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

Annex A

Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity.

We have conducted a performance assessment based on data available from our OfS Dashboards (severely limited) and our minimal internal data. The data from the OfS dashboards only have data for 2022/23 available, due to our newness. TEDI-London first welcomed students in 2021 to the BEng and MEng Global Design Engineering degree. In 2024 we graduated our founding cohort from the BEng programme.

We have primarily looked at our access and enrolment data for 2021-2024, supplemented with access data from 2025 applications. As we are looking at small data sets some of this data has had to be aggregated. From this analysis, we have determined our key Indicators of Risk. In Annex B this is supplemented by Engineering specific data.

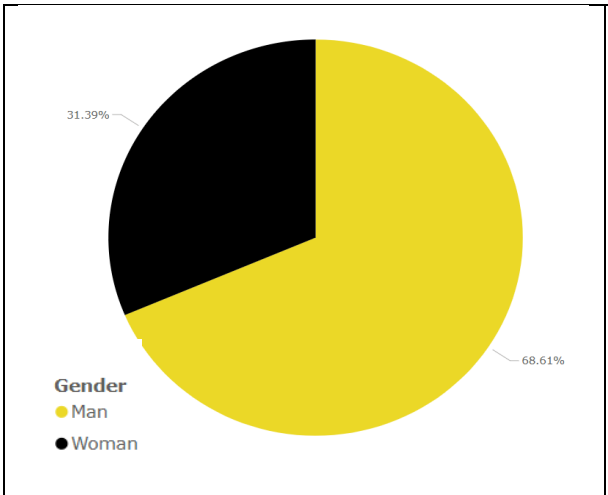
We looked at performance across the lifecycle, however we have minimal data on continuation and progression, these data sets will grow throughout the lifetime of this plan.

Access

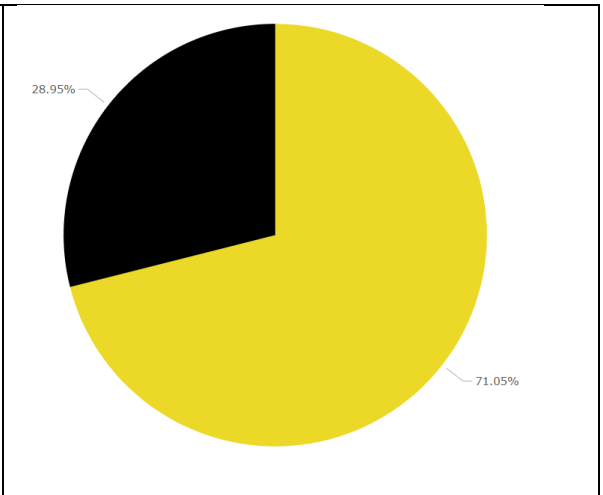
The area where we have most data in is Access, including applications (both direct and via UCAS), and enrolment, in the following sections we will look at **gender**, **age**, **qualification** and whether or not the applicant has completed a **STEM related qualification**.

Gender

Applications and enrolment by gender 2021 – 2024



Application data

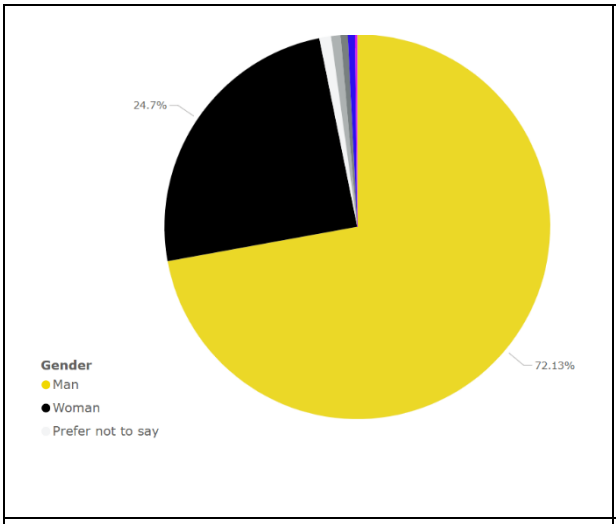


Enrolment data

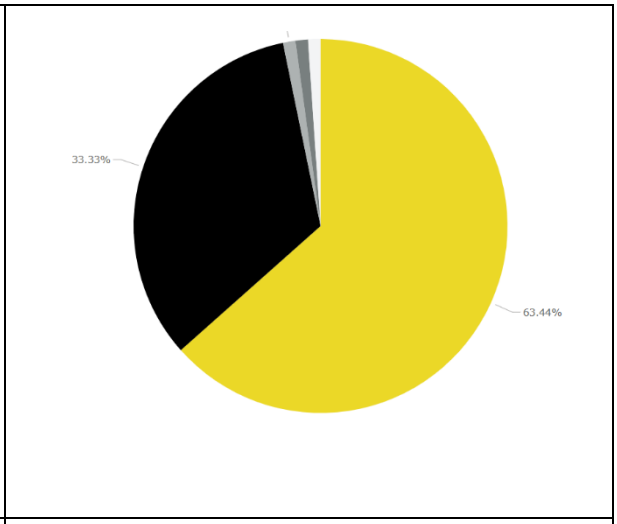
Looking at the gender split of applications and enrolments for the last 3 years (2021 – 2024), it is fairly evenly split between applications from female students to acceptances from female

students. It is better than the national average, however we aspire to 50% gender balance on our courses.

2025 Applications and Accept by gender 2025



Application data 2025

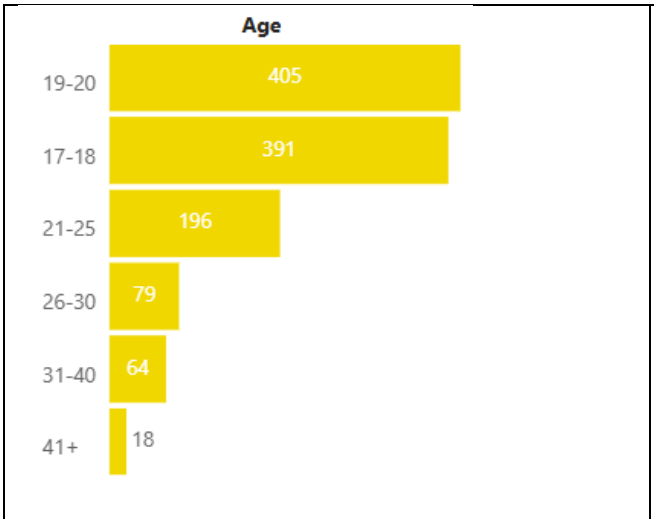


Accepts data 2025

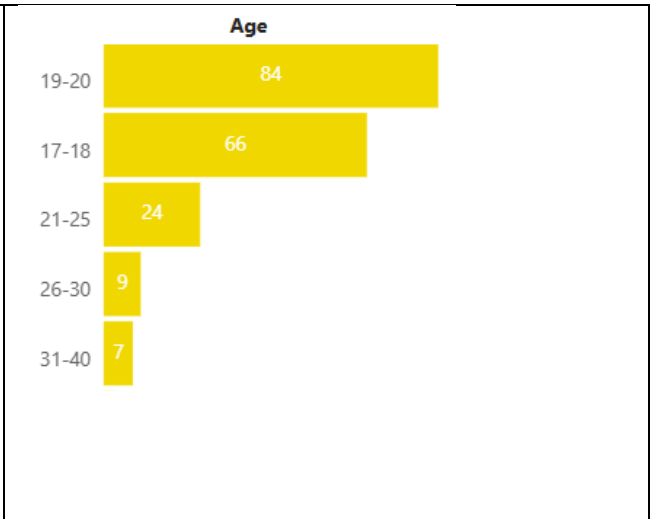
For 2025, only 24.7% of our applicants identified as female, however 33.33% have accepted our offer to study. This is a small increase, but one we want to build on through this plan. We will be actively seeking to increase the number of applications and enrolments from female students.

Age

Applications and enrolment by age 2021 – 2024



Application data



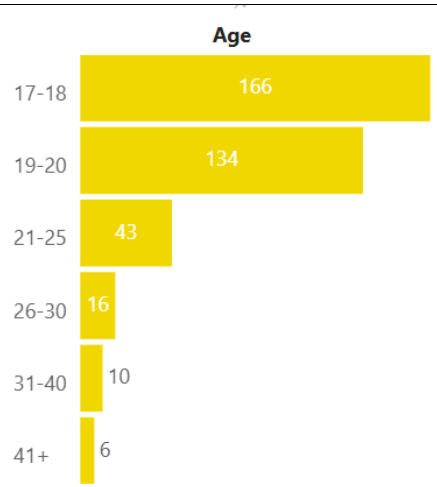
Enrolment data

We have consistently enrolled more young learners than mature learners between 2021 and 2024. This is currently because of our deliver of 1 full-time undergraduate programme. (41+ in ‘Enrolments’ contains data too low to be included). We are not including age as priority

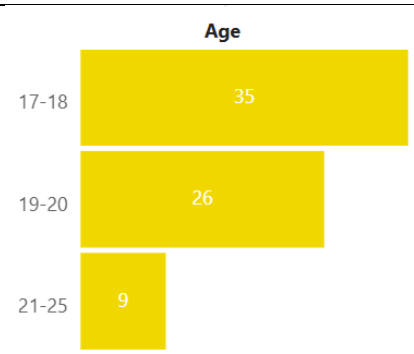
risk areas for Access for the lifecycle of this plan, but we will continue to monitor and report on mature students.

Numbers below in ‘Accepts’ for +25 years of age have been suppressed due to low numbers.

2025 Applications and Accept by age 2025



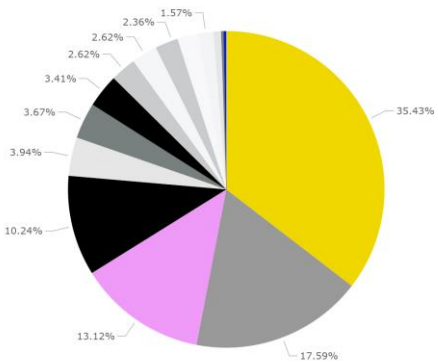
Application data 2025



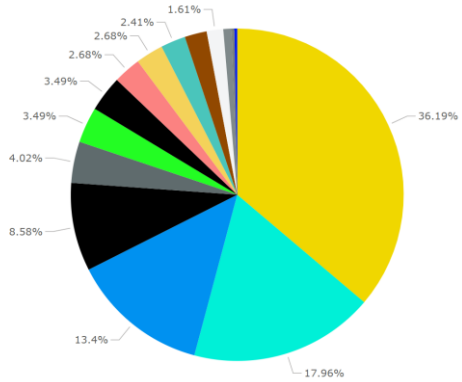
Accepts data 2025

Qualification Split

2025 Applications and Accepts by qualification 2025



Application data 2025

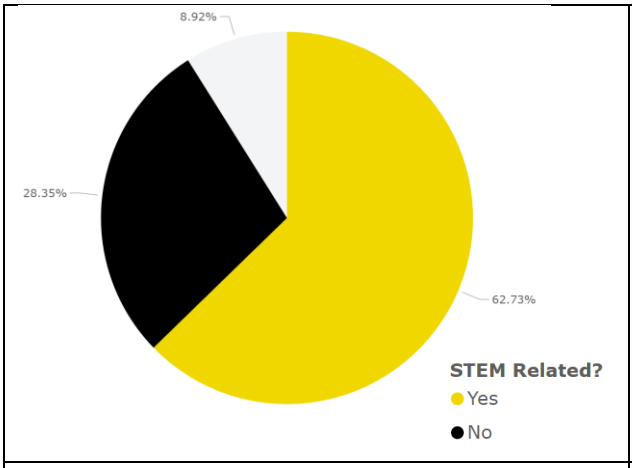


Accepts data 2025

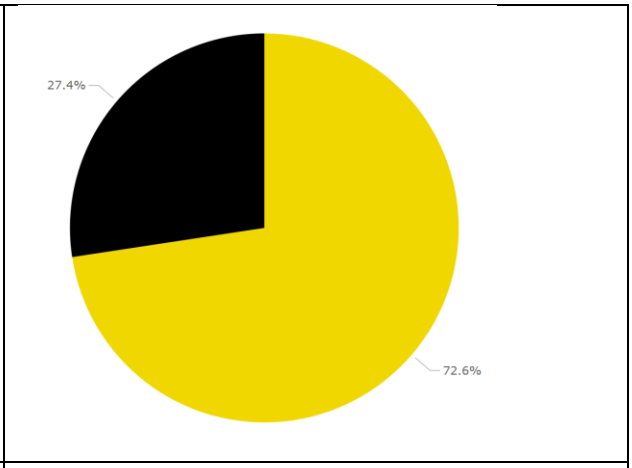
A Levels Shown in yellow, made up 35.43% of applications, accepts at 36.19% from A Level students. Other qualifications include BTECs, T Levels, a mix of BTEC and A Levels, Access to HE and foundation degrees, as well as recognition of prior practice/experience. We want

to grow the number of students that are coming to us from a non-traditional route to engineering.

STEM Related



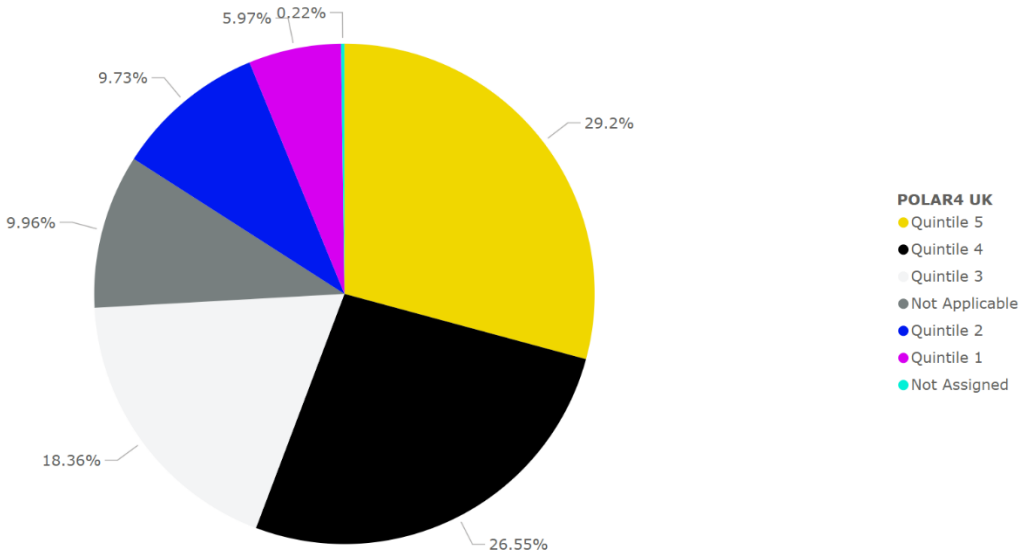
Application data 2025



Accepts data 2025

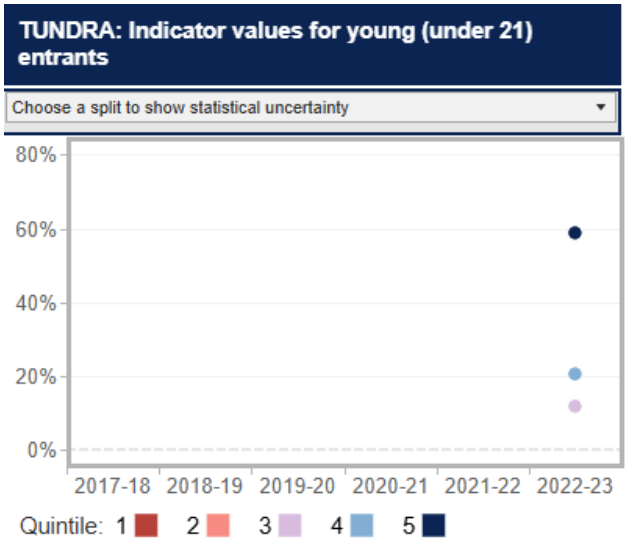
We have classified non-STEM as anything that is NOT Maths, Physics or Engineering at Level 3 study (with includes both A Level Engineering and BTEC Engineering). The majority are currently coming to us with a background in these subjects, but 27.4% of enrolment for 2025 are coming without a traditional background in STEM. This is an area we wish to grow of the lifecycle of this plan.

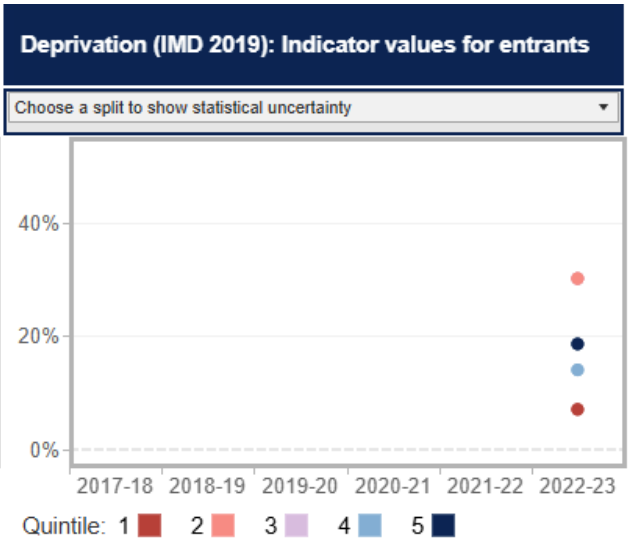
Polar 2025 Applications



With limited data we can see that applications via UCAS are mainly coming from Quintile 5 and Quintile 4. With Quintile 1 and 2 only making up 16% (rounded up). Currently we do not have the data for polar for enrolled students. This will be monitored going forward.

Tundra and Depravation (IMD2019)





Limited data sets, however on Access (enrolment for 2022/23 a very small portion of students reported from quintiles 3 and 4, with the majority coming from quintile 5 in Tundra. In IMD the majority are reported from quintile 3.

We have also looked at which students qualify for a bursary, by means of requiring a Maintenance Loan through Student Loans Company.

Access Baseline data

The data below will be used as the baseline data for Access for this plan.

Student Characteristic	Baseline data 2021-2024
Underrepresented	
Female	28% Enrolled
Black	11.5% Enrolled
Disabled	38.31% Enrolled
Polar Q1/Q2	16% 2025 Applications (UCAS)
Underserved	
Non-STEM	27.4% Applied (2025)
Non A Level	63.81% Applied (2025)

Continuation

201 students enrolled with TEDI-London on Global Design Engineering between 2021 and 2024. Of those who enrolled, 9 have graduated with a BEng qualification. 26 have withdrawn (non-continuation) from their studies. We do not yet have full data set for all areas of continuation and have limited to no data on the OfS dashboard for continuation. The areas

below will focus on **Disability** and **Ethnicity** as we do not have this information at point of access for all applicants.

Disability

We have disability data for on course students, students who have declared a disability and those who are on a Learning Support Plan.

Of our 2021-2024 enrolled ‘home’ students 77 have declared a disability. Of these 77, 7 have withdrawn from their studies.

This is an area this plan aims to strength in support for continuation with students with a declared disability.

Global Majority

11.5% of students enrolled at TEDI-London identify as Black, 12% identify as Mixed, 25% identify as Asian and 40% identify as White. 26 students have withdrawn from the course, 34% identifying as White (6 students, the other data is suppressed due to low numbers). While TEDI-London is doing better than the benchmark at attracting diverse backgrounds, there is a shortage of Black engineers, so ensuring we are attracting and supporting students to continue, is a focus of this plan.

Gender

On our small sample size continuation rates have parity between genders, with 28% female started the course and 30% continuation, however this is an area that will continue to be monitored through the lifecycle of this plan.

Mature Students

The majority of TEDI-London student are under 21 years of age. However, of the with withdrawn students they are overrepresented, with 61% of withdrawn students over 21 years of age. Although not a focus of this plan, this will be closely monitored throughout the lifecycle of the Plan.

Progression

TEDI-London has only had 9 students graduate form the BEng programme in 2024. We do not have enough relevant data to publish and draw conclusions, however over the lifecycle of the plan, this is an area that we will be closely monitoring.

Annex B

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

Engineering Context

The "Engineering in Higher Education" report, published by EngineeringUK in March 2023, provides a comprehensive analysis of the state of engineering and technology education in the UK. Data from the 2020/21 academic year recorded 38,615 first-degree engineering and technology undergraduates in their first year, representing 6.1% of all first-degree undergraduates. When including all undergraduates and postgraduates across all years, the total number of engineering and technology students reached 179,000, marking a 14% increase since 2009/10. (Engineering UK, 2023).

While there has been growth in engineering and technology student numbers, there are ongoing challenges in achieving diversity within these programmes. The underrepresentation of women, certain ethnic minorities, individuals with disabilities, and those from lower socio-economic backgrounds points to the need for targeted efforts to foster a more inclusive engineering education environment. Specifically (Engineering UK, 2023):

- **Gender Diversity:** Women comprised only 18.5% of engineering and technology undergraduate entrants, significantly lower than their 56.5% representation across all subjects. This underrepresentation extends to postgraduate levels, with women making up 25.8% of taught courses and 27.8% of research courses.
- **Ethnic Diversity:** The majority (66.1%) of engineering and technology students were white, slightly lower than the 72.1% across all subjects. Asian students were better represented in engineering and technology (18%) compared to all subjects (12.7%). However, Black students constituted only 8.1% of engineering and technology students, similar to their 8.3% representation across all subjects.
- **Disability Representation:** Only 10.5% of engineering and technology first-degree entrants had a known disability, compared to 15.1% for all subjects combined.
- **Socio-economic Background:** 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:** Allowing non-STEM students to study engineering brings valuable interdisciplinary perspectives that enhance creativity, problem-solving, and innovation within the field. Their unique strengths in ethics, communication, and teamwork also help address societal and human dimensions, promoting a more diverse, inclusive, and effective engineering workforce.

Higher Education (HE) has historically been associated with ‘exclusivity’ rather than ‘inclusivity’. In the UK context, it has been noted that groups of students who might be considered non-traditional such as women, ethnic minorities, working-class, disabled, and mature students (not an area of focus for this APP) have over the past century been excluded from HE at the point of access, and by the structures and cultures that permeate within universities (Leathwood and Read, 2009; Reay, David, and Ball, 2005). Comprehensive, inclusive student support—rooted in specialist training, proactive care, and

flexibility—significantly improves outcomes for disadvantaged and underrepresented students in higher education **(Risk 6, 7)**.

Disabled students, including those with long-term health conditions or mobility impairments, often struggle to navigate fragmented support systems. Co-created and well-coordinated support plans help reduce administrative barriers, support autonomy, and improve retention (Disabled Students Commission, 2021; Advance HE, 2020) **(Risk 6, 7)**. Neurodivergent students, including those with ADHD, autism, or dyslexia, often face barriers in traditional academic environments. Support staff trained in neurodiversity and systems that offer personalised, structured, and flexible communication can reduce anxiety and foster better engagement and learning outcomes (Cooper, 2020; Russell et al., 2019; UUK, 2023) **(Risk 6, 7)**. Students experiencing mental health difficulties benefit from systems that prioritise early intervention and consistent support. Regular check-ins and visible, trusted services help reduce crisis risk and promote academic continuity (Hughes et al., 2018; Duffy et al., 2019). Institutions that embed mental health awareness into their support provision create more responsive and resilient learning environments. **(Risk 6, 7, 8)**

Mature and non-traditional students, who may return to education after long absences, benefit from guidance that recognises their unique circumstances and affirms their ability to succeed (although not the subject of this APP, included for completeness). Tailored academic and wellbeing support can ease transitions and improve confidence (Callender and Little, 2015). Care-experienced and estranged students typically lack familial and financial safety nets. Regular, compassionate contact and wraparound support services provide much-needed stability, helping these students stay engaged and feel a sense of belonging (Harrison, 2017; Centre for Social Justice, 2021). **(Risk 6, 7, 10)**.

Students from low-income backgrounds frequently manage competing demands such as work and caregiving. Flexible support services that acknowledge and accommodate these realities are essential for maintaining engagement and reducing dropout rates (OFFA, 2017; OfS, 2022). First-generation students may not be familiar with academic expectations or university systems. Support that demystifies these processes and builds confidence can improve their integration and academic success (Thomas, 2012; Stevenson, 2020) **(Risk 6, 7)**.

Ethnic minority students often report experiences of isolation or systemic bias. Culturally competent staff and inclusive support practices play a crucial role in fostering belonging, countering exclusion, and supporting progression (Arday et al., 2022; NUS/UUK, 2019). Some studies have reported positive effects of using student ambassadors to provide information, guidance and support to pre-entry pupils (Passy and Morris 2010, Ireland et al., 2006), with university students acting as ‘role models’ for school pupils (Sanders and Higham, 2012; Gartland, 2013) **(Risk 6, 7)**.

Encouraging Applications from Underrepresented Groups in Engineering

A growing body of literature highlights the importance of proactive and inclusive strategies in encouraging applications to engineering programmes from students traditionally underrepresented in higher education. These include those from low-income backgrounds, ethnic minority communities, disabled and neurodivergent students, care-experienced and estranged individuals, mature learners, and first-generation university applicants. Allowing non-STEM students to study engineering enriches the field by fostering interdisciplinary collaboration and innovation. Research shows that diverse academic backgrounds contribute a variety of perspectives and problem-solving approaches, which are essential for creativity in engineering design and development (Lattuca & Stark, 2009). According to Page (2007), diversity in cognitive styles and knowledge areas enhances group problem-solving

capabilities, leading to more innovative and effective solutions. By including students from the humanities, social sciences, and arts, the engineering sector can benefit from fresh ideas and new ways of thinking that complement traditional technical skills.

Moreover, engineering today requires a strong understanding of societal, ethical, and human dimensions that non-STEM students are uniquely positioned to provide. Herkert (2001) emphasizes the importance of integrating ethics and societal impact into engineering practice, areas where students with backgrounds in philosophy, social sciences, and related disciplines can offer valuable insight. Additionally, non-STEM students often bring strong communication and teamwork skills, which are critical for engineers working in diverse, multidisciplinary teams and collaborating with non-technical stakeholders (Downey et al., 2006). Expanding access to engineering education beyond traditional STEM pathways also promotes workforce diversity, which has been linked to enhanced innovation and a more inclusive workplace culture (Fouad & Singh, 2011). Together, these factors suggest that encouraging non-STEM students to engage in engineering studies can significantly improve the sector's capacity to address complex global challenges.

One consistent theme in the literature is the power of early and inclusive outreach. Research suggests that students begin to form perceptions about academic disciplines well before they make formal subject choices (Archer et al., 2013) **(Risk 2)** Outreach that frames engineering in accessible, real-world terms—emphasising creativity, societal impact, and problem-solving—has been shown to improve engagement, particularly among students who do not identify with traditional images of the field (Royal Academy of Engineering, 2021; EngineeringUK, 2023). Role models from diverse backgrounds play a central role here, helping to challenge stereotypes and increase perceived belonging (Arday et al., 2022). **(Risk 3)**

In addition to outreach, clear and transparent communication of entry requirements and pathways is critical. Mountford-Zimdars et al. (2015) argue that opaque admissions criteria and inflated published grades contribute to self-exclusion, particularly among students with less institutional knowledge. Greater visibility of contextual admissions, flexible entry routes, and recognition of alternative qualifications (e.g. BTECs, Access to HE Diplomas) has been found to reduce these barriers (OfS, 2022; EngineeringUK, 2023). **(Risk 2 & 3)**

The literature also underscores the importance of highlighting support structures available to students post-entry, as this influences pre-application confidence. Disabled Students Commission (2021) and Advance HE (2020) notes that communicating the availability of disability support, mental health services, academic assistance, and financial aid can significantly improve perceived accessibility. This is especially true for students who may lack familial or institutional support in navigating university systems (Thomas, 2012; Stevenson, 2020). **(Risk 2 & 3)**

Moreover, family and community engagement has been identified as a key lever in widening participation. Croll and Attwood (2013) and Gorard et al. (2012) observe that parental attitudes and community norms heavily influence decision-making, particularly in areas with low higher education participation. Outreach activities that involve families and local stakeholders help to build trust and shift perceptions about university as a viable and valuable path. **(Risk 2 & 3)**

Financial considerations remain a critical concern for many prospective applicants. Callender and Mason (2017) highlight that students from lower-income households are often unaware of the financial support available, leading to premature rejection of university as an option.

Clear, proactive messaging about bursaries, scholarships, and cost-of-living support has been shown to positively influence application rates (OfS, 2020; NUS, 2019). **(Risk 2 & 10)**

Finally, pre-application mentoring, summer schools, and transition programmes have emerged as effective mechanisms to support underrepresented students. HEAT (2021) and Wilson and Brown (2017) find that these interventions demystify university life, build confidence, and improve application outcomes. Near-peer mentoring, in particular, has been noted for its ability to create relatable guidance and foster a sense of academic self-efficacy **(Risk 2, 3, 4).**

Taken together, the literature suggests that a multi-layered, sustained approach is required to increase diversity in engineering education. Interventions must not only address academic readiness but also cultural, psychological, and structural barriers that affect whether students see engineering—and university more broadly—as a space where they can belong and thrive.

Intervention Strategies

The intervention strategies are specifically designed to remove barriers, foster inclusion, and support the success of students from diverse and underrepresented backgrounds. When implemented together, they create a learning environment that values different experiences and equips all students to thrive—directly improving diversity in engineering degrees.

Intervention Strategy 1 - Widening Access and Raising Aspirations

Intervention strategy 1 responds to the lasting impact of systemic inequalities within the school system, where students from underrepresented backgrounds often face limited access to resources, lower expectations, and reduced opportunities to engage with STEM. By addressing the compounded effects of these early disparities, universities can help level the playing field and create pathways into engineering for students historically excluded by the education system.

The Impact of the UK School System

The UK school system contributes to a lack of diversity in higher education—especially in fields like engineering—through a range of systemic issues. GCSE attainment is a strong indicator of HE participation and therefore it is important for early interventions (Impetus, 2024; Bol & Collet-Sabe, 2017). Although STEM subjects are popular in schools, engineering rarely features on the curriculum (Risk 2). Additionally, the uptake of design & technology and schools science has declined since 2019 and the gender gap has widened (EngineeringUK, 2023).

The challenges that face educational policymakers today are not how to raise achievement, but how to tackle educational inequality **(Risk 1).** A body of research evidence shows that inequality in educational outcomes has grown for some groups over the last three decades in England (Hutchinson et al., 2019; Demie, 2019). There are long-standing achievement gaps in England associated with ethnic background and socioeconomic status. In England, only 16% of disadvantaged pupils achieve grade 5+ in GCSE Maths and English vs. 43% of their more advantaged peers (DfE). This early attainment gap feeds into post-16 pathways, where disadvantaged students are disproportionately steered away from A-levels and into lower-value vocational qualifications, often due to their lower GCSE attainment and institutional expectations (Thomson, 2020), reducing access to high-tariff engineering programmes **(Risk 1, 2, 4).** In the paragraphs that follow we explore these issues in more

detail. **(**Department for Education, 2024). This is why we are implementing a widening participation approach across all our admissions processes.

Unequal Access to High-Quality Schools - Schools in poorer areas often have fewer qualified teachers, outdated resources, and lower attainment levels. There is a further disparity between public and independent schools. Independent schools (which educate ~7% of the population) have significantly more resources, better teacher-student ratios, and stronger university preparation (Independent Schools Council (ISC), 2017). **(Risk 1, 2).** Students from working-class, minority ethnic backgrounds, and those with disabilities are more likely to attend underfunded schools, which limits their university prospects (Sutton Trust, 2019; Institute for Fiscal Studies, 2021; Disability Rights UK, 2023).

Limited Subject Choice in Key Schools - Not all schools offer A Level Further Maths or triple science which are traditionally deemed critical for further study in engineering (Institute for Fiscal Studies, 2021; Education Policy Institute, 2016) **(Risk 1)**. Additionally, some students (especially in lower-performing schools) are steered away from challenging subjects, based on predicted grades or perceived ability (Sutton Trust, 2019) **(Risk 2)**. Students in disadvantaged areas, especially girls and some minority groups, are less likely to be encouraged into STEM pathways (Archer et al., 2013; House of Commons Science and Technology Committee, 2023). This is why we will not be subject specific in our entry requirements at Level 3.

Lack of Role Models & Representation - Most school staff are white and middle-class, which can limit cultural understanding and aspirations for minority students. With increasing ethnic diversity in schools there is a growing need for more teachers from ethnic groups as role models in schools (e.g. Demie and See, 2021; Demie 2019; Villegas and Lucas, 2004; Clewell and Villegas 1998). The curriculum often lacks representation of diverse engineers, scientists, and thinkers therefore, students may not “see themselves” in academic or professional pathways like engineering or medicine **(Risk 3).**

Inequitable Career Guidance - Careers support varies widely between schools, with some students receiving targeted university preparation while others only get generic advice (GOV.UK, 2019). Teachers may unknowingly discourage students from underrepresented backgrounds from applying to competitive or STEM courses due to unconscious bias (Hoque & Alam, 2020; Gorard, 2018). This contributes to fewer applications to top universities from disadvantaged groups (Russell Group, 2018) **(Risk 2)**. Careers staff often lack awareness of alternative pathways to higher education and are not equipped with detailed subject-level knowledge or the full range of progression options (ACE, 2021). This is why we are introducing IAG CPD Sessions for careers advisors.

Cost-Related Barriers & Perceptions - Students from low-income households may see university as unaffordable or worry about the debt incurred. Often, students and their families aren’t aware of financial support available (e.g., bursaries, scholarships, grants). Working-class students may opt out of higher education entirely or choose local/lower-cost options, limiting their opportunities (Reduction in choice hits disadvantaged hardest, 2021; The Access Project, 2025; Independent/Office for Fair Access, 2007–10). **(Risk 10).**

Use of Predicted Grades in the application process - University admissions in the UK often rely on predicted grades, which can disadvantage underrepresented groups—especially in competitive fields like engineering and medicine. Research shows that

predicted grades are frequently underestimated for Black students, potentially discouraging high aspirations and reducing offer rates. According to the Department for Business, Innovation and Skills (2011), only 39.1% of predicted grades for Black applicants were accurate, compared to 53% for White applicants. This disparity may result in a double disadvantage: fewer applications to selective universities and reduced likelihood of receiving offers based on underestimated potential (Wyness, 2017; Gill, 2020). **(Risk 1).**

Disparities in Extracurricular & Enrichment Opportunities - Extracurricular and enrichment opportunities—STEM clubs, work experience, and university-access programmes like "Insight into University"—are significantly more common in well-resourced schools. Students from disadvantaged schools miss out on experiences that strengthen personal statements, confidence, and higher education interest—especially in engineering (Sutton Trust, 2019; Speakers for Schools, 2024).

Admissions Criteria - Standard Entry Tariff

Standard entry criteria into higher education, especially in fields like engineering where there are specific subject requirements (Maths and Physics), act as both academic (Risk 1) and structural barriers to access. The typical standard RCF Level 3 entry criteria for most BEng (Bachelor of Engineering) or MEng (Integrated Master's) programmes are shown in the table.

A Levels:
- Typical offer: AAA–ABB
- Must include Mathematics
- Physics is usually required or at least preferred
- Some universities may accept Further Maths, Chemistry, or Design & Technology as second/third subjects

Scottish Highers/Advanced Highers:
- Highers: AABBB–AAAAA
- Advanced Highers: AA–AB including Maths and Physics

International Baccalaureate (IB):
- 32–38 points typically
- Higher Level Maths and Physics required

BTEC (less common route, but accepted by some):
- D*D*D* with specific units in Maths/Engineering (often requires an additional A-level in Maths)

While designed to uphold standards, they unintentionally filter out diverse talent by reinforcing inequalities that already exist in the education systems, inequalities that disproportionately affect students from underrepresented or disadvantaged backgrounds. Some examples of this impact are shown in the table below:

Standard Entry Tariff: Barriers created and impact on Access and Participation

	Barrier created	Impact	Disproportionate Effect on
Narrow Subject Prerequisites	Engineering degrees typically require strong A Levels in Maths and Physics, and sometimes Further Maths	This impacts students who attend schools that don't offer these subjects (Risk 1). Also, schools often discourage certain groups from taking these subjects (e.g. girls, lower-achieving students) (Risk 2).	Students from lower socio-economic areas and girls who may be less encouraged to pursue STEM.
High Grade Expectations & Lack of Transparency	High published entry requirements (e.g. AAB or higher) creates a perception that only top performers should apply. However,	Students who don't meet published grades (or are not predicted) are discouraged from applying. (Risk 2) They may self-select out if they think they won't meet requirements, even if they	This disproportionately affects Black students, care-experienced learners,

	these often don't reflect what grades are accepted. Many engineering degrees prefer or only accept A-levels, creating a systemic disadvantage. UCAS points system and institutional league tables reward high-tariff intakes, pushing universities to prioritise grades over context.	have a strong chance or being accepted (Risk 3). Students from lower socio-economic backgrounds, as they often receive less academic support, making high grades harder to achieve (Risk 5). Students from underrepresented groups are more likely to take: BTECs, Access to HE Diplomas, or vocational qualifications (Risk 4).	and those from rural or deprived areas.
Limited Access to Preparation and Support	A Level success often depends on access to quality teaching, tutoring, and resources.	Those attending under-resourced schools or who can't afford private tutoring may struggle to meet grade requirements (Risk 1) Aspiring students are often pushed to complete an unnecessary and expensive foundation year.	Especially affects students from working-class families, rural areas, or underrepresented ethnic minorities.
Psychological Barriers & Perceptions	The "elite" nature of engineering and the emphasis on high grades fosters an image of exclusivity.	Students may feel they "don't belong" or lack confidence, especially if they don't see role models who look like them (Risk 3).	This alienates groups who are already underrepresented in engineering.

Non-Standard Entry

We define non-standard entry as those students applying without the 'typical' level 3 profile traditionally required to study engineering at university. Engineering degrees typically require strong A Levels in Maths and Physics and sometimes Further Maths (Risk 1) and there is limited use of contextual admissions that adjust offers based on background (Risk 4). At TEDI-London there are no subject-specific entry requirements, meaning a Maths or Physics A Level is not required to apply to study our engineering programmes; we also make extensive use of contextual offers.

Summarily, inequity in funding, access, subject offerings, support, and expectations, combine to create structural barriers that disproportionately affect:

- Students from low-income backgrounds
- Black and minority ethnic groups
- Girls in STEM
- Students with disabilities
- Young people from care or non-traditional family backgrounds

These disparities are then magnified at the university application stage, leading to the underrepresentation we see in higher education—particularly in competitive, high-skill areas like engineering. Increasing transparency, removing the barriers to entry, (for example by offering alternative entry routes (e.g. foundation years, contextual admissions), and supporting inclusive STEM education earlier on can help mitigate these issues.

Intervention Strategy 2 – Inclusive Learning Journey

At TEDI-London, we recognise that achieving meaningful diversity in engineering requires more than simply widening access—it requires a deliberate, sustained commitment to

inclusion and equity throughout the student journey. Many underrepresented students face systemic barriers rooted in early education and social inequality, which continue to impact their confidence, preparedness, and outcomes in higher education (Arday, 2022; UCAS, 2022). In response, we will implement a series of targeted interventions that not only remove barriers but actively foster a sense of belonging, inclusion, and success. Through these strategies, TEDI-London aims to create a supportive, empowering environment where all students—regardless of background—can thrive and shape the future of engineering.

Being a signatory of the Disabled Students Commitment demonstrates an institutional pledge to proactively support disabled students. It signals a culture of inclusion and accountability, where accessibility is embedded across the student journey. This commitment encourages students with disabilities to apply, knowing their needs will be taken seriously, which helps increase representation of disabled students in engineering—a field where they are often underrepresented.

Early induction allows students— especially those from non-traditional or underrepresented backgrounds—to acclimatise to university life before academic pressures build. When extended throughout the year, this support strengthens their confidence, builds peer networks, and fosters belonging (What Works?, 2022; Hayman et al., 2022). For first-generation, care-experienced, or mature students, this is critical for persistence and retention. A strong, continuous welcome reinforces inclusion and belonging—especially effective in reducing impostor syndrome and social isolation, which disproportionately affect minority ethnic students, women in STEM, and other underrepresented groups (Husbands et al., 2024; Reynolds, 2020).

Enhanced personal tutoring offers proactive, personalised support that meets students where they are. Specialist tutor training in neurodivergence, mental health, and additional needs builds understanding and reduces stigma, helping students feel seen and supported (UKAT, 2025a; Advance HE, 2023). Flexible communication options and co-created support plans ensure students can engage in ways that suit them, while coordinated care across services provides consistent, holistic support. Regular check-ins and early intervention identify issues before they escalate—especially benefiting those less likely to seek help. Tutor advocacy further empowers students to navigate systems confidently (UKAT, 2025b). This approach fosters inclusion, builds belonging, and removes hidden barriers—especially for underrepresented or disadvantaged backgrounds (UKAT, 2025a; UKAT, 2021).

Inclusive assessment design—redesigning assessment to include varied, authentic formats such as group projects, presentations, or real-world problem-solving—makes learning more equitable (Winstone and Boud, 2020). These approaches reduce the over-reliance on high-stakes exams, which can disadvantage students with disabilities, anxiety, or those unfamiliar with traditional academic assessment methods (Hockings, 2010; Waterfield and West, 2006). Inclusive assessment also recognises diverse student strengths and learning styles, supporting fairer outcomes across varied student groups (Bearman et al., 2020; UNESCO, 2017).

Scaffolded Maths support - Engineering courses often assume a high level of pre-existing mathematical knowledge—creating barriers for students who haven't followed traditional academic pathways (Matthews et al., 2013). Providing structured, scaffolded support helps bridge gaps in confidence and skills, especially for students from non-traditional or vocational backgrounds (Lawton and Turnbull, 2020). This approach has been shown to improve both retention and academic success among students from lower socio-economic groups and alternative educational routes (Hodgen et al., 2010; HEA, 2013).

Peer Mentorship - supports student belonging, confidence, and transition into university—especially for those from underrepresented backgrounds such as first-generation, ethnic minority, or non-traditional students (Collings, Swanson and Watkins, 2014). Trained senior students offer relatable guidance and social support, helping demystify academic life and reduce anxiety and isolation (Terrion and Leonard, 2007). This visible support structure

normalises help-seeking and fosters aspiration, particularly when mentors reflect diversity in gender, ethnicity, socio-economic status, or disability (Yomtov et al., 2017).

Financial support - removes a key barrier for students from low-income backgrounds. Bursaries help cover living costs, reduce reliance on part-time work, and make higher education more accessible for those who might otherwise opt out (Mountford-Zimdars and Moore, 2020). This directly improves access and success for students from disadvantaged socio-economic groups. Research also highlights the need for increased awareness of non-traditional routes into higher education and for targeted support packages that address specific barriers faced by these students (Eguiguren Wray et al., 2022).

In summary, these interventions are effective because they don't just focus on getting diverse students through the door - they create an ecosystem of support that enables them to succeed, feel seen, and thrive. Together, they disrupt the structural disadvantages that have long limited diversity in engineering education.

REFERENCES

Advance HE (2020) *Equality in higher education: Students statistical report 2020*. York: Advance HE.

Advance HE, 2023. *Education for Mental Health Toolkit – Inclusivity ADHD*. Advance HE resource.

Archer, L., DeWitt, J., Osborne, J., Dillon, J., Willis, B. & Wong, B., 2013. 'Not girly, not sexy, not glamorous': Primary school girls' and parents' constructions of science aspirations. *Pedagogy, Culture & Society*, 21(1), pp.171–194

Arday, J., Belluigi, D.Z. and Thomas, D. (2022) 'Attempting to break the chain: Reimaging inclusive pedagogy and decolonising the curriculum within the academy', *Higher Education*, 84(2), pp. 207–225.

Association of Careers Educators (ACE), 2021. *The careers knowledge gap in schools*. [online] Available at: https://www.the-ace.org.uk/resources/

Bol, T. & Collet-Sabe, J., 2017. Widening Participation in Higher Education. *Education*, MDPI, 6(2), pp.1–20, citing that "most of the socio-economic gap in HE participation in England can be explained by the fact that poorer students have lower levels of attainment at GCSE

Bearman, M., Dawson, P., O'Donnell, M., Tai, J. and Jorre de St Jorre, T. (2020) 'Supporting academic integrity in diverse student cohorts through inclusive assessment design', *Assessment & Evaluation in Higher Education*, 45(1), pp. 5–19. https://doi.org/10.1080/02602938.2019.1605891

Callender, C. and Little, B. (2015) *The hidden benefits of part-time higher education study to working practices*. London: Higher Education Careers Services Unit (HECSU).

Callender, C. & Mason, G. (2017). *Does student loan debt deter higher education participation? New evidence from England*. *Annals of the American Academy of Political and Social Science*, 671(1), 20–48.

Centre for Social Justice (2021) *12 by 24: Unlocking education for care leavers*. London: CSJ. Available at: https://www.centreforsocialjustice.org.uk (Accessed: 20 May 2025).

Collings, R., Swanson, V. and Watkins, R. (2014) 'The impact of peer mentoring on levels of student well-being, integration and retention: A controlled comparative evaluation of residential students in UK higher education', *Higher Education*, 68(6), pp. 927–942. https://doi.org/10.1007/s10734-014-9752-2

Cooper, M. (2020) 'Neurodiversity in higher education: Challenges and opportunities', *Journal of Inclusive Practice in Further and Higher Education*, 12(1), pp. 18–28.

Croll, P. & Attwood, G. (2013). *Participation in higher education: Aspirations, attainment and social background*. *British Journal of Educational Studies*, 61(2), 187–202.

Demie F (2019) *Educational Inequality: Closing the Gap*. London, UK: UCL Institute of Education Press.

Demie F, See BH (2021) *Rethinking How we Can Improve the Diversity of the Teaching workforce in England*. BERA Blog, 6 January [online] https://www.bera.ac.uk/blog/rethinking-how-we-can-improve-the-diversity-of-the-teachingworkforce-in-england.

Department for Education, 2024. *Attainment of disadvantaged white British pupils: GCSE results in England*. [online] Department for Education. Available at: https://www.gov.uk/government/statistics [Accessed 14 July 2025].

Disability Rights UK, 2023. Education. [online] Disability Rights UK. Available at: <https://www.disabilityrightsuk.org/education> [Accessed 14 July 2025].

Disabled Students Commission (2021) *Annual report 2021: Improving support for disabled students*. London: DSC. Available at: https://disabledstudentscommission.uk (Accessed: 20 May 2025).

Disabled Students' Commitment, 2024. *Supporting disabled students in higher education: A sector-wide pledge*. [online] Available at: https://disabledstudentscommitment.hesa.ac.uk/

Downey, G.L., et al., 2006. The globally competent engineer: Working effectively with people who define problems differently. *Journal of Engineering Education*, 95(2), pp.107-122.

Duffy, A., Saunders, K.E.A. and Malhi, G.S. (2019) 'Mental health care and support in higher education: A review', *The Lancet Psychiatry*, 6(11), pp. 885–887. https://doi.org/10.1016/S2215-0366(19)30375-5

EngineeringUK, 2023. *Engineering in Higher Education*. [pdf] Available at: https://www.engineeringuk.com/media/mxxjczpv/engineering-in-higher-education_report_engineeringuk_march-23.pdf [Accessed 5 June 2025].

Eguiguren Wray, M., O'Donnell, V.L., Llamas, M. and Cullen, S. (2022) *Moving from access to success: Evidence and challenges for social mobility in higher education*. London: Sutton Trust. Available at: https://www.suttontrust.com/wp-content/uploads/2022/04/Access-to-Success.pdf

Fouad, N.A. and Singh, R., 2011. Stemming the tide: Why women leave engineering. *Society of Women Engineers Journal*.

Gartland, C., 2013. Marketing participation? Student ambassadors' contribution to widening participation schemes in engineering and medicine at two contrasting universities. Journal of widening participation and lifelong learning, 14(3), pp.102-119

Gill, T., 2020. *A Level predictions: A decade of accuracy*. Cambridge Assessment Research Report. [online] Available at: https://www.cambridgeassessment.org.uk/Images/568002-a-level-predictions-a-decade-of-accuracy.pdf

Gorard, S., See, B. H., & Davies, P. (2012). *The impact of attitudes and aspirations on educational attainment and participation*. Joseph Rowntree Foundation.

Gorard, S., 2018. The role of teacher bias in university access for disadvantaged students. *Higher Education Quarterly*, 72(1), pp.3–19.

GOV.UK, 2019. *Careers guidance and access for education and training providers*. [online] Available at: https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

Harrison, N. (2017) *Moving on up: Pathways of care leavers into and through higher education*. National Network for the Education of Care Leavers (NNECL). Available at: https://www.nnecl.org/resources/moving-on-up-report (Accessed: 20 May 2025).

Hayman, R., Wood, M., & Wharton, K., 2022. *Supporting the integration of first-year widening participation students into university: the role of online induction*. *SN Soc Sci*, 2(12), 268.

Higher Education Access Tracker (HEAT), 2021. *HEAT Track Impact Report 2021: Pre-application mentoring, summer schools and transition programmes*. London: HEAT.

HEA (Higher Education Academy) (2013) *Flexible learning: mathematics support*. York: HEA. Available at: https://www.advance-he.ac.uk/knowledge-hub/flexible-learning-mathematics-support

Herkert, J.R., 2001. Future directions in engineering ethics research: Microethics, macroethics and the role of professional societies. *Science and Engineering Ethics*, 7(3), pp.403-414.

Hockings, C. (2010) 'Inclusive learning and teaching in higher education: a synthesis of research'. York: Higher Education Academy. Available at: https://dera.ioe.ac.uk/id/eprint/2253

Hoque, K. and Alam, M., 2020. Unconscious bias in education and its impact on university admissions. *Journal of Education Policy*, 35(4), pp.489–509.

House of Commons Science and Technology Committee, 2023. *Diversity and inclusion in STEM: Second Report of Session 2022–23*. [online] UK Parliament. Available at: https://publications.parliament.uk/pa/cm5803/cmselect/cmsctech/95/report.html

Hughes, G., Panjwani, M., Tulcidas, P. and Byrom, N. (2018) *Student mental health: The role and experiences of academics*. Leeds: Student Minds. Available at: https://www.studentminds.org.uk (Accessed: 20 May 2025).

Husbands, D., Linceviciute, S. & Yetkili, O., 2024. *The impostor phenomenon among racially minoritised university students*. *Race Ethnicity and Education*.

Hutchinson J, Bonetti S, Crenna-Jennings W, et al. (2019) *Education in England: Annual Report 2019*. London: Education Policy Institute.

Independent (Callender & OFFA study), 2006–10. *Study reveals lack of awareness over university bursaries and scholarships*. *The Independent*, 2006.

Independent Schools Council (ISC), 2017. Private (independent) schools in England: resource statistics. In: Green, F., Anders, A. et al., 2017. Engines of privilege: Britain's private school problem. Bloomsbury.

Institute for Fiscal Studies, 2021. Education Inequalities: GCSE attainment and progression to university. [online] Institute for Fiscal Studies. Available at: <https://ifs.org.uk/publications/education-inequalities>

Ireland, E., Golden, S. and Morris, M., 2006. Evaluation of Integrated Aim higher: Tracking Surveys of Young People. Research Report RR811. National Foundation for Educational Research.

Lawton, M. and Turnbull, W. (2020) 'Bridging the gap: scaffolded maths interventions for vocational learners in engineering', *Journal of Further and Higher Education*, 44(5), pp. 667–682. https://doi.org/10.1080/0309877X.2019.1576853

Lattuca, L.R. and Stark, J.S., 2009. *Shaping the College Curriculum: Academic Plans in Context*. San Francisco: John Wiley & Sons.

Leathwood, C., and B. Read. 2009. *Gender and the Changing Face of Higher Education: A Feminized Future?* Berkshire, England: Open University Press.

Matthews, K.E., Croft, T., Lawson, D. and Waller, D. (2013) 'Engineering students understanding of mathematics support: a review of the literature', *International Journal of Mathematical Education in Science and Technology*, 44(6), pp. 847–867. https://doi.org/10.1080/0020739X.2013.812751

Mountford-Zimdars, A. and Moore, J. (2020) Identifying merit and potential beyond grades: opportunities and challenges in using contextual data in undergraduate admissions at nine highly selective English universities. Oxford review of education [online]. 46 (6), pp. 752–769.

NUS (2019). *Mental Health and Students: A national study of student wellbeing*.

NUS and Universities UK (2019) *Closing the gap: Black, Asian and Minority Ethnic student attainment at UK universities*. London: UUK. Available at: https://www.universitiesuk.ac.uk (Accessed: 20 May 2025).

OfS (2020). *Financial support review: Student perspectives on living costs and financial aid*.

Office for Students (2022) *Mental health and wellbeing in higher education*. Bristol: OfS. Available at: https://www.officeforstudents.org.uk (Accessed: 20 May 2025).

OfS (2022). *Equality of Opportunity Risk Register*.

Office for Fair Access OFFA (2017) *Topic briefing: Supporting students from low-income backgrounds*. London: Office for Fair Access (now merged into OfS).

Office for Fair Access (OFFA) (via Browne Review), 2010.

Page, S.E., 2007. *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton: Princeton University Press.

Passy, R, and Morris, M., 2009. Evaluation of Aimhigher: learner attainment and progression. Final Report. Slough: NFER.

Reay, D., M. E. David, and S. Ball. 2005. Degrees of Choice: Class, Race, Gender and Higher Education. Stoke on Trent: Trentham Books.

Reduction in choice 'would hit disadvantaged students hardest', 2021. *Times Higher Education*, 1 Nov. Available at: https://www.timeshighereducation.com

Reynolds, E., 2020. *First-generation university students are at greater risk of experiencing impostor syndrome*. *BPS Research Digest*.

Royal Academy of Engineering (2021). *Pathways to success: Engineering education and social mobility*.

Russell, G., Rodgers, L.R., Ukoumunne, O.C. and Ford, T. (2019) 'Educational experiences of autistic children and young people: A synthesis of evidence from UK research', *Autism*, 23(2), pp. 123–135. https://doi.org/10.1177/1362361318786975

Russell Group, 2018. *Closing the gap: supporting disadvantaged students into top universities*. [online] Available at: https://russellgroup.ac.uk/news/closing-the-gap/

Sanders, J. and Higham, L., 2012. The role of higher education students in widening access, retention and success. A Literature Synthesis of the Widening Access, Student Retention and Success. National Programmes Archive. York: Higher Education Academy

Speakers for Schools, 2024. *Double Disadvantage: How Lack of Work Experience Limits State School Students' Access to Top UK Universities*

Stevenson, J. (2020) *Black and minority ethnic student degree retention and success in higher education: A literature review*. York: Advance HE.

Sutton Trust, 2019. *An unequal playing field: extra-curricular activities, soft skills and social mobility*. London: Social Mobility Commission/GOV.UK.

Sutton Trust, 2019. Class differences: Ethnicity and disadvantage. [online] Sutton Trust. Available at: <https://www.suttontrust.com/our-research/class-differences-ethnicity-and-disadvantage/>.

Terrion, J.L. and Leonard, D. (2007) 'A taxonomy of the characteristics of student peer mentors in higher education: Findings from a literature review', *Mentoring & Tutoring: Partnership in Learning*, 15(2), pp. 149–164. https://doi.org/10.1080/13611260601086311

The Access Project, 2025. *Bursaries are key to fighting student cost of living crisis*. [online] 7 Jan. Available at: https://theaccessproject.org.uk

Thomas, L. (2012) *Building student engagement and belonging in Higher Education at a time of change*. London: Paul Hamlyn Foundation.

Thomson, D. (2020). *Unequal pathways: Disadvantaged students and post-16 progression*. Education Policy Institute. UCAS, 2022. *Next steps: What influences the choices of disadvantaged students?* [online] Available at: https://www.ucas.com/nextsteps-report

UKAT, 2021. *Tutoring in Higher Education: How to better support students with learning disabilities*. UKAT blog.

UKAT, 2025a. *Towards Inclusive Tutoring: Elevating Student Voices and Empowering Knowledge Co-Creation*. UK Academic Tutoring blog.

UKAT, 2025b. *Reimagining Personal Tutoring and Academic Advising to Narrow the Awarding Gap*. UKAT blog.

UNESCO (2017) *A guide for ensuring inclusion and equity in education*. Paris: UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000248254

Universities UK https://www.universitiesuk.ac.uk/what-we-do/creating-voice-our-members/campaigns/access-success/our-action-plan-opportunity-making Accessed 28/04/25

Villegas AM, Strom K, Lucas T (2012) Closing the racial-ethnic gap between students of colour and their teachers: an elusive goal. *Equity and Excellence in Education* 45(2): 283–301.

Waterfield, J. and West, B. (2006) *Inclusive assessment in higher education: a resource for change*. Plymouth: University of Plymouth. Available at: https://www.plymouth.ac.uk/uploads/production/document/path/1/1181/Inclusive_Assessment_in_Higher_Education.pdf

What Works? Student Retention & Success, 2022. *Building student engagement and belonging in Higher Education: Final report*.

Wilson, J. & Brown, W.C., 2017. *Peer mentoring for undergraduates in a research-focused diversity initiative*. In: [ResearchGate] (ed.), *Peer mentoring for undergraduates in a research-focused diversity initiative*.

Winstone, N.E. and Boud, D. (2020) 'Assessment for learning: placing authentic assessment at the heart of the curriculum', *Assessment & Evaluation in Higher Education*, 45(4), pp. 527–540. https://doi.org/10.1080/02602938.2019.1626621

Wyness, G., 2017. *Predicted grades: Accuracy and impact*. University and College Union (UCU). [online] Available at: https://www.ucu.org.uk/media/8409/Predicted-grades-accuracy-and-impact-Gill-Wyness-report-Dec-16/pdf/Predicted_grades_report.pdf

Yomtov, D., Plunkett, S.W., Efrat, R. and Marin, A.G. (2017) 'Can peer mentoring support first-year university students? Longitudinal evidence of changes in academic self-efficacy, engagement, and performance', *Teaching and Learning Inquiry*, 5(2), pp. 65–81.

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														