face mode of learning²⁰. However, flexibility needs to be carefully balanced between in-person and online activities to benefit disadvantaged learners²¹. Flexible assessment is a necessary component of flexing learning and in general involves providing students with a greater diversity of assessment methods, tasks, and their delivery²². Effective flexible assessment, in terms of impact on student engagement and attainment, requires giving students choice in, e.g., the nature of the assessment task, the format of submission, and the curriculum content to which the task relates^{23,24}
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		Diverse Learning Environments. In: Sanger, C., Gleason, N. (eds) Diversity and Inclusion in Global Higher Education. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-15-1628-3_2 ¹⁹Loon, M. 2021. Flexible learning: a literature review 2016 - 2021. Advance HE. https://www.advance-he.ac.uk/knowledge-hub/flexible-learning-literature-review-2016-2021 ²⁰Soffer, T., T. Kahan & R. Nachmias. 2019. Patterns of Students' Utilization of Flexibility in Online Academic Courses and Their Relation to Course Achievement. The International Review of Research in Open and Distributed Learning, 20(3). https://doi.org/10.19173/irrodl.v20i4.3949 ²¹Summers, R., H. Higson, H. & E. Moores. 2022. The impact of disadvantage on higher education engagement during different delivery modes: a pre- versus peri-pandemic comparison of learning analytics data. Assessment & Evaluation	
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		in Higher Education, 48(1), 56–66. https://doi.org/10.1080/02602938.2021.2024793 ²²Hyde, P., B. Clayton & R. Booth. 2004. Exploring Assessment. In: Flexible Delivery Of Vocational Education And Training Programs. National Centre for Vocational Education Research. Adelaide. ²³Pitt, E. & K. Quinlan. 2022. Impacts of Higher Education Assessment and Feedback Policy and Practice on Students: A Review of the Literature 2016-20. Advance HE. https://www.advance-he.ac.uk/knowledge-hub/impacts-higher-education-assessment-and-feedback-policy-and-practice-students-review ²⁴El Galad, A., D.H. Betts & N. Campbell. 2024. Flexible learning dimensions in higher education: aligning students' and educators' perspectives for more inclusive practices. Front.Educ., Sec.	
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		Higher Education, 9. https://doi.org/10.3389/feduc.2024.1347432	
	Careers First approach to building sector-ready graduates. Target: All students What is it?: Embedded employability, professional skills, and career planning within the curriculum, with academic ownership supported by careers services.	¹Ramaiah, B. & D. Robinson. 2022. What works to reduce equality gaps in employment and employability? TASO. https://taso.org.uk/news-item/what-works-to-reduce-equality-gaps-in-employment-and-employability/ ²Percy, C. & K. Emms. 2020. Drivers of early career success for UK undergraduates: an analysis of graduate destinations surveys. Edge Foundation. https://www.edge.co.uk/sites/default/files/documents/edge_hesa_analysis_report_web-1.pdf ³ Scott, F. J. & D. Willison. 2021. Students' reflections on an employability skills provision, Journal of Further and Higher Education, 45:8, pp. 1118-1133. https://doi.org/10.1080/0309877X.2021.1928025 ⁴Moore, J., J. Sanders & L. Higham. 2013. Literature review of research into widening participation to higher education. Bristol: HEFCE. http://www.hefce.ac.uk/pubs/rereports/year/2013/wplitreview/	Evidence shows that disadvantaged students have less positive employment outcomes than their better off peers¹. One of the most significant factors contributing to career success and satisfaction is whether graduates feel confident in their ability to perform effectively across a broad range of relevant skills². Several aspects of higher education are positively linked with higher levels of graduate career satisfaction and earning potential². These include an emphasis on skills development, the relevance of the curriculum to graduate-level employment, the alignment of the degree subject, classification (grade), and qualification with graduate job requirements, the inclusion of relevant work experience during the course of study, and whether the graduate secured their job through the university. Alumni feedback suggests that employability support tailored to the specific needs of each student cohort is most effective in developing relevant skills^{3,4}. Undertaking a sandwich placement during undergraduate studies has several benefits. It tends to provide a higher income during study compared to other forms of in-term employment⁵. Students who complete placements also tend to perform better in their
	Micro projects – placement		

	opportunities with employer partners. Target: All students What is it?: Workplace-based, short-term work experience opportunities focused on problem-solving, innovation testing, and skills development.	⁵Smith, S., E. Taylor-Smith, C. Smith & G. Webster. 2018. The impact of work placement on graduate employment in computing: outcomes from a UK-based study. International Journal of Work-Integrated Learning, 19(4), pp.359-369. https://files.eric.ed.gov/fulltext/EJ1199461.pdf ⁶Brooks, R. & P.L. Youngson. 2016. Undergraduate work placements: an analysis of the effects on career progression. Studies in Higher Education, 41 (9). pp.1563-1578. http://eprints.hud.ac.uk/id/eprint/28982/ ⁷Delis, A. & C. Jones. 2023. The impact of work placements on graduate earnings. Studies in Higher Education, 48(11), pp. 1708–1723. https://doi.org/10.1080/03075079.2023.2211999	final year of study⁶. Furthermore, they are more likely to secure a graduate-level job and achieve a higher starting salary than those who do not undertake a placement^{5,7}. While placements may contribute to widening gender and class pay gaps, they have been found to help narrow pay gaps related to ethnicity⁷. Based on this evidence, we will: • Ensure Plan target groups are centred graduate outcomes and learning gain. • Provide and support opportunities for relevant work experience within courses. • Develop and maintain curriculums that are aligned with the graduate labour market and have a strong focus on employability skills development. • Monitor student outcomes in completion, attainment and progression to measure the impact of these activities on students.
Intervention Strategy 3: Tailored and	Mental health and wellbeing support	¹OfS. 2019. Mental health: Are all students being properly supported? Insight 5.	Evidence on mental health support and its impact on students suggests that reporting of mental health conditions among the full-time

Responsive Student Support	Target: All students	https://www.officeforstudents.org.uk/media/3986/insight-brief-mental-health-are-all-students-being-properly-supported.pdf	student population in England increases steadily^{1,2}, and students with mental health conditions tend to experience lower continuation, completion, attainment, and progression rates^{2,3}. Embedding preventative measures into curricula is likely to be more effective than offering more mental health support⁴. Student Minds' University Mental Health Charter framework synthesises the good practice from the UK HE sector in supporting mental health and wellbeing in institutional support services, student social environment, and in the academic environment, with a focus on transitioning to HE study and embeddedness into teaching, learning, and assessment^{5,6}. Curricular embedding of awareness and practices for mental health and other types of support can take different forms, from designated sessions or workshops (e.g., the SITUATE initiative at the University of Sussex) and advisory groups and specialists to lead curricular change (e.g., the University of Nottingham project on developing guidance on good practice in intervening around student mental health), to using student mental health analytics for predictive modelling of risk and targeting of at-risk students (e.g., the
	What is it?:	² OfS. 2023. Meeting the mental health needs of students. Insight 20. https://www.officeforstudents.org.uk/media/8812/insight-brief-20-meeting-the-mental-health-needs-of-students.pdf	
	Enrolment		
	Target: All students		
	What is it?:	³ OfS. 2019. Access and participation data analysis. Students with reported mental health conditions. https://www.officeforstudents.org.uk/media/3978/access-and-participation-data-analysis.pdf	
	Enrolment coordinators provide targeted pre- entry support and signposting to relevant resources and services	⁴ McVitty, D. 2024. It is not sustainable to expect universities to offer specialist mental health support. WonkHE. https://wonkhe.com/blogs/it-is-not-sustainable-to-expect-universities-to-offer-specialist-mental-health-support/	
	Student success		
	Target: All students	⁵ Hughes, G. & L. Spanner. 2019. The University Mental Health Charter. Leeds: Student Minds.	

What is it?:All students have a designated student success coordinator – this is the single point of contact for students to all other support services.	What is it?:All students have a designated student success coordinator – this is the single point of contact for students to all other support services.	https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/191208_umhc_artwork.pdf ⁶Hughes, G. & L. Spanner. 2019. The University Mental Health Charter. Principles of good practice. https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/191202_summary_leaflet_01.pdf	Northumbria University mental health analytics platform)⁹.
	Disability and inclusion services Target: Disabled students What is it?: Institution-wide support for disabled students, offering specialist guidance, adjustments, mentoring, mental health	⁷Wavehill. 2022. What Works in Supporting Student Mental Health. Final Report to the Office for Students. https://www.officeforstudents.org.uk/media/7584/evaluation-of-the-mhcc-what-works.pdf ⁸Lister, K. & Z. Allman. 2024. Embedding mental wellbeing in the curriculum: a collaborative definition and suite of examples in practice. Front. Educ. 8:1157614. https://doi.org/10.3389/feduc.2023.1157614 ⁹Thomson, LJ. & H.J. Chaterjee. 2013. UCL Creative Wellbeing Measures. UCL. https://www.ucl.ac.uk/biosciences/culture-nature-health-research/ucl-creative-wellbeing-measures	Partnering with students and enabling their leadership of curricular reform in the context of support provision, raising awareness, and self-advocacy, is very effective and can help destigmatise help seeking and reporting of mental health and other kinds of challenges by certain student groups⁷, many of which (e.g., mature students, students from lower economic background, Global Majority students) are likely to experience higher attrition due to lower rates of presenting to and engagement with available support, e.g., mental health support². Sector-wide frameworks, e.g., the Mental Wellbeing Embeddedness Framework⁸, and established toolkits for reviewing and embedding wellbeing into curricula⁹ and the wider student experience help guide the development of a whole-institution approach¹⁰. Evidence on effects and effectiveness of disability support in higher education suggest that: The support provided to students with disability can have profound effect on their continuation and attainment¹¹, e.g., provision of support as early as in the first semester/term of study

	support and staff training.	¹⁰Allman, Z. 2022. What good looks like in embedding mental health support across HE. WonkHE. https://wonkhe.com/blogs/what-good-looks-like-in-embedding-mental-health-support-across-he/ ¹¹Safer, A., L. Farmer & B. Song. 2020. Quantifying Difficulties of University Students with Disabilities. Journal of Postsecondary Education and Disability, v33, n1, pp. 5-21. http://files.eric.ed.gov/fulltext/EJ1273641.pdf ¹²Policar, L., T. Crawford & V. Alligood. 2017. Accessibility Benefits of E-Learning for Students with Disabilities. Disabled World. www.disabled-world.com/disability/education/postsecondary/e-learning.php ¹³Verdinelli, S., & D. Kutner. 2016. Persistence factors among online graduate students with disabilities. Journal of Diversity in Higher Education, 9(4), 353–368. https://doi.org/10.1037/a0039791 ¹⁴Djenana, J. 2016. Post-secondary students with disabilities and digital learning: What do we know about their	affects positively the continuation of disabled students. Hearing impairment students, regardless of provision of interpretative support, as well as students with ASD, tend to have lower attainment. STEM students with disability have lower attainment and continuation rates (although, that seems to apply generally to STEM students, so may not be related to disability). Ethnically minoritised students with disability may be less likely to do as well (and/or take up available support) as their white comparator group, so culturally responsive support and teaching may be necessary. Male students with disability are also less likely to take up support and may need more encouragement to do so. Flexible learning via online teaching can mitigate against physical barriers for students with particular disabilities¹² and provides disabled students with more time to complete assessments¹³ and more control over their learning, scheduling, pacing, and course navigation¹⁴. Additionally, many eligible students do not know of the existence of the disability financial support
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		lived experiences? Conference: E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016At: Washington, DCVolume: Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016, pp. 997-1001. https://tinyurl.com/3j2w5hzb ¹⁵Hubble, S. & P. Bolton. 2021. Support for disabled students in higher education in England. Briefing Paper. House of Commons. https://researchbriefings.files.parliament.uk/documents/CBP-8716/CBP-8716.pdf ¹⁶TASO. 2023. What works to reduce equality gaps for disabled students. Summary Report. https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf ¹⁷Williams, M., E. Pollard, J. Langley, A.-M. Houghton & J. Zozimo. 2017. Hefce. https://dera.ioe.ac.uk/id/eprint/30436/1/modelsofsupport.pdf	(Disability Allowance Support, DSA), and only about 40% of such students have heard of DSA before entering university¹⁵, which necessitates raising student awareness of DSA and diagnosing eligible conditions for DSA at the pre-enrolment, enrolment, or induction stages in HE^{16,17}. Evidence on the effect of providing targeted support with learning and wider academic skills suggests that Insufficient support with relevant skills development during the first year of study in HE impacts negatively on the continuation and attainment of disadvantaged students¹⁸. A lack of awareness of the ‘hidden curriculum’ and academic conventions in HE, low confidence and imposter syndrome, student perception that their tutors have low expectations of them, which exacerbates the lack in self-belief, all contribute to negative on-course outcomes for disadvantaged students^{19,20}. Embedding academic skills into curricula from Year 1 and having academic staff and skills specialist collaborate in supporting students to develop the skills appears the most effective approach to supporting the development of academic and learning skills²¹. Making skills support accessible and signposted throughout the student journey has a strong impact on student self-efficacy around time-management, reflection, and asking for help²².
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		²²Thomas, Liz. 2020. Excellent Outcomes for All Students: A Whole System Approach to Widening Participation and Student Success in England. Student Success. Special Issue: Enabling Excellence through Equity. Vol. 11 (1). https://orcid.org/0000-0003-2101-0067 ²³Gilani, D., R. Parke & N. Wilson. 2022. Peer-to-Peer Phone Calls as a Method of Providing Proactive and Personalised Support to Enhance Student Engagement. Student Engagement in Higher Education Journal, 4(2), pp. 82–104. https://sehej.raise-network.com/raise/article/view/1068	
	The inter-faith services Target: All students What is it?: A space to promote, support and celebrate spiritual and	¹Tinto, V. 1997. Classrooms as communities: Exploring the educational character of student persistence. The Journal of Higher Education, 68(6), pp. 599–623. https://doi.org/10.2307/2959965 ²Tinto, V. 2003. Learning Better Together: The Impact of Learning Communities on Student Success. Higher Education Monograph Series. https://www.taylorfrancis.com/chapters/edit/10.4324/9780429279355-3/learning-better-together-vincent-tinto	Evidence from the literature around belonging, inclusion, and learning communities in HE, and their impact on student outcomes, suggests that belonging to a learning community correlates positively with aspirations and motivation for learning, expectations of oneself, and academic achievement^{1,2}. Pedagogic and other approaches (e.g., academic induction, personal tutoring, peer-mentoring and coaching, collaborative learning) to enhancing student interactions with staff, peers, and the campus that make students feel ‘seen’, ‘known’, and valued, have a demonstrably positive effect on belonging³.

faith beliefs, as well as culturally sensitive and appropriate assessment policies.		³Austen, L., R. Hodgson, C. Heaton, N. Pickering & J. Donaldson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. https://documents.advance-he.ac.uk/download/file/document/10204	In terms of IS2, Activity 4, curriculum inclusivity encompasses all teaching, learning, and assessment dimensions and is about anticipating and considering students' entitlement to accessing and participating in a course⁴. Inclusivity relates not only to curricula and learning, teaching, and assessment, but also to institutional policy, resources and funding, and staff development, practice, and leadership⁵.
	Community, Connectivity, and Belonging Target: All students What is it?: Employer workshops and masterclasses, student mentors, careers ambassadors and networking events, including events specifically for apprentices and women.	⁴Morgan, H. & A-M., Houghton. 2011. Inclusive curriculum design in higher education. Considerations for effective practice across and within subject areas. Advance HE. https://www.advance-he.ac.uk/knowledge-hub/inclusive-curriculum-design-higher-education ⁵Schuelka, M. 2018. Implementing inclusive education. Helpdesk Report. K4D. https://tinyurl.com/yeyvhbfc ⁶Arshad-Snyder, S. 2017. The Role of Faculty Validation in Influencing Online Students' Intent to Persist. Dissertation/thesis. Ann Arbor, MI: ProQuest LLC. search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED576756&site=ehost-live ⁷Hall, M. M., R.E. Worsham, & G. Reavis. 2021. 'The Effects of Offering Proactive Student-Success Coaching on Community College Students' Academic Performance and	A lack of inclusivity, e.g., in the curriculum in terms of belonging and representation, associates with gaps in continuation, completion, and attainment for, e.g., Global Majority students, care experienced students, first-in-the-family students, and students from lower socio-economic ('working-class') backgrounds^{6,7}. What teachers do, i.e., the inclusivity of teaching, can substantially affect student learning and outcomes⁸. Role-modelling by staff who 'look', 'speak', and have similar backgrounds as disadvantaged and underrepresented student groups⁹ can positively affect student transition to HE, belonging, continuation, motivation, and self-efficacy¹⁰; perceived competence, similarity to students, and attainability of the role-model's success may be determining factors for the effectiveness of role-modelling for target groups¹¹. Staff-student or peer-coaching in academic skills enhances achievement and retention of at-risk students^{12,13}.

		Persistence', Community College Review, 49 (2): 202-237. http://doi.org/10.1177/0091552120982030 ⁸Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. Psychological bulletin, 143(6), 565. https://doi.org/10.1037/bul0000098 ⁹Darby University. 2024. Role Models and Allies. https://www.derby.ac.uk/about/equality-and-diversity/role-models-allies/ ¹⁰ Lunsford, L., G. Crisp, E. Dolan & B. Wuetherick. 2017. Mentoring in Higher Education. SAGE Publications Ltd. https://tinyurl.com/4ne83h72 ¹¹Gladstone, J.R. & A. Cimpian. 2021. Which role models are effective for which students? A systematic review and four recommendations for maximizing the effectiveness of role models in STEM. IJ STEM, Ed 8(59). https://doi.org/10.1186/s40594-021-00315-x ¹²Capstick, M.K., L.M. Harrell-Williams, C.D. Cockrum & S. West. 2019. Exploring the Effectiveness of Academic Coaching for Academically At-Risk College Students. Innov High Educ, 44, pp.219–231.	Employing established frameworks like Universal Design for Learning¹⁴ in curriculum design enhances inclusivity and equality of opportunity for learning. Curriculum and teaching design models like flipped classroom, task-based learning, and Just-in-Time-Teaching (JITT) that scaffold learning within and alongside the timetabled teaching are very effective at engaging students in guided independent learning^{15,16,17,18,19}. Mixing asynchronous wraparounds (pre- and post-) of face-to-face, hybrid, or online (synchronous) timetabled teaching (e.g., the UWL Flex model²⁰) increases student engagement with guided independent learning, student sense of preparedness for assessment, assessment submission and pass rates (especially for disadvantaged and underrepresented students), and student satisfaction (especially for first year students)²⁰. Evidence on the effect of peer tutoring and mentoring suggests that peer tutoring (PAL, or peer-assisted learning; PASS, peer-assisted study sessions) and peer mentoring support student continuation and completion of tutees and mentees²¹; evidence for effect on attainment is less strong, although see²².
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		https://doi.org/10.1007/s10755-019-9459-1 ¹³Alzen, J.L., A. Burkhardt, E. Diaz-Bilello, E. Elder, A. Sepulveda, A. Blankenheim & L. Board. 2021. Academic Coaching and its Relationship to Student Performance, Retention, and Credit Completion. <i>Innov High Educ</i> 46, pp. 539–563. https://doi.org/10.1007/s10755-021-09554-w ¹⁴Sanger, C.S. 2020. Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments. In: Sanger, C., Gleason, N. (eds) <i>Diversity and Inclusion in Global Higher Education</i>. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-15-1628-3_2 ¹⁵AdvanceHE. 2020. Flipped Learning. Starter Tools. https://www.advance-he.ac.uk/knowledge-hub/flipped-learning-0 ¹⁶Murillo-Zamorano, L.R., J.Á. López Sánchez & A.L. Godoy-Caballero. 2019. How the flipped classroom affects knowledge, skills, and engagement in higher education: Effects on students' satisfaction, <i>Computers & Education</i>, Vol. 141, 103608. https://doi.org/10.1016/j.compedu.2019.103608	Other benefits for tutees include improved transition, making friends, developing learning skills for HE, better understanding of course content^{23,24}; tutors benefit from revising course material, increased interaction with staff, developing leadership skills, and improved employment prospects²⁵. First year ethnically minoritised students, students from lower socio-economic status (e.g., IMD Quintiles 1 and 2, Free School Meal eligible students, care leaver/care experienced students) and mature students are the most common target groups with positive impact from engaging in peer tutoring and mentoring²¹. PAL and PASS provide academic support and can work well 1:1 or in small groups (6-12 tutees)^{26,27}, one or more tutors, in-person or online, with some evidence that online peer schemes may be more effective at supporting development of cognitive skills^{28,29}. Peer mentoring can provide pastoral, social, and emotional support, career and professional development support, and role modelling³⁰; it can be very effective during transitioning, to raise belonging³¹, and benefits mentees also in terms of personal development, stress reduction, and increases in self-efficacy and agency^{32,33,34}.
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		¹⁷Killi, S. & A. Morrison 2015. Just-in-time Teaching, Just-in-need Learning: Designing towards Optimized Pedagogical Outcomes. Universal Journal of Educational Research, Vol. 3, No. 10, pp. 742 - 750. https://www.hrpub.org/journals/article_info.php?aid=2947 ¹⁸Merrill, D. 2002. First Principles of Instruction. ETR&D, 50 (3), pp. 43–59. https://mdavidmerrill.files.wordpress.com/2019/04/firstprinciplesbymerrill.pdf ¹⁹Wass, R., & C. Golding. 2014. Sharpening a tool for teaching: the zone of proximal development. Teaching in Higher Education, 19(6), pp. 671–684. https://doi.org/10.1080/13562517.2014.901958 ²⁰UWL. 2023. UWL Flex. https://campuspress.uwl.ac.uk/uwlflex/ - ²¹TASO. 2024. Mentoring, counselling, coaching and role models (post-entry). https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/	Opt-out²⁹, structured³⁵, synchronous (in-person or online), more frequent contact with the tutor or mentor³⁶, matching of tutees and mentees to tutors and mentors by sociodemographic characteristics³⁷, and training of tutors and mentees in teaching methods³⁸, are all recommended for higher effectiveness. As part of these two activities, we will embed evidence-based: • Activities and approaches that enhance socialising and collaborative learning, aimed at developing cohesive learning communities, belonging, and mattering, including an annual academic induction across all levels of study. • Creating safe spaces for different target groups to network and share their aspirations, concerns and experiences with each other. • Role-modelling by our staff, student mentors, alumni and industry partners aimed at our target student groups, to further support our efforts at developing student sense of belonging and confidence.
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		²²Dekker, I., M. Luberti & J. Stam. 2023. Effects of supplemental instruction on grades, mental well-being, and belonging: A field experiment. Learning and Instruction, 87. https://doi.org/10.1016/j.learninstruc.2023.101805 ²³Black, F. M. & J. MacKenzie. 2008. Peer support in the first year. The QAA. https://dera.ioe.ac.uk/id/eprint/11603/1/peer-support-in-the-first-year-1.pdf ²⁴Paloyo, A. R., S. Rogan & P.M. Siminski. 2016. The effect of supplemental instruction on academic performance: An encouragement design experiment. Economics of Education Review, 55, pp. 57-69. https://doi.org/10.1016/j.econedurev.2016.08.005 ²⁵Ody, M. & W. Carey. 2009. Demystifying Peer Assisted Study Sessions (PASS): What...? How...? Who...? Why...? In: In: The challenge of learning development, 6th LDHEN symposium, Bournemouth.	
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		A Review. Education Sciences, 13(4), Article 326. https://doi.org/10.3390/educsci13040326 ²⁹Andrews, J. & R. Clarke. 2011. Peer Mentoring Works! How Peer Mentoring Enhances Student Success in Higher Education. Engineering Education Research Group, Aston University, Birmingham. https://research.aston.ac.uk/files/2875614/Peer mentoring works.pdf ³⁰Jacobi, M. 1991. Mentoring and Undergraduate Academic Success: A Literature Review. Review of Educational Research. 61(4), pp. 503-532. https://doi.org/10.3102/00346543061004505 ³¹Teshera-Levy, J. & H.D. Vance-Chalcraft. 2024. Peer mentorship and academic supports build sense of community and improve outcomes for transfer students. J Microbiol Biol Educ.	
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		25:e00163-23. https://doi.org/10.1128/jmbe.00163-23 ³²Budge, S. 2006. Peer Mentoring in Postsecondary Education: Implications for Research and Practice. Journal of College Reading and Learning, 37(1), pp. 71–85. https://doi.org/10.1080/10790195.2006.10850194 ³³Hall, R. & Z. Jaugietis. 2011. Developing Peer Mentoring through Evaluation. Innov High Educ 36, pp. 41–52. https://doi.org/10.1007/s10755-010-9156-6 ³⁴Akinla, O., P. Hagan & W. Atiomo. 2018. A systematic review of the literature describing the outcomes of near-peer mentoring programs for first year medical students. BMC Med Educ 18, 98. https://doi.org/10.1186/s12909-018-1195-1	
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		³⁵TASO. 2023. Understanding online mentoring delivered as part of multi-intervention outreach programmes. https://s33320.pcdn.co/wp-content/uploads/TASO-Report-%E2%80%93-Understanding-online-mentoring-delivered-as-part-of-multi-intervention-outreach-programmes.pdf ³⁶Garcia-Melgar, A., J. East & N. Meyers. 2015. Hiding in plain sight: The ‘relationship’ in peerassisted learning in higher education. Journal of Learning Development in Higher Education, Special Edition Academic Peer Learning. https://doi.org/10.47408/jldhe.v0i0.361 ³⁷Reddick, R.J. & K.O. Pritchett, K.O. 2015. ‘I don’t want to work in a world of Whiteness:’ White faculty and their mentoring relationships with Black students. The Journal of the Professoriate, 54–84. https://caarpweb.org/wp-content/uploads/2015/06/8-1_Reddick_p54.pdf ³⁸Lewis, M. & L. Ritchie. 2010. Evaluation of the South Yorkshire Aimhigher Associates programme 2009–2010. Sheffield: Aimhigher South	
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		Yorkshire. https://dera.ioe.ac.uk/13175/1/11_35.pdf	
	Financial Support Target: Low-income students What is it?: Financial support to support students during their studies	¹TASO. 2023. Financial support (post-entry). https://taso.org.uk/intervention/financial-support-post-entry/ ²OfS. 2020. Understanding the impact of the financial support evaluation toolkit: Analysis and findings. https://www.officeforstudents.org.uk/media/474c9580-e99a-4d24-a490-3474e85ae199/financial-support-evaluation-report-2016-17-2017-18.pdf ³Harrison , N., S. Davies, R. Harris & R. Waller. 2018. Access, participation and capabilities: theorising the contribution of university bursaries to students' wellbeing, flourishing and success. Cambridge Journal of Education. https://doi.org/10.1080/0305764X.2017.1401586 ⁴Hordosy, R., T. Clark & D. Vickers. 2018. Lower income students and the 'double deficit' of part-time work: Undergraduate experiences of finance, studying, and employability. Journal of Education and Work 31(4), pp. 1-13. https://doi.org/10.1080/13639080.2018.1498068 ⁵Thomas, L. 2012. Building student engagement and belonging in Higher	Evidence on the effect of financial support on disadvantaged student groups suggests that receipt of financial support (such as grants, bursaries, scholarships, and fee-waivers) increases continuation and completion¹ and can help close continuation gaps for disadvantaged students². However, a positive effect of financial support on attainment (good degree outcome) is less evident¹. Receipt of financial support also increases recipient capacity to focus on their studies³, improves social life³, helps build a social network³, increases recipient's self-esteem³, reduces the need for working in term time⁴ and increases sense of belonging and mattering^{5,6}. Means-based financial support is more effective than merit-based support, particularly for disadvantaged students⁷. Bursaries especially help increase continuation of disadvantaged students⁸. Students eligible for means-based support may not receive it because their household income has not been officially assessed (meaning they miss out also on a maintenance grant) and/or because they find navigating the bursary application process difficult to navigate; that increases their risk of dropping out^{9,10}. Adopting an effective method for identifying students at a greater risk and therefore in greater need of financial support is necessary for the overall

		Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention & Success programme Summary Report. Paul Hamlyn Foundation. https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf ⁶Clark, T., & R. Hordósy, 2019. Social Identification, Widening Participation and Higher Education: Experiencing Similarity and Difference in an English Red Brick University. Sociological Research Online, 24(3), 353–369. https://doi.org/10.1177/1360780418811971 ⁷Herbaut , E. & K. M. Geven. 2019. What Works to Reduce Inequalities in Higher Education? A Systematic Review of the (Quasi)Experimental Literature on Outreach and Financial Aid Policy Research Working Papers. https://doi.org/10.1596/1813-9450-8802 ⁸Murphy, R. & G. Wyness. 2015. Testing Means-Tested Aid. CEP Discussion Paper No 1396, Centre for Economic Performance. https://core.ac.uk/download/pdf/35438856.pdf ⁹Harrison, N. & R. Waller. 2017. Success and Impact in Widening Participation	effectiveness of the financial support provision¹¹. As part of this activity, we will implement means-tested financial support for both our UG and Apprenticeship students, including bursaries and hardship support.
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		Policy: What Works and How Do We Know? Higher Education Policy 30(2), pp. 141-160. https://link.springer.com/content/pdf/10.1057/s41307-016-0020-x.pdf ¹⁰Moores, E. & A P. Burgess. 2023. Financial support differentially aids retention of students from households with lower incomes: a UK case study, Studies in Higher Education. https://doi.org/10.1080/03075079.2022.2125950 ¹¹Kaye, N. 2021. Evaluating the role of bursaries in widening participation in higher education: a review of the literature and evidence, Educational Review, 73:6. https://doi.org/10.1080/00131911.2020.1787954	
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