



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Queen Mary University of London against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Queen Mary University of London's ambition and strategy as detailed in the 2019-20 access and participation plan:

Queen Mary University of London is a Russell Group university with a difference. We are a multi-faculty institution teaching undergraduates and postgraduates; we offer more than 280 undergraduate courses and have world-leading research across many disciplines. Our institution is highly committed to inclusivity, with this principle embedded in our Strategy 2030. We aspire to be world leading in diversity, inclusion and success, ensuring that anyone whom we can support to flourish at Queen Mary can join us, irrespective of their background.

Unlike many other Russell Group universities, we attract a very diverse student population. At the time of writing our 2019-20 plan, of our home students, 60% are BAME, 42% are the first in their family to go into higher education, and over 27% are from households where the annual taxable income is less than £10k. We are deeply embedded in the local community and were the first UK university to be awarded a gold watermark for public engagement by the National Coordinating Centre for Public Engagement. Our engagement includes working closely on education and health agendas; we have strong relationships with local schools, built from decades of working closely together.

Our ambition and strategy in this 2019-20 plan reflects our desire to remain true to our core values and ensure that students are supported at every stage of the student lifecycle. Concerning widening access, our targets remain as they were in previous years. We have set out plans to increase the numbers of students from low-participation neighbourhoods and the numbers of disabled students. Our approach to achieving this focuses on, increasing and broadening the geographic area we cover, and working across the institution and student body to streamline all activity. This extends to bringing greater transparency and better evaluation in our work through the implementation of tools such as the Higher Education Access Tracker (HEAT), to better target, and evaluate the impact of our work to support under-represented groups, across the University. Further, we commit to augmenting our widening-access activity through our new contextualised admissions policy. A primary way in which we will support our access ambition is to enhance our collaborative work nationally, by building on our partnerships, including the Realising Opportunities Programme and Advancing Access initiatives.

We have our ambitious plans to improve our approach to the monitoring, evaluation and experience for our students. We will review our historic approach to ensure we are addressing our concerns around our non-continuation rates. This includes improving our business intelligence platforms to make internal reporting on continuation and attainment a routine task, including reporting on attainment by ethnicity, gender, disability and socio-economic background.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Queen Mary University of London of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Queen Mary University of London's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase the percentage of full-time first degree students from low participation neighbourhoods to 6.3% by 2019-20	2013-14	4.6%	5.7%	6.1%	Percentage	2019-20	3.6	Limited progress
T16a_02 (Access)	Increase the percentage of full-time first-degree students in receipt of Disabled Students Allowance to 8.8% by 2019-20	2013-14	7.5%	8.5%	8.5%	Percentage	2019-20	6.5	No progress
T16a_03 (Student success)	Increase the successful completion rate for full-time first-degree entrants still in attendance at 31 July on year of entry to 93 % by 2019-20	2013-14	89%. See commentary for explanation	91.5%	92%	Percentage	2017-18	95	Expected progress
T16a_04 (Access)	Increase the percentage of participants attending intensive outreach activities belonging to key target WP groups to 99% by 2018-19	2014-15	85%	98%	98%	Percentage	2019-20	99	Expected progress
T16a_05 (Success)	Achieve an improved non-continuation rate of 4.1% by 2022-23	2016-17	5.1%	4.8%	4.5%	Percentage	2018-19	4.5	Expected progress
T16a_06 (Progression)	Achieve an improved progression to employment rate of 92.5% by 2022-23	2016-17	92.2%	92.3%	92.4%	Percentage	2017-18	93	Expected progress
T16a_07 (Progression)	Achieve an improved rate of progression to higher-skilled employment or further study of 76.4 % by 2022-23	2016-17	74.5%	75.0%	75.5%	Percentage	2017-18	80	Expected progress

T16a_08 (Success)	Black and 'other BME' non-continuation rates to improve reaching 5% by 2022-23. Note that Asian students have a higher average continuation rate at QMUL than the overall institutional average.	2016-17	8.5% (black students) and 8.1% (other BME group)	7.0%	6.5%	Percentage	2017-18	7.5	Limited progress
T16a_09 (Success)	Achieve a non-continuation rate of 8% for mature students (against a TEF calculated benchmark of 11.4%) by 2022-23	2016-17	11.5%	11%	10.5%	Percentage	2018-19	9.8	Expected progress
T16a_10 (Success)	Achieve a non-continuation rate of 6% for disabled students by 2022-23	2016-17	8.7%	8%	7.5%	Percentage	2018-19	11.6	No progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Deliver intensive, multi-intervention primary school activity with four primary schools by 2019-20	2014-15	1 primary school	4 primary schools	4 primary schools	Other	2019-20	0	Limited progress
T16b_02 (Access)	Deliver primary school visit programme up to ten schools, 300 participants, by 2019-20, (having revised the Primary School visit programme to ensure maximum impact).	2012-13	100 participants	300 participants	300 participants	Headcount	2019-20	0	Limited progress
T16b_03 (Access)	To deliver a school visit programme for targeted secondary schools in east and north London	2013-14	350 participants	470 participants	500 participants	Headcount	2019-20	295	Limited progress
T16b_04 (Access)	To deliver a programme of Information, Advice and Guidance sessions, working with students, their parents or carers, and staff.	2013-14	667 participants	23 sessions involving a total of 920 participants	25 sessions involving a total of 1000 participants	Other	2019-20	483	Limited progress
T16b_05 (Access)	Deliver a collaborative event with the University of Warwick, targeted at students from both London and the Coventry and Warwickshire area.	2013-14	30 participants	30 participants	30 participants	Headcount	2019-20	0	No progress
T16b_06 (Access)	Deliver a series of intensive subject specific activities for year 8 - year 12 students in targeted schools. This will include activities such as Summer Schools.	Other (please give details in Description column)	N/A New target	200 participants	200 participants	Headcount	2019-20	304	Expected progress
T16b_07 (Access)	To deliver a programme of transition-support activities for students studying in Years 12 and 13 in collaboration with key target schools and colleges.	2013-14	56 participants	60 participants	60 participants	Headcount	2019-20	62	Expected progress
T16b_08 (Access)	To deliver a minimum of three new activities targeted at young people in care, care leavers and/or their carers	2013-14	27 participants	35 participants	40 participants	Headcount	2019-20	49	Expected progress

T16b_09 (Access)	After a pilot programme in 2015, we will deliver a series of new activities specifically designed to engage with parents and carers supporting young people into higher education. We will deliver an additional five activities by 2019-20.	Other (please give details in Description column)	N/A New target	4 activities	5 activities	Other	2019-20	5	Expected progress
T16b_10 (Access)	To partner with the Sutton Trust on a new Pathways to Coding programme, supporting 40 students throughout Year 12 and 13 via at least five different activities.	Other (please give details in Description column)	N/A New target	40 participants	40 participants	Headcount	2019-20	0	No progress
T16b_11 (Progression)	To deliver targeted support to lower-income and first in family students through the QConsult project	Other (please give details in Description column)	N/A New target	50 participants	60 participants	Headcount	2019-20	151	Expected progress
T16b_12 (Progression)	To deliver targeted support to lower-income and first in family students through the QMentoring project	Other (please give details in Description column)	N/A New target	50 participants	50 participants	Headcount	2019-20	156	Expected progress
T16b_13 (Access)	To deliver a coaching program to Year 12 and 13 students to improve study skills and support academic learning in the sixth form.	Other (please give details in Description column)	N/A New target	30 participants	35 participants	Headcount	2019-20	35	Expected progress
T16b_14 (Access)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Other (please give details in Description column)	N/A	38%	39%	Percentage	2019-20	52	Expected progress
T16b_15 (Access)	Realising Opportunities Targets for progression of RO participants to an RO Partner university	Other (please give details in Description column)	N/A	25%	25%	Percentage	2019-20	38	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£915,500.00	£754,000.00	-18%
Financial Support	£8,781,092.00	£8,189,000.00	-7%

4. Action plan

Where progress was less than expected Queen Mary University of London has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	<p>This target is discontinued in our approved 2020-21 to 2024-25 plan. However, following discussion with the Office of Students and further analysis undertaken this year, we will seek to introduce a new target to reduce our current gap between POLAR4 Q1 and Q5 for students joining us from outside of Greater London.</p> <p>Meeting this target will be achieved through existing initiatives, including on-going evaluation of our contextual offer policy and continued engagement with the national Realising Opportunities initiative. We are also working to develop a new Queen Mary Access Scheme, which we will launch in the academic year 2021-22. This scheme will provide an umbrella for our existing access programmes and will also introduce new initiatives, targeting under-represented groups including those from the relevant POLAR quintiles outside London. We are developing the scheme in partnership with schools and colleges.</p>

T16a_02	This target is discontinued in approved 2020-21 to 2024-25 plan. However, we will continue to offer a broad range of disability support services that meet the individual needs of students. We will continue to closely monitor the number of disabled students entering Queen Mary as part of on-going monitoring through the Access and Participation Monitoring Group, and our internal Student Journey and Number Dashboards.
T16a_08	Ensuring equality of success of different students is a key part of our University Strategy. Enabling plans in the different areas outline how our Strategy will be delivered. Our education enabling plan includes a range of activity including the continuation of our inclusive curriculum work (which supports all students, not just students from particular groups), and success is measured against a range of metrics including APP targets.
T16a_10	We will be undertaking a more granular review of continuation for students with disabilities by drilling down into School level data. We see considerable variations by discipline and we will embed the reviewing of continuation of students with disabilities into our programme review processes. We will also continue to expand our inclusive assessment programme and invest in learning technologies that support students.
T16b_01	This target has been discontinued in our approved 2020-21 to 2024-25 Access and Participation Plan. Instead, we will work with our Students' Union to provide our sponsored academies with early transition support for students in Key Stage 2, as part of a sustained approach to outreach across the student life cycle and transition into Secondary Education. Working with our sponsored academies provides the longevity of partnership with schools and research demonstrates is the best approach for impactful engagement with younger age groups.
T16b_02	This target has been discontinued in our approved 2020-21 to 2024-25 Access and Participation Plan. Instead, we will work with our Students' Union to provide our sponsored academies with early transition support for students in Key Stage 2, as part of a sustained approach to outreach across the student life cycle and transition into Secondary Education. Working with our sponsored academies provides the longevity of partnership with schools and research demonstrates is the best approach for impactful engagement with younger age groups.
T16b_03	This target has been discontinued in our approved 2020-21 to 2024-25 Access and Participation Plan. We will continue to provide visit opportunities for our target/sponsored school as part of a sustained approach to widening participation, which incorporates multiple interventions across the secondary student lifecycle.
T16b_04	This target has been discontinued in our approved 2020-21 to 2024-25 Access and Participation Plan. We will continue to provide Information and Guidance opportunities for all stakeholders within our target/sponsored school network, including parents, advisers, teachers and students. We remain committed to delivering a sustained approach to widening participation, which incorporates multiple interventions across the secondary student lifecycle.

T16b_05	<p>This target has been discontinued in our approved 2020-21 to 2024-25 Access and Participation Plan. We remain committed to supporting the progression of students from low participation neighbourhoods outside of Greater London. We will seek to introduce a new strategic target to reduce our current gap between POLAR4 Q1 and Q5 for students joining us from outside of Greater London.</p>
T16b_10	<p>This target has been discontinued in our approved 2020-21 to 2024-25 Access and Participation Plan. We will continue to utilise our Strategic Access Fund to deliver innovative academic-led subject' projects that closely align with our overall ambition and strategy outlined in our plan.</p> <p>In 2020-2021, we will also seek to develop a new access initiative within the Science and Engineering Faculty, QM Futures which will be delivered in 2021-2022. This progression programme will provide opportunities for under-represented students in Year 12 to engage to explore life and be supported in their application to study at Queen Mary, through a series of subject-specific interventions.</p>

5. Confirmation

Queen Mary University of London confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Queen Mary University of London has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Colin Bailey
Position	President and Principal

Annex A: Commentary on progress against targets

Queen Mary University of London's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
<p>We have recorded our performance and self-assessment using the latest POLAR4 data set (in place of POLAR3), subsequently, the measure is not directly comparable to the target listed. Using POLAR4, our performance has remained stable with the previous academic year and remains above the location adjusted benchmark by 0.1%.</p> <p>We do not believe that this measure is a good proxy for success for recruiting students from groups typically under-represented in universities like ours, within the local context. There is a significant amount of research now showing POLAR is a poor measure, especially in London. We continue to recruit a large proportion of our Undergraduate cohort from Tower Hamlets, which is one of the most deprived locations in London.</p> <p>In the absence of metrics that work at the level of the individual, IMD, whilst still a postcode measure and therefore having some of the same issues as POLAR, is widely believed to be more robust. Looking at our performance relative to IMD, we have seen a continued increase in students from the most deprived areas (Q1 and Q2) since 2016/17.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>In 2019-20, we invested in the further development of our whole-provider approach by strengthening our contextual admissions policy. The changes provide increased support and consideration to students with relevant contextual factors, across all subject areas. We will continue to review the impact of this change for the 2020/21 admissions cycle.</p> <p>In addition to our on-going access programmes detailed in this plan, we have invested heavily in the development of a new outreach curriculum to support target schools and colleges. The programme of activities has been co-created with our student ambassadors, alongside future recipients of the activities through a number of exploratory focus groups. This programme aligns closely with the NERUPI framework, ensuring there is a strong evaluative base and that students are holistically supported in considering and applying to university.</p> <p>In light of the pandemic, we have transitioned much of the materials online to introduce a new digital outreach hub, for students in Key Stage 3 and above. The hub provides a single point of contact to ensure all students have access to a full range of support, with opportunities to engage directly with Queen Mary Students and Staff at times that are convenient to them.</p> <p>To support progression from Low Participation Neighbourhoods we have also joined as a member of AccessHE and have continued to actively engage in several initiatives locally.</p>

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
2019-20 results show we have fallen short of our statistical target. However, compared to 2018-19, we have continued to increase the number of full-time, first degree students who are in receipt of DSA and remain ahead of the sector benchmark by 0.3%.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our Disability and Dyslexia Service have built some additional functionality on our student records system, MySIS, which enables disabled students to apply for support, including reasonable adjustments, before they are fully enrolled. This allows students to engage with our support more effectively from an early stage of their studies with Queen Mary - part of this is ensuring that students are aware of the Disabled Students' Allowances scheme and have our guidance and support in making applications to their relevant DSA funding agency, (e.g. Student Finance England).

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
We have made progress in this area and we are confident that we will meet our 2022-23 target. Using our data for good honours we have seen the the gap between White and BAME students close from an 18% gap to a 6% gap in the last six years. Closing the BAME attainment gap is a key priority in our 2030 strategy.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have conducted a thorough review of student engagement, through a project co-chaired with our Students' Union. We have also established the Queen Mary Academy, which provides University-wide support for education and research. The Academy works with staff and students across the institution to improve their practice is teaching, learning and research. We have enhanced our inclusive assessment, partially through Covid mitigations, but also through a wider project on fair assessment.

Target reference number: T16a_10
How have you met the commitments in your plan related to this target?
We have not met our performance target in this field but we have seen an improvement using internal data for the 19/20 academic year. We have continued to deliver additional resource for students with disabilities and are confident that the 2022/23 target is still acheivable.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have delivered additional resource for students with mental health conditions and we are further increasing this resource with the appointment of Wellbeing Officers in

each Faculty. We have also put in place many additional measures as a result of Covid-19 which have increased the overall inclusivity of our assessment.

Target reference number: T16b_01

How have you met the commitments in your plan related to this target?

Before this academic year, we had engaged 4 primary schools annually. Due to the COVID-19 pandemic, we were unable to deliver much of our scheduled activity in the Summer Term for this age group. The disruption has impacted heavily impacted our ability to meet the target this year.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We explored a range of opportunities to engage students digitally. Given the young ages groups associated with this target and lack of access via traditional school routes, this was not a feasible alternative. Subsequently, we were unable to deliver suitable and practical alternatives.

Target reference number: T16b_02

How have you met the commitments in your plan related to this target?

Before this academic year, we had engaged 4 primary schools annually. Due to the COVID-19 pandemic, we were unable to deliver much of our scheduled activity in the Summer Term for this age group. The disruption has impacted heavily impacted our ability to meet the target this year.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We explored a range of opportunities to engage students digitally. Given the young ages groups associated with this target and lack of access via traditional school routes, this was not a feasible alternative. Subsequently, we were unable to deliver suitable and practical alternatives.

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

Prior to the first lockdown in February 2020, we were on track to achieve this target, with several targeted campus visit events planned for delivery between March and July 2020. Due to social distancing restrictions, we were unable to deliver the physical events beyond this point.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As we were not able to run large events on campus, we explored several alternatives to ensure local students had the opportunity to attend or explore a University campus. This

resulted in the delivery of socially distanced campus tours (which we ran until they too were prohibited by Government restrictions), the introduction of a weekly virtual online campus tour and an increased presence on our UniBuddy platform to with regular Live Events to provide additional opportunities for students to engage with us.

Target reference number: T16b_04

How have you met the commitments in your plan related to this target?

Overall we have increased the number of events delivered to schools year on year. We are confident that we will have engaged in excess of 1000 participants.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As physical access to schools and colleges has been limited, we have expanded our range of digital activities. We adapted our delivery approaches to ensure we can accommodate requests virtually, however, the uptake from secondary schools and colleges had been limited.

To further support individual students, we developed and delivered an extensive webinar series that has continued to attract high numbers of students.

Target reference number: T16b_05

How have you met the commitments in your plan related to this target?

Following the evaluation of this programme and overall changes to our strategic approach, we discontinued our involvement in this programme in 2018/19.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In place of this programme, we have strengthened our support and involvement in collaborative national programmes such as Advancing Access. Through this partnership, we are better able to support a broader range of students from underrepresented backgrounds, nationally, through the delivery of CPD sessions for Teachers and Advisers.

Target reference number: T16b_10

How have you met the commitments in your plan related to this target?

Following the evaluation of this programme and overall changes to our strategic approach, we discontinued our involvement in this programme in 2018/19.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In place of this programme, we have strengthened our support and involvement in collaborative national programmes such as Advancing Access and Realising

Opportunities. In addition, we have continued to actively participate in the Sutton Trust, Pathways to Law Programme which throughout 2019-20, successfully engaged 81 students.

Further, we re-invested the money allocated to this project to support the development of a strategic access fund, allowing our academic schools and professional service teams to bid for additional funds that support access projects that align with our overall ambition and evaluation strategy.

Annex B: Optional commentary on targets

Queen Mary University of London's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	We have calculated this figure using our internal Student Journey dashboard to take the percentage of those who either complete or progress in year 3 (excluding those who do not continue in the first year of study).
T16a_04	
T16a_05	
T16a_06	We have calculated this figure using our internal Student Journey Dashboard which utilises GOS (2020) data for students graduating in 2017/18.
T16a_07	We have calculated this figure using our internal Student Journey Dashboard which utilises GOS (2020) data for students graduating in 2017/18.
T16a_08	In the absence of this intersection on the HESA T3 table, we have calculated using our Student Journey Dashboard.
T16a_09	
T16a_10	In the absence of this intersection on the HESA T3 table, we have calculated using our Student Journey Dashboard.
T16b_01	
T16b_02	
T16b_03	<p>This target only includes students who have provided consent for us to track and monitor on HEAT. In the first quarter of the academic year, we introduced new processes to ensure we were able to record data more efficiently.</p> <p>Across the events we were able to deliver prior to the restrictions on activity due to the pandemic, we are confident that we would have engaged in excess of our target.</p>

T16b_04	<p>43 events involving in excess of 483 attendees.</p> <p>This target only includes students who have provided consent for us to track and monitor on HEAT. In the first quarter of the academic year, we introduced new processes to ensure we were able to record data more efficiently.</p> <p>Across the events we were able to deliver during the pandemic, we are confident that we would have engaged a number of students in excess of our target.</p>
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	
T16b_11	
T16b_12	
T16b_13	
T16b_14	<p>The RO collaborative target is reframed within 2020 – 2025 APPs to ensure a robust reporting of the impact RO is having on access to research-intensive universities (RIUs). For 2020 – 2025 APPs RO will demonstrate maximum ambition for RO students and track two years of access to RIUs using HEAT data, rather than UCAS end of cycle data. UCAS data has been used for all RO collaborative targets prior to 2020 – 2021. UCAS data reported here is for the 2020 UCAS cycle. Data used for reporting against the first milestone in 2020 – 2025 APPs will include those who accessed HE in the 2020 UCAS cycle but will include students from the 2021 UCAS cycle and will be confirmed entrants via HESA</p>
T16b_15	<p>The Realising Opportunities collaborative target has been removed from APPs for 2020-21 to 2024-25.</p>