ASU London
Access and Participation Plan

2026-27 to 2029-30

Contents

1.0 Introduction and Strategic Aim

ASU London (previously TEDI-London, The Engineering & Design Institute, London) was established to address the global shortage of engineers and to champion a more inclusive, hands-on, and project-based approach to engineering education. Founded by three leading global universities - King's College London, Arizona State University, and UNSW Sydney – ASU London is reimagining engineering education with a strong emphasis on real-world problem-solving, sustainability and innovation.

ASU London welcomed its first cohort of students in September 2021 with the launch of its integrated BEng/MEng degree in Global Design Engineering. Our flagship degree offer, BEng (Hons)/MEng in Global Design Engineering, equips students with the skills and experience needed to become innovative, globally-minded engineers ready to tackle complex challenges. It offers an interdisciplinary approach across different fields of engineering including mechanical, electrical and electronic, civil, environmental, and product design. The curriculum is co-designed by industry, focused on developing not only technical but broader liquid skills like communication and teamwork needed in the workplace. Students also learn from and collaborate with industry experts on projects. The first BEng cohort graduated in the summer of 2024, with 100% of graduates progressing into graduate-level employment or further study. The inaugural MEng cohort is set to graduate in the summer of 2025.

ASU London is now in a position to grow, we are adding to our portfolio of engineering degrees with the introduction of 'Engineering with' degrees. This allows for a framework of solid engineering degrees with a particular flavour, addressing the skills needed now alongside the longer term view of where the jobs will be in the future. The first new degrees, following the same pedagogy will be Engineering with Artificial Intelligence and Engineering with Mechatronics Systems.

Our Vision: We're transforming engineering education to transform lives – for the good of people, planet and prosperity.

Our Mission: To revolutionise engineering education by making it bold, inclusive, and accessible - empowering *everyone* to shape a smarter, stronger, and more equitable world.

1.1 Our Values:

Courageous Courage compels us to push the boundaries and continuously experiment. We're not afraid to take risks – when we fail fast, we learn faster.

Collaborative We were born from collaboration – it's what powers our progress. Every individual at ASU London has a part to play, and their contributions make us stronger.

Integrity We lead with radical transparency and honesty, and we do the right thing – no matter the cost. We stick to our guiding principles.

Inspiring The challenges faced by our society won't wait. We're ready to go where others can't.

Inclusive We don't just solve problems - we reimagine them. By bringing together diverse voices and lived experiences, we unlock powerful solutions that improve lives and drive change.

Our mission is powered by equity, diversity, and inclusion - they're not just values, they're the foundation of everything we do. From how we teach to who we welcome, these principles shape our entire world. We don't do things by the book - we disrupt, challenge, and reimagine. That means different perspectives aren't just welcomed, they're essential to our success. We are committed to ensuring that all students can thrive and excel in higher education targeting areas of underserved and underrepresented groups. Our Access and Participation Plan is a cornerstone of our core mission.

1.2 Awards and Recognition

We may be new, but we have already started making an impact in Higher Education and Engineering and have received awards and accreditations to evidence this.

2024 Independent Higher Education (IHE) Awards

- Inspiring Course: ASU London's Global Design Engineering degree was celebrated for its accessible, project-based curriculum that eliminates traditional barriers such as A-Level Maths or Physics requirements.
- Advancing International Education**:** Recognised for initiatives like the Summer and Winter Residentials, which have engaged over 300 international students in sustainability projects, and a Study Abroad program offering semesters at Arizona State University or UNSW Sydney. Additionally, ASU London's collaboration with the Afe Babalola Centre for Transnational Education supports educator development across Africa.

2023 Independent Higher Education (IHE) Awards

- Supporting Staff Wellbeing: ASU London was honoured for its comprehensive wellbeing strategy, including transparent communication channels, flexible work arrangements, and access to mental health resources.

Professional Accreditations

- Institution of Engineering Designers (iED) and Institution of Engineering and Technology (IET): ASU London's BEng in Global Design Engineering is accredited by both institutions, ensuring the programme meets the standards set by the Engineering Council in the UK. This accreditation supports students on their path to becoming Incorporated or Chartered Engineers.

Additional Recognitions

- Turing Scheme Funding: ASU London has secured funding under the UK Turing Scheme to support students' international experiences, particularly for their third-year Individual Project module abroad. This funding covers travel, accommodation, and living costs, promoting global employability and inclusivity.
- Office for Students (OfS) Innovation Funding: Awarded to develop inclusive assessment models that better support students with disabilities, neurodiversity, and mental health challenges, aligning with ASU London's commitment to innovative and inclusive education.

1.3 Areas of Good Practice

Recruitment / Outreach

1. Inclusive Admissions: ASU London does not require A-Level Maths or Physics, opening doors to students from diverse academic backgrounds.
2. Widening Participation: Actively engages with underrepresented communities through school outreach and partnerships with social mobility organisations.
3. Global Access: Offers international summer residentials, attracting students worldwide and providing early exposure to collaborative, challenge-led learning.

Teaching, Learning and Curriculum

4. Project-Based Learning: Students work on real-world, interdisciplinary challenges aligned with the UN Sustainable Development Goals from day one.
5. Co-Creation with Industry: Curriculum is shaped in collaboration with employers to ensure relevance and employability.
6. Accessibility by Design: Assessments and teaching methods are developed to be inclusive of different learning styles, supported by OfS innovation funding for inclusive assessment models.

Student Support and Development

7. Inclusive Culture: Signatory of Disabled Students Commitment (strategies include flexible timetables and on-campus disability support).
8. Small Cohort Model: Ensures personalised academic and pastoral support, close relationships with tutors, and strong peer connections.
9. Global Opportunities: Supported study abroad options at partner institutions (Arizona State University, UNSW Sydney), plus international placement funding through the Turing Scheme.

ASU London's inclusive approach to recruitment, curriculum design, and student support directly aligns with the goals outlined in this Access and Participation Plan (APP). By removing traditional academic entry barriers, such as A-Level Maths and Physics requirements, and actively engaging underrepresented groups through outreach programs, ASU London is expanding access to engineering education. Our project-based, inclusive curriculum - co-designed with industry and focused on global challenges - ensures that all students, regardless of background, can develop the skills and confidence needed for graduate success. Ongoing, targeted wellbeing and academic support further reinforce ASU London's commitment to student success, retention, and progression, especially for those from disadvantaged or underrepresented backgrounds.

As a new provider, our widening participation, outreach and recruitment programmes are still in development with limited performance data currently available for evaluation. Our own data is limited because of our size and infancy, so this plan identifies where the inequalities of opportunity exist in the engineering sector generally and in East London where our campus is based.

1.4 Governance of APP

The Executive Leadership Team are responsible for monitoring the implementation of this Plan, monitoring underrepresented groups in our student population, ensuring commitments are

delivered, and embedding access and participation across the institution. As part of the monitoring and reporting process we have an Access and Participation Working Group (APWG): a dedicated cross-functional team - including representatives from student support, admissions, teaching, and data analysis - who meet regularly to coordinate APP activities and review progress against targets. The APWG reports into Academic Board which in turn reports into the Board of Trustees Directors. From 2026, it will ensure **quarterly reviews** of APP progress by the Executive Leadership Team, with 100% of APP KPIs reported to Academic Board, and publish an annual **APP impact report** with disaggregated data on student outcomes by student characteristics.

The APWG oversee the implementation, monitoring, review, and evaluation of the APP, advise on research, and make reports and recommendations to the Academic Board, including highlighting risk and making any necessary changes to the APP. If the group finds that progress towards objectives set out in the APP is not being achieved or is going backwards, it may recommend to the Academic Board to increase investment levels. By 2026/7, the APWG will conduct **biannual evaluations** of all APP interventions, implement a dashboard for real-time monitoring of access and success metrics, and recommend at least one strategic adjustment per year based on data insights.

2.0 Risks to Equality of Opportunity

We initiated an assessment of performance using the OfS Access and Participation data dashboard. As a new provider, our internal data is limited to three years of student intake, therefore we supported our assessment with reports in the public domain and sector specific data sets provided by the Engineering Professors Council, the representative body for higher education Schools of Engineering in the UK.

We believe that many of the risks listed on the sector wide EORR apply across our student lifecycle. Because the EORR applies to all disciplines we are mindful to ensure our analysis considers the unique equity issues in STEM, such as gendered participation or retention gaps and to ensure our students receive the support that matches the specific challenges of the engineering discipline.

Some engineering departments may interpret risks conservatively, focusing on compliance rather than transformative support for diverse learners; this can lead to superficial fixes instead of long-term equity planning. Underrepresented students are often presented as a risk *because of who they are*, rather than examining how systemic and institutional practices contribute to their outcomes. Our approach is to consider the wider system effects through a lens of creating long-term equity and diversity in our student body.

When we examined the sector data, we have detailed the primary risks below, however that does not means we don’t accept the other Risks to Equality of Opportunity as risks. A full analysis of risks contained within Annex A and Annex B.

2.1 Risk Areas

The Risk Areas have been looked at alongside Annex B, for the most underserved and underrepresented within the field of engineering. We have identified the following learning populations which this plan will focus on for both access and success.

Learner population

The learner populations we will target are:

- **Female:** Women comprised only 18.5% of engineering and technology undergraduate entrants, significantly lower than their 56.5% representation across all subjects.
- **Black:** Black students constitute only 8.1% of engineering and technology students.
- **Disabled:** Only 10.5% of engineering and technology first-degree entrants had a known disability, compared to 15.1% for all subjects combined.
- **POLAR Quintile 1-2**: Students from areas with the lowest higher education participation (quintile 1) accounted for 11.2% of engineering and technology entrants, slightly lower than the 13.5% across all subjects.
- **Non-STEM:** Targeting non-STEM students for engineering boosts diversity and addresses educational inequality. Only 35% of UK STEM entrants come from disadvantaged backgrounds.

On baseline data on the above groups is detailed in Annex A.

Risk Area 1: Knowledge & Skills

Our singular biggest risk relates to 'entry tariff'; therefore, we considered systemic risks relating to student attainment of the Regulated Qualifications Framework (RCF) Level 3 (particularly in Mathematics). We conducted an additional evidence review around the inhibitors of achieving the standard entry tariff to study engineering at degree level. We utilised this broader sector insight alongside student feedback, to identify risks to equality of opportunity at ASU London that may be disproportionately affecting applications and access to our programmes from learners who are disabled, black, female and from low-income backgrounds.

Risk Area 2: Information & Guidance

Our second largest risk for Access and Participation relates to quality and provision of information and guidance. Low quality, or lack of, information, advice, and guidance may lead to differential application patterns and reduced application success rates among student groups, even when prior attainment is equivalent. This in turn contributes to lower progression to higher education. Limited access to pre-enrolment information, advice and guidance; financial concerns and cost pressures related to higher education; and negative perceptions of careers in engineering may be disproportionately affecting applications and access to our programmes from learners who are disabled, black, female and from low-income backgrounds. This is especially true for students coming from nonstandard backgrounds, been given accurate and aspirational information on their next steps.

Risk Area 3: Perception of High Education

Students and their influencers often hold assumptions about higher education providers - particularly around eligibility and affordability. Many perceive tuition fees as a barrier and may not be aware of the variety of providers, their sizes, or differing teaching approaches. Instead, they tend to default to perceptions of traditional universities, focusing on selectivity and scale. New and innovative providers, like ASU London, often lack the same level of recognition. Common concerns - such as high-stakes exams, large lecture halls, and limited academic support - can discourage even well-qualified students from pursuing higher education. This risk disproportionately impacts applications and access for learners who are disabled, black, those from low-income backgrounds, and individuals without a traditional STEM background who may otherwise consider engineering.

Risk Area 6: Insufficient Academic Support

Students will require varying levels of academic support throughout their studies, regardless of their entry qualifications or tariff scores. Individual circumstances can affect a student's ability to fully engage with their academic work and succeed. Differences in educational background and prior experience may mean some students are less prepared in key areas of knowledge and skills. Without adequate preparation, students may struggle - potentially leading to poor mental health, course withdrawal, or underachievement relative to their potential. At ASU London, where many applicants may not have A-Level Maths or a STEM background, it is essential to mitigate these risks. Nationally, these challenges are most likely to impact learners who are black, disabled mature, and those from low-income backgrounds.

Risk Area 7: Insufficient Personal Support

A lack of appropriate personal support during a course can negatively impact students' wellbeing, academic performance, and their ability to continue and complete their studies. At ASU London, where we take an open approach to admissions - including accepting students without traditional A-Level Maths and those returning to education - providing targeted support is essential. Many students may not receive academic support outside the institution and might be unaware of the resources available to them. This challenge is likely to affect a significant proportion of ASU London students.

Risk Area 10: Cost pressures

Rising living costs are placing increasing pressure on students. As expenses grow, more students are taking on part-time or full-time work alongside their studies, often at the expense of their mental health, physical wellbeing, and academic performance. Financial pressures also influence decisions about whether to attend university and where to study. Nationally, these challenges disproportionately affect learners who are disabled, mature and from low-income households.

Risk Area 12: Progression from Higher Education

Not all students have equal access to the full range of outcomes higher education can offer, such as progression to further study or entry into relevant employment. This inequality can contribute to a lack of diversity in fields like engineering and may lead to lower job satisfaction among graduates. As AI continues to displace many entry-level roles, it is crucial that graduates are equipped with up-to-date industry skills, alongside strong technical knowledge. While ASU London currently has limited data in this area, this will grow over the course of the plan. Nationally, these risks are more likely to impact students from low-income backgrounds, female, black, mature and disabled students, among others.

3.0 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:

	Objective	KPI (success measure)	Timeline

Intervention Strategy 1 Widening Access and Raising Aspirations	1.1 (PTA1) By **2029–30**, increase the proportion of students from underrepresented/underserved groups (female, black, disabled, polar Q1-2) in the incoming cohort by **30%** compared to **2021–24 baseline**, through delivery of at least 12 outreach events annually, implementation of contextual admissions, and launch of **alternative entry pathways** (Bridging Programme) by 2027.	% increase in applications Female, Black, Disabled, Polar 1 and 2 % of students accessing bursaries or scholarships Number of on campus outreach activities for specific target groups.	2029-30
	1.2 (PTA2) By **2030**, increase the number of students without traditional STEM A-Level (Maths, Engineering or Physics) or coming from a non A Level background by **40%,** and deliver at least 3 online taster programmes and 10 on campus activities annually, with **50%** of participants from underrepresented groups.	% increase in applications from non-STEM backgrounds or nonstandard A Level qualifications. Number of students enrolled via RPL or alternative pathways Number of signups and participants on Thinking Ahead and on campus activities from underrepresented groups from underrepresented groups.	2029-30
Intervention Strategy 2 Inclusive Learning Journey	2.1. (PTS1) By **2029**, achieve a minimum **85% continuation** rate of underrepresented groups through intervention strategies such as; Enhanced Personal Tutoring, Co-created personalised learning support plans, Inclusive Assessment and Maths Scaffolding Support.	% Module completion rate % Engagement NSS scores on belonging (to feed forward)	2029-30
	2.2 (PTS2) By **2029–30**, achieve a minimum **80% completion** rate of underrepresented groups through intervention strategies such as; Enhanced Personal Tutoring, Co-created personalised learning support plans, Inclusive Assessment and Maths Scaffolding Support.	% Completion % year 2 and 3 module completion	2029-30
	2.3 (PTP1) By **2030** achieve a minimum of **90% progression** from the underrepresented groups, through intervention strategies such as; Positive Role Models, Peer Mentorship, Launch Pad.	NSS scores on Employability (to feed forward) Graduate Student Outcomes	2029-30

4.0 Intervention Strategies and Expected Outcomes

We have developed strategies to address risks to equality of opportunity and achieve our objectives. These strategies:

- Outline activities to mitigate risks and meet objectives and targets
- Identify who will design, deliver, and evaluate the activities, along with an estimated cost
- Include an evaluation plan
- Are based on evidence from sector best practices and local insights from students

Our Intervention strategies and are shown below, highlighting which new learner population each activity will reach and expected outcomes.

4.1.1 Intervention Strategy 1 - Widening Access and Raising Aspirations

4.1.2 Objectives and Targets

Intervention Strategy 1	Objective
Widening Access and Raising Aspirations	1.1 (PTA1) By **2029–30**, increase the proportion of students from underrepresented/underserved groups (female, Black, disabled, POLAR Q1-2) in the incoming cohort by **30%** compared to **2021–24 baseline**, through delivery of at least 12 outreach events annually, implementation of contextual admissions, and launch of **alternative entry pathways** (Bridging Programme) by 2027.
	1.2 (PTA2) By 2030, increase the number of students without traditional STEM A-Level (Maths, Engineering or Physics) or coming from a non A Level background by **40%**, and deliver at least 3 online taster programmes and 10 on campus activities annually, with **50%** of participants from underrepresented groups.

ASU London challenges traditional engineering entry routes that often exclude underrepresented or non-STEM learners by removing subject-specific requirements and adopting holistic, contextual admissions. We recognise potential beyond grades, accept alternative qualifications, and provide clear financial guidance to reduce barriers and self-deselection.

Our comprehensive outreach - delivered both online and on campus - engages diverse students early, supported by CPD for teachers and advisers to promote understanding of our inclusive approach. With diverse ambassadors redefining engineering as creative and socially relevant, these efforts broaden access, shift perceptions, and enable a more representative student body to thrive in our programme.

4.1.3 Summary of Evidence Base and Rationale

Standard engineering entry requirements - such as A Levels in Maths and Physics - are intended to maintain academic quality but often act as barriers for students from disadvantaged or underrepresented backgrounds. These students are frequently affected by systemic inequalities, including limited subject availability and discouragement from pursuing STEM. Such rigid academic criteria disproportionately exclude capable learners and reinforce existing disparities.

ASU London addresses these issues by removing subject-specific prerequisites and using holistic admissions that focus on potential rather than narrow academic profiles. Contextual admissions

further level the playing field by adjusting offers based on students' backgrounds, recognising achievements in context. Greater transparency about actual entry requirements also reduces self-deselection by encouraging students who might otherwise assume they are not eligible.

Providing alternative pathways - such as foundation years and acceptance of BTECs or Access to HE Diplomas - opens doors for students outside the traditional A Level system, particularly mature, vocational, and care-experienced learners. Alongside this, equitable school guidance and inclusive environments are essential to raising aspirations and supporting diverse learners into engineering.

Outreach and role modelling are especially impactful. ASU London’s outreach redefines engineering as creative, practical, and socially relevant, helping students engage early and confidently.

Financial concerns and reliance on predicted grades also create hidden barriers. Many low-income students see university as unaffordable or are unaware of financial aid, while underpredicted grades often disadvantage underrepresented groups. Addressing these factors through clearer financial guidance and fairer admissions can further widen participation.

Together, these inclusive practices work because they tackle structural inequities head-on recognising talent in all its forms and opening engineering to a broader, more representative cohort of future professional engineers and designers.

4.1.4 Risks to Equality of Opportunity

These interventions relate to Risks 1-3 as detailed above.

4.1.5 Intervention Strategy 1: Widening Access and Raising Aspirations

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Data Dashboards	Creation of a dashboard to record and monitor access and success performance Which can we view by student characteristics	1 x IT data analyst IT Team to manage Workshops to plan, develop and evolve the dashboard	Clear view of data to monitor access and participations through the applicant/student journey. Detect disparities early. Senior managers monitoring and reacting to the data with specific interventions. Student facing staff picking up on trends and acting accordingly.	Student Completion Student Continuation
Thinking Ahead **(Risks 1, 2 and 3)**	A 3 week online programme run x3 a year for 16+ to highlight the role of engineering and the importance of diversity in engineering and raising aspirations of those from a nontraditional STEM background.	2x Recruitment Officers 1x Academic 1x Learning Technologist 1x Industry partner Promotional campaign 1x Marketing Officer Canvas Licence cost	Aim to reach 600+ students per year Engage with careers advisers Increase uptake in Engineering from nontraditional backgrounds. Increase applications to Engineering programmes from nontraditional backgrounds.	
On campus Outreach events **(Risks 1,2 and 3)**	On campus activities for schools and colleges including workshops and interactive sessions for students who are **underrepresented** and **disadvantaged**. **Collaborative approaches** Working in partnership with third sector groups and others to identify and reach the student groups. A minimum of 12 events.	• Space • Relationship building with Schools and Colleges • Transport • Hospitality • Student Ambassadors	• Increased awareness of higher education pathways, courses, and careers • Greater confidence and motivation to apply to university • Improved perception of higher education as achievable • Higher intention to apply among participants • Long-term rise in applications and enrolments from target cohorts • More underrepresented students applying to ASU London	

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Not subject Specific at Level 3 **(Risk 1)**	ASU London does not set entry requirements that are subject specific at Level 3, allowing students from all subject backgrounds to apply, targeting nontraditional backgrounds.	• Admissions • Data capture and monitoring from Applications Accept and enrol, as well as reject, decline and withdrawal • Always ensuring the policy is open to amends and reflecting on the success of the model.	• Broader applicant pool, including those without traditional STEM subjects (e.g., maths or physics). • Expanded access for students with vocational qualifications, creative backgrounds, or non-linear educational paths into engineering and design. • Increased representation of first-generation students, learners from low-participation areas, and ethnic minority groups. • Greater inclusion of mature students and career changers.	Enhanced Induction Maths support Inclusive Curriculum
RPL Options **(Risk 1)**	A range of options to support the option to transfer credits and work experience to start at ASU London in Year 1 or Year 2.	1x Admissions 1x Academic Promotion	• Expanded access to higher education through recognition of prior learning. • Increased opportunities for applicants with relevant experience to gain entry without traditional qualifications.	Inclusive curriculum
IAG for Careers Advisors and Teacher (Risks 2 and 3)	A calendar series of online events for careers advisors and teachers. Informing them of the open approach to admissions, engineering as a subject and choice for those without STEM.	1x Recruitment Officer 1x Student Ambassador Event Promotion	• Improved understanding of ASU London's inclusive admissions approach. • Increased ability to guide and encourage diverse students to explore engineering pathways and apply to ASU London.	
Launch Bridging Programme	Create and launch a bridging programme for those who lack some key skills to join ASU London.	1 x Academic (prep) 1 x Academic (delivery) Admission Officer Learning Technologist Support	Expanded access for underprepared or nontraditional applicants. Tailored support for learners from diverse educational backgrounds to succeed in higher education.	

4.1.6 Investment

Total Cost of Activities for Intervention Strategy 1

Total Cost: £230,000 over 5 years

4.1.7 Evaluation

We are dedicated to sharing the evaluation findings. Publication plans are indicative and will expand as dissemination opportunities arise. Relevant evaluation outcomes will inform ongoing practice improvements.

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: • Report on our KPIs. • 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 with our Board of Trustees and internally
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all 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 also contribute at conferences and through workshops and events hosted by networks such as, Engineer Professors Council, IHE and The Engineer's Code.	At a minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO, IHE and OfS Equality into Higher Education Innovation Fund.	As they arise, anticipated contributions at minimum every 2 years.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Data Dashboards	Improved equity and engagement through early identification of disparities, enabling timely, data-driven interventions by staff and leadership across the student journey.	• Dashboard created • Accurate information and reporting • Embedded in business as usual	Shared internally with all relevant staff
Thinking Ahead	Increased engagement with over 600 students annually, fostering stronger links with careers advisers and boosting applications and uptake in Engineering programmes from nontraditional backgrounds.	Mixed Methods: • Data on participants • Number from non-STEM background • Tracking application and enrolment to engineering courses	Publish post event data x3 per year internally and externally where relevant. Aggregated data included in Annual Summary.
On campus Outreach events	Greater awareness, confidence, and motivation among underrepresented students to pursue higher education, and showcase specialised smaller institutions. Leading to increased university applications - particularly to ASU London and improved enrolment rates over time.	Mixed Methods: No. on campus school events For each event: • Demographic breakdown school or students • Participant Survey • Teacher Survey • No. of applications • No. of enrolments	Event data shared internally post event. Aggregated data included in Annual Summary.
Not subject Specific at Level 3	Broadened applicant pool and entry routes into engineering and design, enabling greater inclusion of students without traditional STEM backgrounds. Resulting in increased diversity across the student body, including, those from low-participation areas, ethnic minorities, mature learners, and career changers.	Empirical (Type 2): • % increase in applications from non-traditional STEM subjects (e.g. BTECs, and non-STEM backgrounds). • Demographic of enrolled students (e.g. % non-STEM) • First-year retention and progression of non-traditional STEM subjects).	Aggregated data included in Annual Summary.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Record of Prior Learning/Experience 'RPL' Options	Widen access. Allow those who have record of prior learning/experience to apply and be offered a place.	Empirical (Type 2): Applicants who apply, offered and enrolled via RPL (without standard Level 3 quals). • Number/% • Demographic	Aggregated data included in Annual Summary.
IAG for Careers Advisors and Teachers	Improved understanding of ASU London's inclusive admissions enables advisers to more effectively support and encourage a broader, more diverse range of students to pursue engineering pathways at ASU London.	Mixed Methods: • Number of events • Number of attendees • Types of schools • Feedback from sessions	Aggregated data included in Annual Summary.
Launch Bridging Programme	Expanded access and tailored support for underprepared or nontraditional applicants, ensuring students from diverse educational backgrounds can succeed in higher education.	Empirical (Type 2): Recruitment to programme • Offers to Bridging Programme • Enrolled • Progression to degree at ASU London • Retention, progression and completion	Aggregated data included in Annual Summary.

4.2 Intervention Strategy 2: Inclusive Learning Journey

4.2.1 Objectives and Targets

Intervention Strategy 2 Inclusive Learning Journey	2.1. (PTS1) By **2029**, achieve a minimum **85% continuation** rate of underrepresented groups through intervention strategies such as; Enhanced Personal Tutoring, Co-created personalised learning support plans, Inclusive Assessment and Maths Scaffolding Support.
	2.2 (PTS2) By **2029 - 30**, achieve a minimum **80% completion** rate of underrepresented groups through intervention strategies such as; Enhanced Personal Tutoring, Co-created personalised learning support plans, Inclusive Assessment and Maths Scaffolding Support.
	2.3 (PTP1) By **2030** achieve a minimum of **90% progression** from the underrepresented groups, through intervention strategies such as; Positive Role Models, Peer Mentorship, Launch Pad.

ASU London's inclusive learning journey is built on a comprehensive set of strategies that ensure all students - particularly those from underrepresented or disadvantaged backgrounds - feel welcomed, supported, and empowered to thrive.

By signing the Disabled Students Commitment, ASU London embeds accessibility and inclusion into its institutional culture, reinforcing a proactive and accountable approach to supporting disabled students. This is complemented by the *Thrive: Continuous Welcome Journey*, which extends induction throughout the year to ease transition and foster belonging. The enhanced personal tutoring strategy promotes equity through consistent, trusting relationships between students and trained tutors, offering proactive, holistic support that addresses both academic and personal challenges.

Tailored co-created learning support plans empower students to shape their educational experience based on individual strengths and needs, while inclusive assessment design ensures that all learners - particularly those with disabilities or neurodivergence - can demonstrate their knowledge in accessible ways. Scaffolded maths support, delivered by a dedicated tutor, helps students build confidence in foundational skills essential to engineering.

Initiatives such as peer mentoring and student ambassador programmes offer visible role models, build community, and strengthen identity and belonging. Financial support through bursaries and hardship grants reduces economic barriers to participation and persistence. The *Launch Pad* digital portfolio further supports inclusion by valuing diverse forms of learning and skill development, helping students track progress and gain confidence in their professional and personal growth.

Together, these measures create an inclusive and supportive learning environment that not only removes barriers but also actively nurtures success, engagement, and a strong sense of community throughout the student journey.

4.2.2 Summary of Evidence Base and Rationale

These targeted interventions work collectively to break down structural barriers, foster inclusion, and support the success of underrepresented students in engineering. By addressing challenges faced by disabled, minority ethnic, first-generation, care-experienced, mature, and low-income students, they create a learning environment where all students can thrive. Strategies such as early induction, peer mentorship, and scaffolded maths support help students build confidence, establish peer networks, and transition smoothly into university life. Inclusive assessment practices and financial support further ensure that diverse strengths are recognised and basic needs are met, reducing inequities that often impact academic performance and retention.

Institutional commitments—like signing the Disabled Students Commitment—and enhanced personal tutoring signal a culture of accountability and tailored support. Trained tutors, flexible engagement, and cross-service coordination provide proactive care, especially for those less likely to seek help. Together, these measures shift the focus from access alone to long-term success and belonging. By embedding inclusion across the student journey, they disrupt longstanding disadvantages and actively increase diversity in engineering education.

4.2.3 Risks to Equality of Opportunity

- Risk 1 - Knowledge and skills
- Risk 6 – Insufficient academic support

- Risk 7 – Insufficient personal support
- Risk 10 – Cost pressures
- Risk 12 – Progression from higher education

4.2.4 Intervention Strategy 2: Inclusive Learning Journey

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Disabled Students Commitment (DSC) **(Risk 6, 7)**	This commitment demonstrates ASU London's dedication to fostering a more inclusive, accessible, and supportive environment for disabled students, ensuring everyone has the opportunity to succeed and thrive in their studies.	Commitment 25 – 7 days academic time Commitment 26 – Covered by inclusive assessment Commitment 27 – 2.5 days academic time, 1 day student support officer Commitment 28 – covered by Turing funding Commitment 29 – 1 day student support, 1 day student admin officer Commitment 30 – strategy 1 day Registry, and Academic Director Commitment 31 – 1 day industry and employability officer, 2 days student support officer, 2.5 days personal tutors	• Increased inclusion – stronger sense of belonging and participation • Better academic outcomes, improved performance and retention rates	

Thrive: **A Continuous Welcome Journey** **(Risk 6, 7)**	Ensuring the smooth and effective transition to higher education, via a long thin induction and reintroduction. Include an online pre arrival course, welcome week and activity peppered throughout the first year.	Learning Technologist x 2 weeks Associate Prof x 9 days Student Support Officer x16 days	• Improved student engagement • Reduce early withdrawals • Improved retention and continuation	
Enhanced Personal Tutoring **(Risk 6, 7)**	Equity-driven approach to student support that goes beyond traditional academic guidance. Focuses on building trusting, consistent relationships between students and trained tutors or mentors, with the aim of addressing both academic and non-academic barriers. Characterised by proactive engagement and holistic support.	Registry ½ day Academic Director ½ day Training package £3k (tbc) Student support officer 2 days Academics 10 days (1 day training x 10)	• Improved student journey • Students feel supported • Improved retention and continuation • Positive Student Feedback	
Co-created personalised learning support plans **(Risk 6, 7)**	• Collaborative documents developed by students, educators, families, and support staff. • Tailored strategies, goals, and accommodations based on a student's unique needs, strengths, and preferences.	Registry ½ day Academic Director ½ day Student Support Officer 4 days Industry, Employability and Alumni Officer 1 day Academics (All) 10 days (½ day training and ½ day activity over year x 10)	• Improved student journey • Students feel supported • Improved retention and continuation • Positive Student Feedback	
Inclusive Assessment Design	Assessments designed in accessible ways for all students to demonstrate their learning, particularly those with	Academic Director 1 day Registry ½ day	• Improved academic performance among target groups. • Fewer re-sits from target groups. • Improved return following breaks.	Not subject Specific at Level 3

(Risk 6)	disabilities, neurodivergence, or other additional needs.	Student support officer days Academics (Assoc Assistant Prof) 5 days	• Reduced gaps in continuation and completion between target groups and whole student population • Improved wellbeing in target groups demonstrated through positive feedback, analysis of students' support case information.	
Maths Scaffolding Support **(Risk 1, 6)**	Scaffolded maths support with a dedicated Maths tutor for first 10 weeks of the degree programme and access to maths tutor throughout the programme.	Maths Tutor 8 days	• Improved academic performance among target groups. • Fewer re-sits from target groups. • Improved return following breaks. • Reduced gaps in continuation and completion between target groups and whole student population • Improved wellbeing in target groups demonstrated through positive feedback, analysis of students' support case information.	Not subject Specific at Level 3
Positive Role Models / ambassadors / Reps **(Risk 7)**	Being a student ambassador builds leadership, public speaking, and networking skills. It creates a more welcoming environment, provides relatable role models, and improves engagement and outreach efforts.	Student Ambassador/Rep Training 1 day student support officer x 2	• Ambassador profile reflects the demographic profile we wish to serve • Improved feeling of belonging and engagement	
Peer Mentorship **(Risk 7, 12)**	Peer mentoring helps students build confidence, develop technical and study skills, improve problem-solving through collaboration, and create a stronger sense of community and belonging.	Development of Programme Training 1 day student support officer x 2	**For mentees** • Greater sense of belonging / reduced isolation • Improved student retention **For mentors** • Development of leadership skills and enhanced career readiness.	
Bursaries and Student support grants **(Risk 10)**	**Bursary** Paid to all who's households are below £35,000 **Student Support Grant** Hardship fund - grant of up to £1,250	Finance Student support	• Reduced financial barriers for students from low-income households. • Students facing financial hardship supported to stay and succeed in their studies.	

Scholarships **(Risk 10)**	We offer participation scholarships to underrepresented students, (Female, Black, Mature, Local and Care) but uptake is low.	Scholarship fund Admissions Scholarship Panel	• Higher uptake of Participation Scholarships by target student groups • Increased enrolment of students from underrepresented backgrounds • Measurable progress toward institutional access and participation goals	
Launch Pad: **Digital Portfolio of Learning Journey and Transferable Skills** **(Risk 12)**	Comprehensive co-curricular portfolio that integrates students' professional experiences, projects, and academic reflections to develop essential life, professional, and interpersonal skills. Covering areas such as leadership, communication, teamwork, digital literacy, career readiness, wellbeing, and civic engagement, it fosters a well-rounded skillset that enhances confidence, employability, and personal growth throughout the university journey.	Set-up: Industry and Employability Officer 5 days Assistant prof 5 days Learning tech 1 day Ongoing: Business and Employability Officer 2 days Assistant prof 2 days Learning tech ½ day	Meeting criteria, awarded digital badges for liquid skills, communication and leadership	

4.2.5 Investment

Total cost of activities and evaluation for intervention strategy

£1,226,000 over 5 years

4.2.6 Evaluation

We are dedicated to sharing the evaluation findings. Publication plans are indicative and will expand as dissemination opportunities arise. Relevant evaluation outcomes will inform ongoing practice improvements.

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: • Report on our KPIs. • 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 with our Board of Trustees and internally
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all 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 also contribute at conferences and through workshops and events hosted by networks such as, Engineer Professors Council, IHE and The Engineer's Code.	At a minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO, IHE and OfS Equality into Higher Education Innovation Fund.	As they arise, anticipated contributions at minimum every 2 years.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Disabled Students Commitment (DSC) (Risk 6, 7)	Enhanced institutional commitment to disability inclusion; improved support and satisfaction of disabled students.	Mixed methods: • Qualitative feedback from disabled students. • Continuation • Completion	APP annual impact report.
Early induction, enhanced and sustained welcome (Risk 6, 7)	Improved student belonging and early engagement, leading to better retention.	Empirical (Type 2): • Engagement • Continuation	Post Induction pulse survey APP annual impact report.
Enhanced Personal Tutoring (Risk 6, 7)	Enhanced Personal Tutoring ensures a smooth transition to university through proactive, trust-based support that addresses both academic and personal barriers.	Mixed methods: • NSS Qu.16 • Engagement • Continuation • Attainment • Completion	APP annual impact report.
Co-created personalised Learning support plans (Risk 6, 7)	Tailored academic and pastoral support; increased satisfaction and retention among target groups.	Mixed methods: • NSS Qu.16 • Continuation • Module pass rates • Completion	APP annual impact report.
Inclusive Assessment Design (Risk 6)	Reduction in awarding gaps; improved academic outcomes for disabled and disadvantaged students.	Mixed methods: • NSS Qu.10-12 • Module pass rates	APP annual impact report.
Maths scaffolding support (Risk 1, 6)	Improved numeracy confidence and pass rates among underrepresented groups in quantitative subjects.	Mixed methods: • Module pass rates • Qualitative student reflections.	APP annual impact report.
Positive Role Models / Ambassadors (Risk 7)	Improved aspirations and sense of belonging, particularly among Black and low-income students.	Empirical (Type 2): • Engagement • Ambassador demographic	APP annual impact report.
Peer Mentorship (Risk 7, 12)	Increased confidence, reduced dropout rates.	Empirical (Type 2): • Engagement (Mentees) • Continuation (Mentees) • Progression (Mentors)	APP annual impact report.
Bursaries and Student support grants (Risk 10)	Reduced financial stress; improved continuation and progression for low-income students.	Empirical (Type 2): • No. given an Access Bursary • Engagement • Continuation	APP annual impact report.

Scholarships (Risk 10)	Higher uptake of Participation Scholarships by target groups, driving increased enrolment from underrepresented populations and measurable progress toward access and participation goals.	Empirical (Type 2): • No. of applications • No. awarded by demographic Scholarship students: • Progression Completion	APP annual impact report.
Launch Pad: Digital Portfolio of Learning Journey and Transferable Skills (Risk 12)	Builds key skills beyond academics, supporting personal growth and career readiness. including leadership, communication, digital literacy, and resilience.	Empirical (Type 2): • NSS Qu.9, QB15 • Progression	APP annual impact report.

5.0 Whole Provider Approach

Our Institutional Journey: ASU London is a future-focused higher education institution committed to embedding access, inclusion, and participation throughout all aspects of our work. These principles are central to our values and shape our unique educational offering. Widening participation—particularly among underserved and underrepresented groups—is central to our ASU London 2030 strategy. Collaboration is key: we work with staff, students, governors, and external partners to build an inclusive and diverse academic community. Our strategy is grounded in data, research, and lived experiences, ensuring that every initiative drives meaningful and measurable change.

Our flagship programme, the MEng/BEng Global Design Engineering degree, is built to reflect the evolving nature of engineering. It integrates interdisciplinary knowledge with real-world challenges, addressing both technical and societal issues. This innovative approach responds to two key trends in the sector: the blending of traditional engineering disciplines and the increasing interconnectedness of global challenges. As a result, our graduates are equipped to work across boundaries, collaborate effectively, and apply diverse perspectives to complex problems. Designed to attract a wide range of students, the programme does not require A-level mathematics, making it accessible to those without formal STEM qualifications—including career changers. This opens doors for individuals with creativity, imagination, and a passion for solving global challenges who may have found traditional engineering degrees limiting or inaccessible.

As ASU London grows, we are committed to scaling this inclusive model. We will continue to use the strategies embedded within the MEng programme to attract and support a diverse student body. Our focus will remain on improving access and participation while actively addressing continuation, attainment, and progression gaps. Through partnerships with schools, colleges, and community groups, we will broaden outreach, while internally enhancing student support and success strategies.

We take a full student lifecycle approach. From an inclusive induction programme (Welcome Week) to targeted academic and personal support, every student is equipped to succeed. A dedicated Portfolio module develops essential academic and professional skills, and students are supported through each transition point of their journey. Our employability framework ensures that all students gain the skills, experiences, and confidence to thrive as global engineers. Every

student benefits from a tailored professional development pathway designed to support success beyond graduation. Our data-led approach ensures we monitor student outcomes closely, enabling early interventions where needed. We are building institution-wide awareness and capacity for inclusive practice, ensuring a sustained, evidence-based approach to improvement.

5.1 Our Institutional and Senior Leadership Commitment

Access and participation are embedded across the institution and championed by staff at all levels. Led by the Executive Dean, a cross-functional team of academic and professional services staff contributes to the planning, delivery, and evaluation of our Access and Participation Plan (APP), which is overseen by the Academic Board. Our strategic goals are underpinned by a clear Theory of Change model, providing a robust framework for delivering our aims, objectives, and targets.

5.2 Data and Evidence

As a small and specialist provider, our size limits large-scale data analysis, but enables rich, qualitative insight through close staff-student engagement. We are committed to building our data capability to better support access and participation outcomes.

Over this Plan, we will:

- Strengthen internal capacity for data collection and evaluation
- Establish more regular monitoring and analysis of relevant data
- Use findings to inform strategy and practice
- Share insights effectively across the institution

5.3 Demonstrating the Whole Provider Approach

The APP is rooted in a whole-institution commitment, integrating widening access and inclusive learning across all strategic domains. Underpinned by ASU London's **corporate goals**, our APP aligns with transforming futures (People), advancing sustainability (Planet), and fostering inclusive success (Prosperity). Strategic **Equity, Diversity & Inclusion (EDI)** priorities emphasise challenging inequality, embedding inclusion into all layers, and driving evidence-based action. The **Teaching & Learning Strategy** reinforces this by ensuring learning is inclusive, co-designed, and flexibly delivered, with ongoing improvements grounded in data. Together, these pillars form a cohesive, strategic framework that empowers all learners, breaks down barriers, and drives meaningful participation and success, as demonstrated by the table below.

Whole Provider Approach		Access and Participation Plan Strategic Aims	
		Widening Access and Raising Attainment	Inclusive Learning Journey
CORPORATE STRATEGIC GOALS	**PEOPLE -** We shall transform futures through dynamic, people-centred learning experiences.	X	X
	PLANET - We shall develop engineers of the future, helping to secure the health of the planet for future generations.	X	
	PROSPERITY - We shall nurture a diverse and inclusive culture that empowers every individual to flourish and excel.		X
EQUITY, DIVERSITY & INCLUSION STRATEGIC PRIORITIES	**To challenge, to change, to never stand still.** We're not here to play it safe. We actively challenge inequality and take bold action to break down barriers wherever they show up.	X	
	Together, we go further. Our community thrives when every voice is heard.		X
	Courage over comfort, always. Inclusion isn't just about intention—it's about action. We lead with honesty, transparency and fairness, even when it's hard.	X	X
	Where possibility meets purpose. We empower people to think big and act with purpose. By removing barriers and opening doors, we help every individual tap into their potential and inspire others to do the same.	X	
	Inclusion starts at the foundation - and shapes every layer. We build inclusivity into everything we do - from classrooms and campus spaces to policies and processes.	X	X
	Collaboration is our superpower. We believe in the power of partnerships. We're stronger together, and we move forward united by our shared vision.		X
	Data drives our decisions. We don't guess - we know. We use evidence to drive change, constantly measuring our impact and striving for positive outcomes.	X	X
TEACHING & LEARNING STRATEGY STATEMENT GOALS	**We build brilliant engineers.** Our students walk out with the knowledge, skills, professional recognition, and qualifications to thrive in their careers. We make sure learning is inclusive, accessible, and empowering for *everyone*.		X
	Our curriculum is designed for impact. Our curriculum isn't made in a vacuum — it's co-designed with industry professionals, academics and students to keep it fresh, relevant, and real.		X
	Our learning is active by design. No lectures - we keep students engaged, hands-on, and in the driver's seat of their own learning.		X
	Our modality is flexible delivery, reimagined. From digital to face-to-face and every hybrid in between, we meet learners where they are with bold, adaptive delivery that mirrors the pace of modern life and work.	X	X
	We strive for excellence. Our assessments and teaching evolve through rock-solid, evidence-backed processes we continually monitor and review to keep raising the bar.	X	X

5.4 ASU London Access and Participation Plan – Theory of Change

Situation: The engineering profession lacks diversity, with women, ethnic minorities, individuals with disabilities, and those from lower socio-economic backgrounds underrepresented in the sector. Graduates often lack practical skills, modern technological expertise, and interdisciplinary knowledge, reducing employability and innovation readiness. Without targeted action, HEIs risk reinforcing inequities and missing the chance to build a more inclusive, innovative engineering workforce.

Aims: The aim of this Access and Participation plan is to increase diversity and student success at ASU London. We shall do this by expanding our reach to new learner populations by addressing their specific needs and requirements, focusing on widening access and engaging underserved and underrepresented groups. We're committed to creating a smooth, connected student journey from enrolment all the way to employment. Our goal is to help every student unlock their full academic potential and thrive in their chosen career.

Inputs	Activities	Outputs	Medium-Term Outcomes	Longer-Term Impact
• Funding for scholarships, outreach, staff training, and curriculum reform. • Leadership commitment to EDI policies and strategies. • Partnerships with schools, community organisations, and industry. • Staff development for inclusive teaching and hiring practices. • Targeted Data collection and monitoring systems. • Tailored Student support services (mentorship, wellbeing, academic support).	• Targeted outreach to raise aspirations focused on schools in areas of low social mobility • Inclusive and contextualised admissions processes • Alternative pathways to study. • Personalised, accessible support services. • Inclusive curriculum design • Digitally enabled, flexible teaching capabilities • Mentorship and peer-support programmes. • Industry collaboration to offer internships and career pathways for diverse students. • Collection and analysis of diversity data to inform continuous improvement.	• Number of outreach events delivered and participants engaged. • Number of scholarships awarded to underrepresented students. • Number of inclusive curriculum changes implemented. • Mentorship programmes established and number of students mentored. • Diversity dashboards reviewed quarterly • Progress reports produced annually.	• Increased enrolment, retention, and graduation rates of students from underrepresented groups • Greater visibility of diverse role models and support structures. • Enhanced employability of diverse engineering graduates through improved skills, networks, and industry partnerships. • Greater integration of inclusive practices in curriculum design, teaching, and assessment. • Improved employability outcomes for underrepresented graduates.	• Reduction of systemic inequalities in access to and outcomes from engineering education and careers. • Stronger pipelines between our Institution, diverse talent in schools, and industry, ensuring sustainable change. • ASU London recognised as national leaders in equity, diversity, and inclusion within STEM education. • Broader societal benefits, including economic growth, social mobility, and improved solutions to engineering challenges that reflect a wider range of needs and experiences.
PROCESS			**IMPACT**	

Rationale and Assumptions: Increasing diversity in engineering requires addressing systemic barriers to access, fostering inclusive campus cultures, and intervening early to influence aspirations. Diverse role models, mentorship, and inclusive curricula are critical to student engagement and success. Sustainable change depends on strong institutional leadership, industry collaboration, and data-driven evaluation to ensure continuous improvement.

6.0 Student Consultation

Student consultation has been central to the development of ASU London from the outset. The Student Voice is embedded across all activities as a key mechanism for gathering feedback and driving meaningful change, helping to cultivate a strong and engaged student community.

For the development of our Access and Participation Plan, we engaged a diverse sample of students from across year groups, intentionally including those from underserved and underrepresented backgrounds. They were given an overview of the plan's context, objectives, and proposed interventions, then invited to collaborate in groups, reflect on their experiences, and suggest interventions they believed would benefit themselves and their peers.

Students highlighted several forms of support they found particularly valuable, including mental health and wellbeing services, peer mentoring, maths support, and the accessibility of academic staff at ASU London.

Following the consultation with students on the draft of the plan, the following feedback was collected and the changes were possible were included in the plan.

6.1 Student Feedback

The student consultation highlighted several key points. Under Access, students appreciated the clear pre-arrival information and marketing, along with the lack of a maths requirement and the strong maths support provided. To attract more diverse learners, students suggested increasing community engagement through events, offering short courses and CPD open to the public, expanding online learning options to overcome geographic barriers, and making the campus more inclusive.

Under Participation, students identified challenges such as the need for greater neurodiversity awareness among staff, improved accessibility of campus facilities, enhanced employability support for neurodiverse students, better signposting to services like finance and opportunities, and a more comprehensive induction process for January starters.

In terms of good practice students valued peer-to-peer mentorship and the accessibility of staff, noting the benefits of the small, informal learning environment. They recommended continuing mentorship across all years and maintaining the supportive atmosphere. Students will contribute to it the ongoing monitoring and evaluation of the Access and Participation Plan.

7.0 Evaluation of the Plan

7.1 Strategic Context for Evaluation

Evaluation is a key part of our whole-institution approach to access and participation. Academic, professional, and leadership staff contribute to evaluating our targets, interventions, and activities, supported by our technology team who help ensure appropriate data capture and reporting.

As a new provider, we are at an early stage of developing our evaluation capacity. Using the OfS self-assessment tool, we identified as 'emerging' across all areas. While some foundations are in place, we recognise the need to embed evaluation more consistently into the design, delivery and review of our work.

To address this, we will build cross-institution capability through training in Theory of Change and evaluation methods, and ensure staff and students are supported to engage meaningfully in evaluation. Students will be active partners in the design and implementation of evaluation, particularly where it relates to their experiences.

We will also engage with wider sector resources, networks and opportunities to strengthen our approach and learn from others.

7.2 Evaluation Design

Most evaluations currently fall under Type 1 (narrative) and Type 2 (empirical enquiry) in the OfS Standards of Evidence. As our capacity grows, we will explore opportunities to strengthen our (Type 3) evaluations.

Our approach is grounded in the intended outcomes of each activity and considers both process and impact. We aim to use validated tools where suitable and have aligned data collection across activities to reduce survey fatigue - a particular concern in small cohorts.

We are also open to creative evaluation methods, such as alternative survey formats or student-led feedback through our Student Voice mechanisms and will ensure evaluation designs are responsive to evolving partnerships with schools, colleges, and community organisations.

Over time, we will build a clearer understanding of what works for our target groups and use this insight to improve practice and advance equality of opportunity.

7.3 Implementing Evaluation

We will work collaboratively across our internal teams and with our strategic partners to deliver a coherent and impactful evaluation plan. Its implementation will be informed by the insights and experiences of our students, and other stakeholders. Our evaluation activities will align with institutional policies and adhere to all legal and ethical requirements, including data protection, safeguarding, and risk management protocols.

Evaluation summaries, where relevant may be shared with Independent Higher Education, the Engineers Professors Council and Engineering UK, where relevant.

8.0 Provision of Information to Students

At ASU London, we are committed to making sure that all prospective and current student, along with their families and supporters, can easily access clear, accurate and inclusive information about our courses, services, fees and student experience. This forms a central part of our Access and Participation Plan and reflects our ongoing commitment to equity, inclusion, and openness in higher education.

8.1 Information on Fees and Future Years of Fees

We have a statement on our website which reads:

Tuition fees paid by home students are capped by the UK Government. From September 2025, the cap for ASU London is £9,275.

Information is shared in a variety of formats to suit different needs and preferences, including our website, prospectus, Open Days, social media, live webinars, emails, direct conversations with our admissions and student support teams, and formal offer letters. While we use multiple touchpoints to communicate, our website serves as the central, most up-to-date source of truth.

We believe that every student deserves the tools to make well-informed choices about their education. Our aim is to empower individuals from all backgrounds to explore what ASU London offers and to find the path that's right for them.

This approach reflects our wider mission: to foster an inclusive learning environment where all students are supported to thrive and reach their potential.

8.2 Information for Students

The following types of information are essential for prospective students, parents, school advisors and teachers

What	Where provided
Course Descriptions: Detailed descriptions of courses, including curriculum entry requirements and learning outcomes	**Single source of Truth:** ASU London Website Offer Letter **Secondary** UCAS website Prospectus (Online and printed) Open Days Recruitment Fairs Webinars Social Media Emails
Course fees Course fees and any mandatory additional costs **We also state:** Fees for future years may be subject to an inflationary increase. For more information about how our fees are set, please refer to our fees policy.	ASU London Website on course page UCAS Website Offer Letter Student Fee Policy **Secondary** Open Days Webinars Social Media
Financial Support -Scholarships -Bursaries -Sign posting to Student Finance -Laptop Loan Scheme	ASU London Website Full information with eligibility criteria. Prospectus (Online and printed) Open Days Webinars Recruitment Events Social Media Offer Letter Information via Admissions Emails

Student Support All student support and student services provided by ASU London and partners.	ASU London Website Prospectus (Online and printed) Open Days Webinars Recruitment Events Social Media Student Support staff Emails
Entry Requirements Details on entry requirements and our approach to contextual admissions.	ASU London Website Prospectus (Online and printed) Admissions staff Open Days Webinars Recruitment Events Social Media

We prioritise making information easy to understand, widely accessible, and available in alternative formats where needed. Our communications use clear, plain language to support understanding by people from a wide range of backgrounds and educational experiences. It's equally important to us that our academic programmes, entry criteria, financial support opportunities and campus services are described in detail and with accuracy.

We understand that financial concerns and the affordability of higher education is a high priority for applicants, financial considerations are crucial for many students and parents, but particularly those from target groups in this Plan. We provide information about the financial support options available on our website, in our prospectus, at Open Days, information webinars and in the offer letter.

8.3 Student Financial Support

Financial Support	Purpose	Eligibility Criteria	Number	Level of Support
Scholarships (Participation)	To attract underrepresented groups into engineering we offer Scholarships to students who are **Female**, **Black** and is a **Care Leaver/Care Experienced**	**Women in Engineering** -A woman (or to self-identify as female) -Home fee status -Holding an offer to study at ASU London. -In receipt of a student loan or self-funding your studies. **Black Engineers** – Self-identify as being a black student – Home fee status – Holding an offer to study at ASU London – In receipt of a student loan or self-funding your studies. **Care Scholarship** – A care leaver or care experienced – Under the age of 25 – Home fee status – Holding an offer to study at ASU London – In receipt of a student loan or self-funding your studies	Up to 10 Up to 10 Up to 5	£1,500pa Each year of study £1,500pa Each year of study 3,000pa Each year of study

Access Bursary	At ASU London we will award bursaries to students if they come from a low-income family. Means tested and aligned with Student Loans Company.	-Be undertaking your first full-time undergraduate degree. -Qualify for home fee status and Student Finance maintenance support. -Liable for the full fee of £9,275 p.a. -Not be sponsored by a company or other body. -Have been means-tested by Student Finance England/ Northern Ireland/ Wales/ SAAS to have a final assessed household income of £35,000 or less.	**Household income** Less than £20,000: £2,000pa £20,000 – £24,999: £1,500pa £25,000 – £29,999: £1,000pa £30,000 – £34,999: £500pa	
Student Financial Support Fund				
Student Support Loan	To support students who are in financial need whilst on course.	Home students Demonstrate hardship Pay back in two instalments	Budgeted for £8,000 2026/7 Rising to £12,500 2029/30	Up to £1,250
Student Support Grant	To support students who are in financial need whilst on course.	Home Students Demonstrate hardship Not paid back	Budgeted for £8,000 2026/7 Rising to £20,500 2029/30	Up to £1,250
Laptop support Fund	To provide students with a laptop if they are unable to provide their own.	Home Students Demonstrate hardship	Budgeted for £10,000 2026/7 Rising to £18,000 2029/30	Laptop

Office for Students

Fees, investments and targets

2026-27 to 2029-30

Provider name: ASU London

Provider UKPRN: 10083403

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£65,000	£53,000	£55,000	£57,000
Financial support (£)	NA	£120,000	£230,000	£301,000	£329,000
Research and evaluation (£)	NA	£8,000	£10,000	£10,000	£11,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£65,000	£53,000	£55,000	£57,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£65,000**	**£53,000**	**£55,000**	**£57,000**
Access activity investment	***Total access investment (as % of HFI)***	**9.0%**	**5.2%**	**4.3%**	**4.0%**
Access activity investment	***Total access investment funded from HFI (£)***	**£0**	**£0**	**£0**	**£0**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£90,000	£193,000	£254,000	£278,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£30,000	£37,000	£47,000	£51,000
Financial support investment	**Total financial support investment (£)**	**£120,000**	**£230,000**	**£301,000**	**£329,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**16.7%**	**22.5%**	**23.5%**	**23.3%**
Research and evaluation investment	Research and evaluation investment (£)	£8,000	£10,000	£10,000	£11,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.1%	1.0%	0.8%	0.8%

Office for Students

Fees, investments and targets

2026-27 to 2029-30

Provider name: ASU London

Provider UKPRN: 10083403

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Increase the proportion of students from underrepresented groups (female, Black, disabled and POLAR Q1-2), in the 2030 cohort by 30% compared to 2024–25 baseline.	PTA_1	Access	Intersection of characteristics	Other (please specify in description)		Underrepresented groups including female, black, disabled, polar Q1/Q2. Baseline measured from our own internal data. Baseline data 2021-2024 Female 28% enrolled Black 11.5% enrolled Disabled 38.31% enrolled Polar Q1/2 16% 2025 Application data We not have data on intersectionality, we will build this, but start our baseline at our highest % which is 38.31%□	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage points	38%	45	50	55	68
By 2030, increase the number of students without traditional STEM A-Level (Maths, Engineering or Physics) or coming from a non A Level background by 40%.	PTA_2	Access	Other	Other (please specify in description)		Student enrolled from non tradional backgrounds Non-STEM:27.4% Enrolled (2025) Non A Level 63.81% Enrolled (2025)	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	27%	37	47	57	67
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
By 2030, achieve a minimum 85% continuation rate of underrepresented groups.	PTS_1	Continuation	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	Currently with minimal data, we will base this on September 2021 continutation data (24 student starters) which was at 83% for all students. We don't know the intersectionality of the students, however this will be built in and measured going forwards. This is from internal data.	No	Other data source (please include details in commentary)	2021-22	Percentage	83	83	84	84	85
By 2030, achieve a minimum 80% completion rate of underrepresented groups.	PTS_2	Completion	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	Currently with minimal data, we will base this on September 2021 completion data of which 71% for all students have so far completed. We don't know the intersectionality of the students, however this will be built in and measured going forwards. This is from internal data.	No	Other data source (please include details in commentary)	2021-22	Percentage	71	73	75	78	80
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														

	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
By 2030 achieve a minimum of 90% progression from the underrepresented groups.	PTP_1	Progression	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	We have minimal progression data, so we are basing this on OfS student outcomes thresholds. Our baseline data is too small to be relevant, so we are using 70% as a baseline from 2024.	No	Other data source (please include details in commentary)	2023-24	Percentage	70	75	80	85	90
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														