Imperial College London

Access and participation plan 2025/26 to 2028/29

Imperial College London ('Imperial') is a community of problem solvers dedicated to our mission of finding innovative solutions to the world's biggest challenges, such as climate change, infectious diseases and data security. Our education and our research in science, engineering, medicine and business are characterised by the four distinctive capabilities set out in our Academic Strategy: we are inter-disciplinary, quantitative, externally engaged and entrepreneurial.

Our students stand at the heart of our community and of our transformative mission. As future leaders in academia, in healthcare, in industry and in business, they are one of the most powerful means that we have of putting our mission into effect. As the innovators of today, they are working in partnership with us to enhance their education and student experience, drive change in our curriculum, in our pedagogy and in our approach to student support, so that together we may enable more students from diverse backgrounds to come to Imperial and to succeed once they are here.

Imperial offers long-established undergraduate degree programmes in the Natural Sciences, Engineering and Medicine. In 2023/24, we welcomed our first cohort of undergraduates in the Business School, and we continue to offer individual modules and one-year programmes in business to students registered on other degrees.

Imperial students from all backgrounds are tremendously successful, whether this is measured by continuation, completion, attainment or progression. Our performance on all of these metrics is high in absolute terms, and the gaps between the most and least advantaged demographics are relatively small.[i] This demonstrates that our highly devolved approach, with pedagogy and support tailored to the discipline- and course-specific needs of our students, is highly effective, and a devolved, discipline-tailored, tutor-led approach to academic and personal support remains at the heart of our strategy.

Despite our students' high levels of success, we remain determined to enable them to achieve even better outcomes. Our strategic ambition is to have a more diverse, even more successful community, equipped with the skills for the jobs of the future. Our new Strategy, Imperial: Science for humanity, includes two major initiatives targeted at achieving this ambition: *Imperial Inspires*, and *Imperial Class of 2030*.

Imperial Inspires will see us bring the brightest minds to Imperial, no matter who they are, where they come from or their financial resources.

The *Imperial Class of 2030* will continue to be educated in a welcoming, supportive and appropriately challenging environment where disciplinary excellence, interdisciplinary working and entrepreneurship training are seamlessly integrated and supported by state-of-the-art digital and physical infrastructure and an engaging extracurricular experience. The disparate needs of students from a range of diverse backgrounds will be integral to the design of our educational offering.

Alongside this overarching longer-term ambition, we have specifically identified a number of gaps in levels of access, continuation, attainment and progression that demand our immediate and focused attention. Analysis of these gaps is available in Annex A. We have also identified a risk that, as we continue to diversify our intake, further gaps - not currently visible due to smaller numbers - may emerge. This APP therefore describes additional interventions at Institution level to build on the excellence delivered by our departments. Our 'whole institution approach' is characterised by setting consistent standards and high expectations for our departments, and by supplementing this with institution-level interventions only where we judge that this is the most effective means of delivering excellence for our students. Our overarching **theory of change** is anchored in our experience of addressing deficits in STEM aspiration, confidence,

knowledge and skills (see below). We are committed to working in **partnership** with, for example, the Frontier Learning Trust and the Imperial College London Maths School (ICLMS), the University of Cumbria (The Pears Cumbria School of Medicine) and our new partnership with LSE, as well as (particularly in intervention strategies 1 and 2) with the third sector.

Under our current APP, as agreed with the OfS, the focus has been to diversify our intake. We have experienced some strong initial success, and the steps that we have taken will continue to drive the diversification of our undergraduate cohorts. We introduced a simplified route through our admissions process for students from disadvantaged backgrounds and we build on this in the current APP with our new whole institution approach to Admissions.

A key challenge for Imperial is Mathematics attainment in students from our target demographics. On many of our programmes, particularly in Engineering, Physics, Computing, Economics & Data Science and Mathematics, a high level of prior attainment in Mathematics is essential in order to succeed, and our A-level offers reflect this. A key focus of our existing work to diversify our community is therefore to provide additional Maths support to our potential students, and we seek to build on this in this APP.

A new focus of activity for this APP will be university-wide interventions in the area of student success. The 'wrap-around' support proposed for students whom we have identified as 'Widening Participation' (which includes but is not limited to those we identify as part of this APP) will be a key part of this offering.

Risks to Equality of Opportunity

We have considered the risks set out in the OfS Equality of Opportunity Risk Register (EORR).

Risk 1: Knowledge and Skills: Imperial has identified this as a key risk, not only for Access, but also for Continuation. We have a very high level of expectation in terms of Maths attainment at A level, and our high offers reflect the high level of Maths capability that is required to succeed in most of our programmes. Any initiative which lowered our offers grade in A-level Maths would risk a corresponding increase in non-continuation. Our interventions to manage this risk are therefore focussed on measures to support Maths attainment amongst our aspiring students. Similar factors are at play in other STEM A-levels, particularly Physics.

Risks related to knowledge and skills also include a lack of opportunity pre-16 to develop foundational STEM-specific knowledge and skills, including confidence in Maths, practical lab and technical skills, and broader STEM capital. This can lead to young people disengaging with STEM subjects at an early age and discounting STEM university or career pathways. This is evidenced to disproportionately impact young women, those from Black heritage backgrounds, and those from socioeconomically disadvantaged backgrounds.

Risk 2: Information and Guidance: The most important risk in this area for a STEM institution is that students may give up studying STEM subjects early in their school careers. Students who undertake combined rather than triple science at GCSE may find it more difficult to achieve the highest grades at A level. Whilst there are other risks e.g. at the point of application, Imperial has identified the risk at Key Stage 4 to be the most material – with interventions focused on the years leading up to this, when decisions are made about subject choices. We also note that not all schools offer triple GCSE science.[ii]

Risk 3: Perception of Higher Education: For a STEM institution, this risk interacts strongly with Risk 2, since there is a need not only to combat misconceptions of HE but also misconceptions concerning STEM. The first stage in combatting the view that 'people like me don't go to Imperial' is combatting the view that 'people like me don't do STEM.' Underrepresented and disadvantaged students are more likely to perceive that STEM educational or career pathways are not for them, regardless of prior

attainment levels. This risk is likely to disproportionately impact young women: across the higher education sector, women are underrepresented in STEM degree subjects (31.8% female in STEM vs 61.9% female in non-STEM degrees in England in 2020/21), with this difference particularly prominent in Physics, Mathematics, Engineering, and Computing.

Risk 4: Application Success Rates: There are two main elements to this risk at Imperial – firstly, there is a risk that students from disadvantaged backgrounds fail to secure offers; secondly, there is the risk that they fail to meet them. Imperial is implementing a scheme to ensure that applicants from disadvantaged backgrounds secure minimum offers provided they meet certain thresholds. We are also providing additional support to our offer-holders to give them the best possible chance of meeting their offer. Imperial is not, however, able to reduce its minimum offer level, since the level of our minimum offer reflects the level of prior attainment necessary to succeed on the chosen degree programme.

Risk 5: Limited choice of course type and delivery mode: Imperial offers full-time in-person degrees, making appropriate use of online, digitally enhanced and blended learning within that context. We do not however, offer online-only undergraduate programmes, particularly since many of our programmes emphasise hands-on experience using the same equipment that graduates will encounter in industry. The low-level FTE for part-time students found in our HESA data represents students who are repeating part of a year, or who are away for part of a year for health or personal reasons. We do not offer part-time Undergraduate programmes.

Risk 6: Insufficient Academic Support: All students beginning programmes at Imperial have achieved a very high level of academic attainment prior to studying here. Our strong academic and personal tutorial system provides an opportunity for individual intervention and coaching, in particular, where students are experiencing difficulty. We have identified areas where there are more systematic difficulties for certain groups of students, such as students with disabilities; and students who struggle with Maths skills. (Although we no longer require A-level Further Maths given its lack of availability for most students, we observe that those who have obtained Further Maths A-level are much more familiar and confident with the A-level Maths material than those who have not.)

Risk 7: Insufficient Personal Support: As above, we operate a strong academic and personal tutorial system. However, we understand that students who don't have family experience of university or have less 'STEM capital' may need additional support. We have developed a new programme of transition support (detailed in Intervention strategy 5). We are also aware that clubs, societies and other extra-curricular activities play a vital role in developing peer support networks. We have supported the Imperial College Students' Union's (ICU) recent introduction of a Student Experience Fund to remove financial barriers to participation, and we are conducting research on participation in sport and its correlations with student success.

Risk 8: Mental Health: Imperial has set out in our Mental Health and Wellbeing Strategy[iii] a commitment to promoting mental wellness and providing support to students and staff. The academically rigorous nature of our courses can create a competitive environment for students and we are concerned to equip students not just academically but also with the tools to promote a healthy approach to studying and success, for example through the Learning Well Project (see *Whole Provider Approach* and Annex B).

Risk 9: Ongoing impacts of coronavirus: All cohorts included in our plan will have had their schooling and personal development impacted by coronavirus, through interruption of schooling and exams, and lack of socialisation due to lockdowns. There is a risk that this will particularly impact our more disadvantaged applicants and students, who may have had less study space and equipment to continue schooling at home, and fewer resources to catch up once schooling resumed. This risk impacts several other risks, including mental health, knowledge & skills and academic support.

Risk 10: Cost pressures: As a London institution, we are acutely aware of the impact of the cost-of-living crisis on our students. The London weighting on student loans is wholly inadequate to meet the additional costs of living in London. For students at Imperial, this risk is exacerbated by the fact that our programmes are exceptionally demanding in terms of both academic effort and skill. It would be extremely challenging to succeed in our programmes whilst also working more than a few hours per week, and doing so would additionally impact students' ability to engage in the rich extracurricular programme offered by Imperial and ICU. This in turn would impact mental health (cf. Risk 8) and employability (cf. Risk 12). Accordingly, Imperial makes a very significant investment in student financial support. Our university-wide bursary scheme is the most generous in the UK, providing up to £5000 per year to support students from households with incomes of £70k per annum or less. Additionally, we operate a range of scholarships targeted at the most talented students from particular demographics, and we have hardship funds available to all students.

Risk 11: Capacity Issues: As a London institution, the most significant capacity issue facing our students is accommodation. All eligible[iv] students at Imperial have the opportunity to live in Halls during their first year. Imperial is committed to managing its accommodation portfolio and undergraduate intake so that this continues to be the case. Students typically live in private rented accommodation from their second year, and while this normally works very successfully, we are aware that for students from disadvantaged backgrounds, there may be additional anxiety associated with the need to find accommodation on the London rental market from Year 2. We will continue to monitor issues associated with accommodation after the first year, and will consider providing accommodation guarantees in additional years for students from demographics for which serious issues emerge. We take steps to ensure that students who wish to live at home whilst they study are able to have a comparable experience to students who live away from home. For example, we provide generous on-campus study space (including in our Library, which is open 24 hours a day), recognising that students who live at home, as well as students whose term-time accommodation is further from campus, may not be able to return home between formally scheduled teaching sessions. There are also capacity risks associated with access to personal computing hardware and software, and we address these in Intervention strategy 5 below.

Imperial has recognised a lack of capacity in Undergraduate Medical Education in Cumbria, and has launched the Pears Cumbria School of Medicine in partnership with the University of Cumbria.

Risk 12: Progression from Higher Education: Imperial graduates are amongst the most employable in the UK[v], and also have high starting salaries. Employability is a function not only of academic attainment but of social capital. Imperial pays particular attention to giving all of our students opportunities to build their social capital and build their *curricula vitae*. There is a particular risk that students who are struggling academically, personally or financially (cf. risks 6, 7 and 10) may not engage as fully with these programmes as other students, thus compounding their disadvantage. Our interventions around this risk are therefore an important part of our employability strategy. We are proposing additional interventions around employability for students from disadvantaged backgrounds under Intervention strategy 8 below.

Imperial's Key Risks

Locally, we have identified the following as the key risks which this plan will address:

Risk A: There is a lower proportion of Black entrants (5.9% in 2021/22) at Imperial than are present in the areas from which we have historically recruited (20% of 18-year-olds in London, according to the 2021 census data).

Risk B: There is a lower proportion of entrants eligible for free school meals (FSM) at Imperial (11.5% in 2021/22) than nationally (18.4% in 2021/22).

Risk C: There is a lower proportion of entrants from IMD Q1 areas at Imperial (14.4% in 2021/22) than entrants from IMD Q5 areas (29.7% in 2021/22).

Risk D: Imperial students from IMD Q1 areas have a lower level of continuation (92.5% in 2020/21) than students from IMD Q5 areas (97.5% in 2020/21).

Risk E: Imperial students who have declared Black ethnicity have a lower level of continuation (90.4% in 2020/21) than students who have declared White ethnicity (95.5% in 2020/21).

Risk F: Imperial students who are eligible for FSM have a lower level of continuation (87.9% in 2020/21) than students who are not (95.9% in 2020/21).

Risk G: Imperial students from IMD Q1 areas have poorer progression (to employment or further study) rates (84.3% in 2020/21) than students from IMD Q5 areas (95.1% in 2020/21).

Objectives

Objective 1 (Local Risk A): to increase the proportion of Black entrants to Imperial to 8.2% by 2029.

Objective 2 (Local Risk B): to increase the proportion of FSM eligible entrants to Imperial to 11.7% by 2029.

Objective 3: (Local Risk C): to maintain the gap between the proportion of IMD Q1 and IMD Q5 students over the course of the APP period at 15.2 percentage points.

Objective 4 (Local Risk D): to decrease the continuation gap between IMD Q1 and Q5 students to 4.0 percentage points by 2029.

Objective 5 (Local Risk E): to decrease the continuation gap between Black students and White students to 4.1 percentage points by 2029.

Objective 6 (Local Risk F): to decrease the continuation gap for FSM-eligible students to 6.4 percentage points by 2029.

Objective 7 (Local Risk G): to decrease the progression gap between IMD Q1 and IMD Q5 students to 9.7 percentage points within 6 years.

Intervention strategies and expected outcomes

Imperial has eight intervention strategies. Each intervention strategy contains a number of individual programmes and interventions. Some objectives are supported by more than one intervention strategy, and some intervention strategies support more than one objective.

Our approach to designing our intervention strategies reflects an overarching **theory of change** focused on addressing key STEM aspiration, confidence, knowledge and skills gaps and supporting students to make confident, informed decisions anchored in solid understanding of

STEM pathways. Our work with younger students seeks to support positive STEM experiences and development of STEM identity to broaden the diversity of the STEM excellence pipeline. Although our targets are focused on admissions to Imperial, it is important that our access work has a positive impact on students' engagement with STEM and progression to the next steps in their own educational journeys, whether they ultimately progress to Imperial or to other STEM pathways. As we transition into the later years of secondary education, and particularly in years 12 and 13, we place greater emphasis on STEM attainment, and particularly on Maths. Our focus shifts to enabling as many pupils as possible to achieve the A level grades that they require to succeed at Imperial. This is intended not only to promote access to the university, but also to lay the foundations for student success after admission. Students who do not come to Imperial will nevertheless have benefitted from their engagement with our programmes: although our targets are focussed on admission to Imperial, we do not regard this as the only positive outcome from our programmes. Our most significant on-course gaps relate to continuation, and so our interventions focus on the transition to university, continuing to provide additional academic support (because students from underrepresented backgrounds may be less likely to have taken Further Maths, for example), ensuring that the personal support is also tailored to supporting students from a range of backgrounds, and promoting a sense of belonging; which our research has shown as also being a key driver of succeeding at university.

Additionally, we have intervention strategies focused on solving particular problems which our students from underrepresented groups are more likely to experience. Our financial support package seeks to minimise the extent that students will have to work alongside their studies. Recognising that students from underrepresented backgrounds are less likely to receive sufficient (or indeed any) financial support from their family to bridge the gap between the cost of living in London and the total student loan available; and that at the same time they are more likely to be striving to make up for prior learning deficits, meaning that their time and capacity for paid work is also decreased if we want them to succeed at the same level as their more advantaged peers. Our programme of enhanced careers support for students from underrepresented backgrounds reflects the facts that such students are likely to have lower social capital and fewer (if any) family connections with graduate employment. They are also likely to start thinking about employment later in their undergraduate careers than their more advantaged peers, and this is reflected in their employment outcomes.

The table below shows how our intervention strategies and objectives relate and link to each other and the risks we have identified.

	Intervention Strategy	Objectives Supported	Risks Targeted
IS1	Supporting Attainment and Skills	1, 2, 3	1, 9, A, B, C
IS2	Navigating Pathways	1, 2, 3	2, 3, 9, A, B, C
IS3	Supporting Black Heritage Students	1	1, 2, 3, 9, A
IS4	University-wide Approach to Admissions	1, 2, 3	4, A, B, C
IS5	Transition Support for Underrepresented Groups	4, 5, 6	6, 7, 9, 11, D, E, F

IS6	Mental Health Strategy	4, 5, 6	8, 9, D, E, F
IS7	Financial Support	1, 2, 3, 4, 5, 6	10, A, B, C, D, E, F
IS8	Careers Support	7	9, 12, G

Intervention Strategy 1: Supporting Attainment and Skills

Underrepresentation at university starts early in the educational pipeline, as students from underrepresented and disadvantaged backgrounds struggle to access the teaching and resources required to meet their full academic potential. Our attainment-raising initiatives are designed to support a STEM excellence pipeline, empowering students at important milestones in their educational journeys to achieve the academic success that will allow them to access the next steps in their educational pathways.

IS1: Objectives and targets

This intervention strategy addresses objectives 1, 2 and 3 above. In addressing these objectives, our work will have a broader impact across the sector, since not all of those who interact with us will go on to apply to or study at Imperial. This is particularly true of those programmes working with younger pupils.

IS1: Risks to equality of opportunity

This intervention strategy directly addresses risk 1 at the sector level, but also impacts risks 2 and 3, particularly in the earlier years, where separate treatment of risks 1-3 may not be appropriate.

Activity	Inputs	Outcomes	Cross intervention strategy?
KS2/KS3 Maths Transition Schools Partnership Target group: primary age pupils at partner schools, working with whole school year groups Format in pilot phase and developed with schools, to include multiple touch points across years 5 and 6, including visits to schools and school	1.0 FTE staff Ambassador training and expenses Administration costs Travel, academic materials and venue/hospitality costs for in-person events	Increased attainment in Maths in KS2 Increased confidence in transition to KS3	

group visits to Imperial or other STEM spaces, and a transitional summer school for 10-11 year olds Number of schools: 3 *New activity* *Collaboration with schools local to the White City Campus, local museums and STEM spaces*			
Westminster Academy Partnership Target group: class groups selected by partner school, ages 11-18 Format: school group visits to Reach Out Lab, with topics and age groups selected by school Number of participants: 300-700 annually *Existing activity* *Collaboration with Westminster Academy*	0.8 FTE staff Ambassador training and expenses Administration costs Travel, academic materials and venue/hospitality costs for in-person events	Increased confidence in scientific techniques	IS2: Navigating Pathways
Imperial X LSE Collaborative Tutoring Programme Target group: KS3 Girls Format to include weekly small-group tutoring, in-person activities on campus, and **AIG** sessions *New activity*	0.5 FTE staff time Tutor training and expenses Administration costs Travel, academic materials and venue/hospitality costs for in-person events	Increased attainment in Maths in KS3 and KS4	IS2: Navigating Pathways

Collaboration with LSE and a third party delivery partner			
Maker Challenge Programmes *Including Proto-Maker Challenge, Maker Challenge, and Move-Up Maker Challenge* Target group: young people from White City community schools, including strands for school groups (years 7-9) and individual students (ages 14-18) Format: Multiple activities with the same student group over the course of a term focusing on hands-on activities in Makerspace: Number of participants: 360 per year *Existing activity* *Partnership with Berkeley Foundation*	6.0 FTE staff Ambassador training and expenses Administration costs Travel and venue & hospitality costs for in-person events Equipment and academic materials costs	I**ncrease** diversity of STEM skills pipeline Support students to continue engaging with the Makerspace by accessing the next stage of the Maker Challenge programmes pipeline. Increase the proportion choosing STEM and DT at GCSE	
Pimlico Connection Tutoring Target group: Year 10 and 11 students from disadvantaged backgrounds. Format: weekly online small-group tutoring over the course of 6-8 weeks	0.4 FTE staff Ambassador training and expenses Administration costs	Increased attainment in target subjects at GCSE	IS2: Navigating Pathways

Number of participants: 80 participants from five schools *Existing activity*			
mA*ths Online and Further mA*ths Online Target group: Year 12 and 13 A-level Maths and Further Maths students from disadvantaged backgrounds Number of participants: 500 Format: hybrid, including in-person anchor events, self-directed coursework, and virtual small group tutoring over 2 years *Existing activity*	2.0 FTE staff Tutor training and expenses Administration costs Online tutoring platform costs Travel and venue & hospitality costs for in-person events	Increased attainment in target subjects at A-level Increased progression to STEM degrees at selective universities	IS2: Navigating Pathways
Targeted STEM Tutoring Target group: Year 12 and 13 Physics and Chemistry A-level students from disadvantaged backgrounds Format: hybrid, including in-person anchor events and virtual small group tutoring over the course of two years Number of participants: up to 40 Chemistry and up to 40 Physics per cohort *Existing activity Currently a collaboration with Levelling Up*	0.8 FTE staff Tutor training and expenses Administration costs Travel and venue & hospitality costs for in-person events	Increased attainment in target subjects at A-level Increased progression to STEM degrees at selective universities	IS2: Navigating Pathways

associated universities			
Imperial College London Maths School (ICLMS) and University Maths School Network (U-Maths) Collaboration Ongoing partnership with ICLMS to support Maths excellence pipeline through the school, its outreach activities, and links to local community and wider U-Maths network *New activity Collaboration with ICLMS Work with the wider Maths Schools Network*	0.6 FTE staff Senior level Imperial staff representation as ICLMS trustee, on governing boards and U-Maths charity. Access to Imperial researchers, current students, spaces and other university resources	Continued involvement of Imperial senior staff in ICLMS governance and U-Maths network to support ongoing strategic review of the school and its widening participation priorities Continued links between Imperial Outreach and ICLMS Outreach to support the ICLMS widening participation portfolio iEnhanced mathematical research skills through engagement with Imperial researchers and students; Monitor applications and enrolments from ICLMS to STEM degrees at selective universities including Imperial and seek similar information across the network.	

Total cost of activities and evaluation for intervention strategy: £6,417,000

Summary of evidence base and rationale:

Considering the risks to Knowledge & Skills and Perceptions of STEM, we have identified a need for additional support for Maths attainment as a key enabler for academic success across all STEM pathways. This includes:

- Support around difficult key stage transitions, including the transition from primary to secondary Maths and the transition from GCSE to A-level, which is considered a large jump in terms of challenge for students.[vi]
- Support for the most challenging elements of the Maths and Further Maths A-level curriculum, particularly where disadvantaged schools may not be well-equipped to provide Maths specialist teaching.[vii]

In support of wider STEM attainment and engagement, we have further identified a need for:

- Targeted tutoring at A-level, to support key gateway STEM subjects including Physics, Chemistry, Maths and Further Maths.
- Supporting schools to access STEM spaces and physical resources, and the opportunity to provide students with "non-school experiences of science".[viii]

Our programme approaches are based on strong evidence for:

- Use of mentors in supporting academic attainment.[ix]
- Importance of personalised teaching, peer interactions, and strong scaffolding for creating high-quality virtual interactions.[x]
- Sustained contact programmes with multiple elements.[xi]
- Deeper learning through project-based learning and apprenticeship model, including self-directed tasks, exposure to experts in linked fields, and external feedback and validation.[xii]

Evaluation

Evaluation of this intervention strategy will include, but not be limited to, an assessment of the number of applicants from Widening Participation backgrounds who have participated in the programmes included above who (a) apply to and (b) are admitted to Imperial (thus evaluating impact on appetite to apply and preparedness for the admissions process). It will also include activity-specific interim outcomes that have been shown by sector evidence to support attainment and long-term tracking of attainment progress in target subjects against a matched comparator group where feasible. Our evaluation will also investigate wider positive outcomes from this intervention strategy, seeking to increase sector understanding of effective practice. Further details of evaluation, including evaluation in terms of broader outcomes, may be found in Annex B.

Intervention Strategy 2: Navigating Pathways

IS2: Objectives and targets:

This intervention strategy addresses objectives 1, 2 and 3.

IS2: Risks to equality of opportunity

This intervention strategy addresses risks 2, 3, 9, A, B and C.

We have developed a programme of activities with expert partners aimed at overcoming identified barriers to STEM alongside improving familiarity, sense of belonging and raising aspirations. These activities seek to improve perceptions of HE, and diversify the pool of applicants, particularly to high tariff institutions.

Activity	Inputs	Outcomes	Cross intervention strategy?
STEM Potential Target group: Year 10-13 students from disadvantaged backgrounds Format: multiple touch points across 2 or 4 years of the programme, including in-person, virtual elements and summer schools in transition points	1.2 FTE staff Ambassador training and expenses Administration costs	Increase diversity of the STEM pipeline Increase the proportion of participants progressing to Imperial Increase the proportion of participants progressing to STEM	IS1: Supporting Attainment and Skills

Number of participants: 360 per year *Existing activity* *Partnership with Brightside and Optimising Futures*	Travel, academic materials, catering and venue costs	degrees at selective universities Support smooth transition to university	IS3: Supporting Black Heritage Students IS5: Transition Support for Underrepresented Groups
Pathways to Medicine Target group: Year 12-13 students from disadvantaged backgrounds Format: multiple touch points across 2 years of the programme, including in-person, virtual elements, collaborative Trust wide events, work experience (virtual or in person) and a summer school Number of participants: 120 per year *Existing activity* *Partnership with: Sutton Trust, Brightside, Imperial College NHS Trust*	1.2 FTE staff Ambassador training and expenses Administration costs Travel, academic materials, catering and venue costs	Support diversity of medicine pipeline Increase the proportion of participants progressing to medicine at Imperial Increase the proportion of participants progressing to medicine at selective universities	IS3: Supporting Supporting Black Heritage Students IS5: Transition Support for Underrepresented Groups
Year 12 Summer Schools Target group: Year 12 students from disadvantaged backgrounds Format: residential and non-residential summer schools Number of participants: ca. 280 per year *Existing activity* *Including in partnership with Sutton Trust*	1.5 FTE staff Ambassador training and expenses Administration costs Travel, academic materials, and venue / hospitality costs	Support diversity of the STEM pipeline Increase the proportion of participants progressing to Imperial Increase the proportion of participants progressing to STEM degrees at selective universities	
Pre-16 Summer Schools Target groups: Year 9-11 students from disadvantaged backgrounds Format: residential and non-residential summer schools, including virtual and in-person elements Number of participants: ca.150 per year *Existing activity*	1 FTE staff Ambassador training and expenses Administration costs Travel, academic materials, catering and venue / hospitality costs	Support diversity of the STEM pipeline Support informed, confident decisions on subject choice, university choice, and career options	

Total cost of activities and evaluation for intervention strategy: £3,648,000

Summary of evidence base and rationale:

Even with high prior attainment, young people from underrepresented and disadvantaged backgrounds may not choose to pursue higher education, or particularly STEM degree options. Inequalities in STEM education and career fields can negate young people's STEM capital, particularly for those from underrepresented communities. Across the higher education sector, Black heritage students and students from disadvantaged backgrounds (as indicated by IMD Q1) are more significantly underrepresented in STEM degree subjects than non-STEM degrees.[xiii]

Our approach to supporting students to navigate STEM pathways is based on strong evidence for positive impact using the following approaches:

- Supporting access to STEM spaces and physical resources, and the opportunity to provide students with "non-school experiences of science"[xiv]
- Multi-touch-point programmes or "black box" interventions[xv], including specific research into the effectiveness of multi-touchpoint intervention for supporting disadvantaged students to access medical degrees and career pathways[xvi], which directly informed the development of the Pathways to Medicine programme
- Role models from similar backgrounds to support a sense of belonging[xvii]
- Continuing work to investigate the impact of the Pathways to Medicine programme on progression to medical careers

Evaluation

Evaluation of this intervention strategy will include, but not be limited to, an assessment of application and progression to Imperial and to selective universities and STEM degrees more broadly, considering success across stages of the application cycle to evaluate the impact on appetite to apply and preparedness for the admissions process. As stated above, we will also investigate a number of other positive outcomes from this intervention strategy, aiming to support sector understanding of what works. Further details of evaluation, including evaluation in terms of broader outcomes, may be found in Annex B.

Intervention Strategy 3: Supporting Black Heritage Students

IS3: Objectives and targets:

This intervention strategy addresses objective 1 above.

IS3: Risks to equality of opportunity

This intervention strategy directly addresses risks 1, 2, 3, 9 and A.

Activity	Inputs	Outcomes	Cross intervention strategy?
STEM Futures Target group: Year 10-13 London/ near London based Black heritage students interested in STEM pathways Format: multiple touch points across 2 or 4 years of the programme, including in-person, virtual elements Number of participants: 120 per year (30 per cohort) *Existing activity* *Partnership with:* • *Seneca* • *Student Union ACS* • *Amos Bursary* • *With Insight Education* • *Black Alumni Network* • *WCAN* • *The Ladder Project*	1.0 FTE staff time Administration costs Ambassador training and expenses Travel, academic materials and venue & hospitality costs	Support diversity of the STEM pipeline Increase the proportion of participants progressing to Imperial Increase the proportion of participants progressing to STEM degrees at selective universities Support smooth transition to university Build trust and connections with London area Black communities	IS2
Targeted Mentoring Target group: Year 12-13 Black heritage students from state schools, with priority given to disadvantaged backgrounds Format: hybrid mentoring with in person events combined with digital mentoring sessions Number of participants: 20 *Existing activity* *Partnership with:* *With Insight Education*	0.2 FTE staff time Partnership costs Administration costs Mentor training and expenses Travel, catering and venue / hospitality costs	Support diversity of the STEM pipeline Build trust and connections with London area Black communities	IS2
Targeted Scholarships • Presidential Scholarships • Amos Bursary • Cowrie Foundation Scholarships • Department and Faculty Scholarships	3.5 FTE	Supports diversity of applicant pool and student body	

Activate Mentoring Mentoring to support recipients of Imperial's Scholarships for Black heritage students and Minority Ethnic PhD students	0.5 FTE £4,000 non-staff costs (e.g. Mentor training and expenses	To improve experience, increase retention, develop a peer community and create a deeper sense of belonging	
	Travel, catering and venue / hospitality costs)	To support career development	

Total cost of activities and evaluation for intervention strategy: £1,563,000

Summary of evidence base and rationale:

Risks to STEM knowledge and skills and perceptions of STEM pathways disproportionately impact Black heritage students, who are less likely to apply to STEM degrees (7.8% Black heritage in STEM vs. 8.3% Black heritage in non-STEM degrees in England 2020/21) [xviii] and to Imperial specifically. To better understand the context for Black heritage students and how Imperial could support them, Imperial commissioned research from Cosmos. This research identified a particular challenge around representation and reassurance for prospective Black heritage students: "Despite relatively high academic confidence generally, Black students in our research frequently spoke of wanting to see and speak to more Black people in STEM, especially students currently studying STEM at university, in order to reassure them that 'people like me can be successful'. This was the most common challenge identified within the research." Despite the students in the study being interested in STEM and exhibiting characteristics of STEM identity, students still expressed concerns about the "heavy or intense workload" involved in STEM degrees, and concerns about the underrepresentation of Black people, particularly Black women, in STEM.[xix]

The Cosmos research supported the co-creation of our STEM Futures programme, identifying the following needs which underpin the programme design:

- A focus on representation and reassurance, particularly a "need for more Black role models [prospective applicants] can relate to"
- Working with students as early as possible, particularly before A level subject choice
- Involve parents, as key influencers, in activities and resources created
- Emphasis on qualitative understanding of the experiences of students

Evaluation

Evaluation of this intervention strategy will include, but not be limited to, an assessment of the number of applicants from Black heritage backgrounds who have participated in the programmes included above who (a) apply to and (b) are admitted to Imperial. We will also conduct qualitative research with Black heritage students, including participants on the STEM Futures programme, to progress our understanding of the issues facing Black heritage students and the steps that we can take to help them overcome these barriers.

Intervention Strategy 4: University-wide Approach to Admissions

IS4: Objectives and targets:

This intervention strategy addresses objectives 1, 2 and 3.

IS4: Risks to equality of opportunity

This intervention strategy addresses risk 4.

Imperial has developed a comprehensive institutional scheme for students from low socioeconomic backgrounds hitherto defined as widening participation (WP) students to provide a simple and transparent approach to supporting students through the admissions process.

This approach will ensure clear information is provided to prospective applicants, and additional support to be given where appropriate to WP students to support their application process where school and parental support may differ from that of their peers.

Activity	Inputs	Outcomes	Cross intervention strategy?
WP admissions targets for each department	Admissions analysis, further evaluation and understanding of any discrepancies and issues in the pipeline	Collective whole institutional responsibility and accountability for WP Evaluation and understanding of pipeline issues and further targeting of outreach activity	IS1, IS2, IS4
Admissions Tests (free for WP students)/Guaranteed interviews for WP students	Third party admissions test providers	Transparent, consistent approach Increased success for WP applicants	IS1, IS2, IS4.
Guaranteed minimum offer	Central liaising, marketing and admissions communications	Increased success for WP applicants	IS1, IS2, IS4.
WP reconsideration pool in August	Marketing of the scheme Staff time to reconsider students CRM development	Increased success for WP applicants	IS1, IS2, IS4.

Total cost of activities and evaluation for intervention strategy: £66,000

Summary of evidence base and rationale:

Imperial has successfully trialled WP admissions schemes during the course of the current APP period. These have delivered marked increases (in excess of our targets) in the numbers of students admitted from target groups (IMD Q1, POLAR3 Q1, Q2).

Evaluation:

This intervention strategy will be evaluated using data on students from different demographics who have applied and been admitted to Imperial. We have an established statistical tool to undertake this analysis, the use of which led us to conclude that there were unexplained biases in our historic admissions process, and to introduce the current pilot admissions schemes.

Intervention Strategy 5: Transition Support for Underrepresented Groups

IS5: Objectives and targets:

This intervention strategy addresses objectives 4, 5 and 6.

IS5: Risks to equality of opportunity

This intervention strategy addresses risks 6, 7, 9 and 11.

This package of support enhances the offering Imperial provides for all students and ensures those from underrepresented groups are guided through their university experience with additional help where needed.

With a small but growing cohort of students from underrepresented groups joining Imperial, there is a need for structured support to be put in place to offer them similar opportunities to succeed as their peers. This programme aims to provide timely and relevant information and resources alongside their main programme of study and encourage a supportive cohort to develop.

It builds on the successful pilot which has been run in the Faculty of Engineering (evidence noted in the evaluation section). This structured programme supports these students across 10 departments from admission to Imperial, throughout their course, and to succeed after graduation.

The rollout and enhancement of this scheme across the whole university will cultivate a positive learning environment where students feel a sense of belonging to the HE community, can improve students' resilience, their academic and emotional development, and their future professional engagement. The programme will instil a sense of belonging and student ownership over their learning, which is fundamental for academic success, with a clear goal of increasing the retention and success rate of these students.

While our financial support package is generous and effective (see Annex B), we understand there are disparities in access to technology which can impact students' ability to fully participate in their course. This may leave them with limited access to technology and at a disadvantage to their peers, therefore we propose to offer all WP students hardware along with access to any required technology or software for their course.

Activity	Inputs	Outcomes	Cross intervention strategy?
Pre-arrival residential	Staff time: 0.5 FTE staff to administer the programme Staff time: staff welcome/ co-ordinate/ support Staff time: Academic staff to deliver programme content Technology: CRM system to support invitations Residential accommodation & catering for one week	Attendees start the term having developed some friendships and forms of peer support Attendees have a greater sense of belonging to the institution, department and course Attendees have increased academic confidence and are better equipped to engage with course materials Attendees have a greater understanding of the support available, and are therefore better equipped to source relevant support when needed	IS8: Careers support
Cohort Activities 200 participants per year group Pilot activity has been conducted for the Faculty of Engineering	Staff time from departments, Careers, and other Imperial services to plan and execute Staff time: administrative support for coordinating and communicating, liaising with relevant teams and third parties Building: activity space	Students are more able to engage with available resources and additional targeted responses The cohort provides social support from people with similar experiences	IS8: Careers support
Peer mentoring	Staff time: administration of the scheme Staff time: resource development for mentors Staff time: Mentoring training for students Finance: payment for mentors Technology: database of mentors/ mentees and record of participation	There are mentoring sessions available to the WP cohort WP students also have the opportunity to mentor students in lower years An additional channel is available for signposting/ guidance/ referral to other central student services	

Enhanced personal tutoring	Staff time: develop a programme of tutorial topics which link in with the pre-arrival course and cohort activities Staff time: Personal tutor time and engagement with the new programme Technology: central report on WP student characteristics and attendance	A consistent experience in tutorials for WP students Reinforcement of information and objectives of the pre-arrival and cohort activity programme Greater student satisfaction with personal tutoring	
Technology provision	Staff time: administering the scheme Financial: spend on technology	Reduced financial hardship Equity in access to technology Reduced stress for students	

Total cost of activities and evaluation for intervention strategy: £6,976,000

Summary of evidence base and rationale:

Both a lower continuation rate and a lower rate of progression into Highly Skilled Employment and Further Study indicate that WP students would benefit from tailored support to ensure they can meet their academic and professional potential. In particular, WP students tend to perform less well in their first term, which could be an indication of Risk1: Knowledge and Skills, where students have had less academic preparation than their peers, in particular around Maths. These students are also likely to have less exposure to university life through family or peers and therefore may lack some of the support, knowledge and familiarity of their peers in navigating the non-academic aspects of university life.

The pre-arrival programme has been trialled in the Faculty of Engineering, with 100 participants. This was initially part-funded by the Royal Academy of Engineering and run in partnership with them as part of their Diversity Impact Programme. Our internal data monitoring demonstrated a lower non-continuation rate for WP students who participated in the programme than those who did not (9.6% compared with 14.5%). As part of the programme development, 465 students were surveyed and the need for additional opportunities to meet students within their department and form academic communities was evident in responses. In addition, 311 students identified areas of additional support they would have benefited from in their first year including study skills/ exam technique and report writing (21%), social interaction/ group work and mentoring (16%), additional Maths preparation (12%) help with university life/ workload planning (10%), mental health and wellbeing support (10%).

Evaluation:

We will evaluate the effectiveness of each of the elements of this intervention strategy by comparing continuation rates for students who have engaged in different elements (and combinations thereof). This statistical/comparator analysis will be supplemented by qualitative research seeking to understand the reasons behind the success of particular interventions, and the impact of the programme on students' sense of personal identity and efficacy. Further detail can be found in Annex B.

Intervention Strategy 6: Mental Health and Wellbeing Strategy

IS6: Objectives and targets:

This intervention strategy addresses objectives 4, 5 and 6.

IS6: Risks to equality of opportunity

This intervention strategy addresses risks 8, 9, D, E and F.

Imperial has committed to a new Mental Health and Wellbeing Strategy aimed at promoting mental wellbeing for staff and students. We have committed to having a single point of contact available to each department in the form of our Student Wellbeing Advisors who can then provide proactive, preventative support as well as direct students to specialist care where needed.

Our positive academic outcomes for all students evidenced in our degree attainment data are a result of a rigorous academic course. High academic achievement and intensive study can create a pressurised environment for our students, and we know from feedback through the NSS as well as other indicators that our students struggle with workload and pressure from assessment, as well as the pressure they put on themselves as academic high achievers. We have put together an Assessment and Feedback taskforce with a commitment to reducing the volume of assessments and supporting a positive learning environment.

We are also mindful that some groups of students have more complex needs and need additional and specialist support, such as our estranged and care-experienced students and children of forced migrants. Currently, we have small numbers of students within these groups at Imperial, but we know from sector data[xx] as well as accounts from students themselves and staff supporting those students that circumstances put this group at a greater risk. As well as providing financial support through our generous scholarship and bursary scheme, we also have dedicated staff in place to help with day to day needs and give a personal point of contact to those students.

Activity	Inputs	Outcomes	Cross intervention strategy?
Improved Mental Health provision Mental Health Intervention officers	3.0 FTE staff	Access to mental health support, for staff referral and direct student contact Faster triage for mental health support Improved timescales for urgent care	
Enhanced mental health training Enhanced mental health and wellbeing resources Mental health within Black and Minority	Subscription to Silvercloud online Cognitive Behavioural programmes	Opportunities for staff to meet with Student Mental Health Intervention Officers for advice and guidance on managing complex student mental health issues Outreach to Faculties to help raise awareness of mental health issues and providing case management guidance	

Ethnic communities training		Access to online cognitive behavioural programmes for students experiencing a range of mental health difficulties (e.g. anxiety, panic attacks) Development of connections with NHS and third sector to increase mental health resources available to students	
Positive learning environment Reducing Assessment Burden Learning Analytics Active Curriculum	Learning analytics 5 FTE Assessment and Feedback 7 FTE from £750k for 2025-26 0.8 FTE	Improved learning strategies Reduced stress around studying and assessments Improved physical and mental wellbeing	
FISU (International University Sports Federation) Healthy Campus accreditation	0.3 FTE	FISU healthy campus accreditation, achieved and maintained	
Care leavers/ estranged students/ forced migrants wraparound support	1.2 FTE staff for care experienced/ estranged students accommodation scholarships Staff time: administration of peer support scheme Staff time: resource development for peer mentors Staff time: Mentoring training for students Staff time: administration of Unibuddy	Specialised & dedicated support is available in a single point of contact for accommodation, financial and other pastoral issues Networking and peer support opportunities will be created for these priority student groups Use of a Unibuddy platform to enable students to connect with one another, if they wish. Limited staff input, beyond also using the platform as a communication channel prior to university enrolment and for key events. Additional resourcing to be provided to enable students from these groups to access things such as interviews, placements, etc , Dedicated webpage as a "one stop shop" of applicable information.	

	platform and comms materials		
	Staff time: creation of webpage information for priority student groups		

Total cost of activities and evaluation for intervention strategy: £4,560,000

Summary of evidence base and rationale:

We know from the National Student Survey and from our own internal surveys (including the Student Experience Survey and module-level evaluations) that students find their programmes at Imperial to be highly intensive and competitive, and that whilst some thrive in this environment, others indicate that they would like additional mental health support. Particular attention has been drawn to the burden of assessment.

Evaluation

We would expect the enhanced provision under this intervention strategy to impact on the continuation rates for students from disadvantaged backgrounds. Additionally, we would expect to see the improvement in provision reflected in the feedback that we receive in NSS (though it is not possible to fully segment this data) and in our own internal surveys. Further details may be found in Annex B.

Intervention Strategy 7: Financial Support

IS7: Objectives and targets:

This intervention strategy addresses objectives 1, 2, 3, 4, 5, 6.

IS7: Risks to equality of opportunity

This intervention strategy addresses risks 10, A, B, C, D, E, F.

Imperial provides a generous level of financial support to students with lower household incomes to support them to enjoy the full range of opportunities available. The costs of living in London (including housing costs) are not adequately reflected in the additional student loan available to students living in London. At Imperial, this is compounded by the intensive nature of our courses, which makes it all the more imperative that the need for students to undertake paid work during term time is minimised (though most bursary recipients still do some paid work).

The University and the ICU jointly calculate the average cost of living for students, in and out of Halls each year, and review the Bursary to ensure that students from households with low household incomes do not need to rely on a family contribution or work during term time in order to have enough money to meet this cost of living. In recent years, bursary provision has been increased.

Imperial also offers additional financial support in the form of a student hardship fund (available to all students based on need), and additional financial support related to participation in particular activities. For example: (1) research within Imperial evidences that clubs and societies are important to feelings of belonging and developing social groups, and with increased pressure on student finances, the ICU and Imperial have launched a Student Experience Fund to address financial barriers to joining societies which can have costly events or memberships; (2) Imperial runs a Undergraduate Research Opportunities scheme, and provides additional funding for students from disadvantaged backgrounds in recognition of the additional barriers to participation that such students may face.

Activity	Inputs	Outcomes	Cross intervention strategy?
Bursary scheme available to all students with a household income of less than £70,000	Financial cost of bursary Staff administrative support 1FTE 3a	Reduced financial stress Parity of experience and opportunity	
Student Experience Fund in partnership with ICU	Financial cost of fund(match funded with ICU) p/a	Greater participation in clubs and societies Greater sense of belonging	
Student Support Fund	Financial cost of fund 0.25 FTE	Reduced financial stress for users and those aware	
Undergraduate Research Opportunity Bursary Scheme	Financial cost of bursaries	Reduced financial barriers to participating in the scheme	
Technology provision	financial cost or provision	Reduced financial hardship Equity in access to technology Reduced stress for students	IS5: Transition Support for Underrepresented Groups
Black Bullion Financial Education programme	Third party provider subscription cost	Enhanced financial literacy/skills for students.	

Total cost of activities and evaluation for intervention strategy: £51,033,000

Summary of evidence base and rationale:

Imperial's bursary survey and interviews with bursary recipients demonstrate that the bursary continues to attract disadvantaged students to Imperial and provides them with a means of support during their studies, which would otherwise mean they would need to take up additional paid work (55% of surveyed recipients reported undertaking paid work in the previous year). 92% of surveyed Bursary recipients said it significantly impacted their ability to prioritise academic focus over financial worries. In interviews, several students indicated that the bursary was absolutely essential to their being able to attend university. It also enables them to engage with social activities and to develop their sense of belonging which would otherwise not be possible.

Evaluation:

The Bursary is evaluated using the OfS toolkit. We conduct statistical analysis of outcomes for bursary recipients versus non-recipients, we run an annual survey for bursary recipients, and we undertake interviews with a subset of survey respondents.

Intervention Strategy 8: Careers Support

IS8: Objectives and targets:

This intervention strategy addresses objective 7.

IS8: Risks to equality of opportunity

This intervention strategy addresses risks 9, 12 and G.

Disparities in career support are evident before students start their course with some students having access to careers advisors and work experience in secondary school. Imperial's Careers Service already provides some resources to support WP students including a work shadowing scheme and mentoring initiative, both of which prioritise WP students. There is also a range of support on offer as part of students' courses as well as directly from the Careers Service. However, due to a lack of guidance from schools, it can be difficult for WP students to access help at the right time. This intervention seeks to identify the best points before and alongside the course to deliver appropriate support and guidance, ensuring students are guided through thinking and preparing for further education or employment after their studies.

To further explore how best to support WP students, there have been two StudentShapers[xxi] projects where students, in partnership with staff, have explored gaps and barriers WP students may face and have continued to develop resources in partnership with the service. There has been demand for WP support, for example, 75% of 246 students taking up our 1st year work shadowing opportunities were from a WP background, and 84% of 143 students enrolled in mentoring were from a WP background, with both schemes prioritising applications from WP students.

Activity	Inputs	Outcomes	Cross intervention strategy?
Pre-arrival residential (As detailed in IS5) Highlight career support availability, create a welcoming community, get an understanding of the needs of the cohort	As detailed in IS5	Participants build a foundation for developing their career knowledge Participants are aware of the career services on offer and able to make use of them during their degree	IS5: Transition Support for Underrepresented Groups
Cohort Activities (as detailed in IS5) Year 1: students identified fast-tracked to the work shadowing scheme Year 2: pre- return bootcamp Year 2: early 1-1 appointments to emphasise recruitment timelines, assist with internship applications Year 2: application support, guidance on SME (Small Medium Enterprise) programmes Year 2: career skills sessions such as how to utilise employer events and CV building Year 3/4: progress review, support given to those most at risk Year 3/4: introductions to further study at PGT or PGR, links with PhD students Year 3/4: Employer led transitions into the workplace workshops	As detailed in IS5	Students consider career options earlier in their course, have higher engagement with the careers service and take on more work placement opportunities	

Total cost of activities and evaluation for intervention strategy: £434,000

Summary of evidence base and rationale:

Evaluation

As part of career registration, students place themselves on a nine-point scale to indicate their career readiness. This is used to give students a RAG rating based on this scale and their year of study, and then help is provided to those students accordingly.

A key element of WP interventions would involve continually reviewing student progression along this scale, and targeting support towards them. These data will also be used to monitor the impact of interventions and understand if students who participate in the structured support are better prepared than those who don't, and which sessions have the most impact.

Alongside this we would look to gain a richer understanding of how the support is helping students, through feedback forms and focus groups, and evolving the programme based on the growing understanding of student needs from each cohort.

Finally, there is a lag in Graduate Outcomes, and we would seek to get an earlier read on graduate destinations, both allowing us to understand the success of the activities, but also allow for further support where appropriate to recently graduated alumni.

Whole provider approach

Imperial is a data-driven, evidence-based organisation. We monitor performance data, including data on the differential performance of students from different demographics, and use qualitative research in order to try to understand the mechanisms at work in producing those differentials.

Since 2019 Imperial has maintained a Widening Participation dashboard (known as the differential outcomes dashboard) which reports on the outcomes which students from different demographics achieve in admission, continuation, completion, attainment and progression. This dashboard is available to leaders throughout Imperial in order to give a single, reliable source of data on equality of educational opportunity. Departments are required to comment on this data as part of our Annual Monitoring activity. Data can be visualised at the university, faculty and (subject to suppression of small numbers to preserve confidentiality) departmental/course level. The data is also regularly considered by the Education and Student Experience Committee and discussed with the Associate Provosts for Equality, Diversity & Inclusion. This single source of truth on differential performance has been important in driving evidence-based decision making on admissions, on programme re-design and on assessment.

The Imperial community is engaged in a broad range of educational research, much of which touches upon the differential experience of students from different demographics. The Centre for Higher Education Research and Scholarship supports members of the Imperial community in undertaking educational research, for example providing training in educational research and providing an education evaluation toolkit. The Centre also undertakes a number of university-wide studies, including the Learning Well Project, which examines Imperial students' experience of study and well-being and their relationship, and the Belonging, Engagement and Community Project. Further details are given in Annex B.

Imperial's commitment to Equality, Diversity and Inclusion goes well beyond the scope of the Access and Participation Plan. Whereas the APP is focus on specific interventions with particular outcomes on a relatively narrow range of metrics, our EDI work more generally focuses on cultural issues. We have staff and student networks focused on specific equality agendas (race equality, gender equality, LGBTQ+, Disability). Imperial has been a member of the Athena Swan Charter since 2005 and holds a Silver Athena Swan Institutional Award. We became a member of the Race Equality Charter in 2018. Our action plan includes commitments to, for example, increase scholarship support for BAME students, create anti-racism training materials for students, to work with students to ensure that our curriculum is inclusive. Imperial is a member of the Stonewall Diversity Champions Programme and participates in the Workplace Equality Index periodically, ranking 96th in 2022.

Student consultation

Student consultation and partnership are embedded in our approach to addressing risks to equality of opportunity. Ongoing interventions such as financial support have student feedback built into the evaluation, through surveys and in-depth interviews and we have used this data to understand any gaps in provision, for example to support the expansion of the maximum bursary available to all care-experienced students. Our StudentShapers programme facilitates partnership between staff and students and projects from this scheme have addressed several relevant issues such as Widening Participation access to Careers services, making first-year Maths more inclusive, and improving support for WP students in Life Sciences.

Our response to the cost of living crisis, in particular, has involved discussion and recommendations through the Cost of Living Working Group whose membership included the Deputy President for Welfare and the Head of Membership Services at ICU, along with the Chief Financial Officer, Head of Student Services and the Director of Academic Services. This group initiated the Imperial Pantry which provides low-cost grocery items for all members of Imperial and fast track access to the Student Support fund.

We have a strong relationship with the student body through the Imperial College Union. Union officers are full members of key strategic committees and working groups across Imperial's governance structure, including the Council (our governing body), the Education and Student Experience Committee, and the Access and Participation Strategy Group (APSG), which is the body that has developed this plan and considers and reviews widening participation activity throughout the year. The APSG has been in place since 2010, and has overseen previous access agreements, and the evolution of Imperial's Widening Participation activity.

As full members of APSG, the ICU President and the Deputy President for Welfare have been a key part of the governance overseeing the production of the APP. They have also played an active role as co-creators of the APP, having regular interactions with staff authors, including weekly catchup meetings to monitor progress, problem-solve and to oversee wider student consultation. We also consulted with ICU Liberation Officers and committee networks including the Disabilities Network, the Working Class Network, the Mental Health Network and the LGBTQ+ Network, to ensure the views from different student demographics were included in the formation of our interventions.

As well as drawing on the knowledge and experience of ICU leaders and representatives in the discussion, decision-making and drafting of the plan, we also undertook direct student consultation. We held focus groups to gather feedback on proposed interventions and help shape the plan

around the needs and experiences of students themselves. In the focus groups, we presented students with a range of proposed student support interventions in their draft form and invited them to critique and build upon these draft ideas, as well as giving them an opportunity to provide their ideas for support initiatives.

As a result of student feedback, we made key changes to our planned interventions, including:

- A proposed 2-week pre-arrival residential programme was shortened to one week, as students felt the two-week length may act as a barrier for students from low socio-economic backgrounds who may be working during the summer months to fund their time at university.

- A planned peer mentoring scheme was re-designed to integrate better with existing departmental schemes, and to be replaced with a scheme for mentoring from recent Imperial graduates in later years.

We will continue to involve students in the detailed design of our interventions, particularly under Intervention Strategies, 4-8 through our *StudentShapers* programme[xxii]. The ImperialBursary (see IS7) is overseen by the APSG, which has student membership as described above. The last major revisions that were made to the Bursary were made as a direct result of feedback from the ICU for Imperial to spend more supporting students from particular demographics. Additional costs from these changes were estimated to amount to an additional £700,000 per annum.

As described in Intervention Strategies 1-3 above, our students are and will continue to be integral to the delivery of many of our outreach programmes as student tutors, mentors and Ambassadors. All outreach programmes include thorough feedback surveys that, in addition to measuring progress on activity outcomes, include process evaluation. Additionally, some programmes include supported participant reflection sessions or focus groups with teachers, parents, and guardians. This means that we regularly collect feedback on programme structure, format, and content, as well as participants' and stakeholders' experiences on our programmes. We use this input to constantly shape our programmes.

Our feedback process also includes consulting Ambassadors, many of whom are Outreach programme alumni and therefore representative of our target student groups. We ask Ambassadors to provide regular feedback on programmes, including any delivery improvements and reflections on participants' engagement and experience of content. This allows dynamic activity adjustments and constant iterative improvements. Ambassadors also contribute through a full debrief to discuss possible programme adjustments ahead of the next programme planning and delivery cycle.

They also play a key role in Intervention strategy 5, as mentors.

Evaluation of the plan

Imperial is committed to conducting robust evaluation to understand what works and to best use our resources to support our commitment to improving outcomes for all our students. We also understand that a key benefit of our work is to build knowledge and evidence across the sector to help us work together to improve our understanding of the efficacy of interventions and address our common goals. We see our work within the context of the sector and other partners, and participate in several networks such as London Higher, the Russell Group, APP Special Interest

Group and the London APP Evaluation Group to ensure we do not work in silos and can learn from expertise beyond our institution.

Evaluation activity is currently undertaken across Imperial. There are centres of excellence in the Outreach Team (evaluation of outreach programmes), the Strategic Planning Division (primarily analysis of student attainment gaps to support evaluation of on-course and employment interventions), and the Centre for Higher Education Research (quantitative and qualitative research involving our students).

A cross-university group of evaluation experts will govern the evaluation of the plan, ensuring high-quality rigorous evaluation informs activity within Imperial and across the sector through publication.

Further detail on evaluation may be found in Annex B.

Provision of information to students

Imperial publishes information concerning fees and finance on the web at: https://www.imperial.ac.uk/students/fees-and-funding/.This includes information on tuition fees, cost of living, sources of support for students in managing their finances, and sources of financial support.

Imperial charges full time home undergraduates the maximum permitted under the Student Fees (Inflation Index) Regulations 2006. This is currently £9,250 per year. In the event that the Government increases the maximum amount chargeable, Imperial will increase its full-time home student fee to the new maximum. Fees for part-time students (continuing students only) are set at 50% of the maximum fee. Students on a sandwich year are charged £1,850 (full time) or £925 (part-time). Students on Turing scheme and overseas study years are charged at £1,385 (full-time) or £692 (part-time). The College will increase these fees in line with any increase in the maximum permitted fee in each category.

Home undergraduates whose family household income is less than £70,000 are eligible for a bursary. Family household income is re-assessed each year.

Household income	Bursary amount
£0 to £16,000	£5,000 per year
£16,001 to £50,000	£4,400 per year
£50,001 to £55,000	£3,300 per year
£55,001 to £60,000	£2,200 per year
£60,001 to £70,000	£1,000 per year

 Further details of the Imperial bursary are set out at here.

A copy of our annual fee return to the OfS is published here: https://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/admissions/

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Introduction

We review our internal data and external data throughout each academic year to understand where there may be gaps in access, continuation, degree attainment and progression, in the context of both our own institution and the sector. We also conduct yearly in-depth qualitative research to gain a richer understanding of the diverse experiences of our students through our Bursary interviews and the Belonging, Engagement, and Community project along with deeper sets of topic-specific research such as Supporting the Identity Development of Underrepresented Students (SIDUS) and Learning Well which complement the regular consultation and conversation with students conducted as part of our usual ways of working (referenced in section on Student consultation in main submission document).

Access

Ethnicity (Objective 1)

As part of Imperial's 2021-2025 APP, we committed to increasing the proportion of Black ethnicity entrants to better mirror the population we recruit from, a significant proportion of our home students are from: London and the Southeast.

The proportion and number of Black entrants to Imperial has increased since the start of our previous plan but our initial progress has since stalled at 5.9%, and we do not match the sector (7.1%) or local population we initially intended to. Unlike our other access targets which were based on IMD and POLAR, we have not been able to access ethnicity data during the admissions process, and therefore address this target using the same successful interventions we have used for other characteristics. Additionally, much of our proposed outreach activity intended to increase the pipeline of applications was interrupted by COVID19.

Since committing to this target the institutional Undergraduate recruitment strategy has changed, and we now aim to recruit more widely from across the UK, evolving from our previous focus on London and the Southeast. Therefore, while we are committed to increasing the population of Black entrants, we have kept our 2021-25 plan target as a numerical aim, which better reflects the mix of ethnicities we would expect as a nationally recruiting STEM institution.
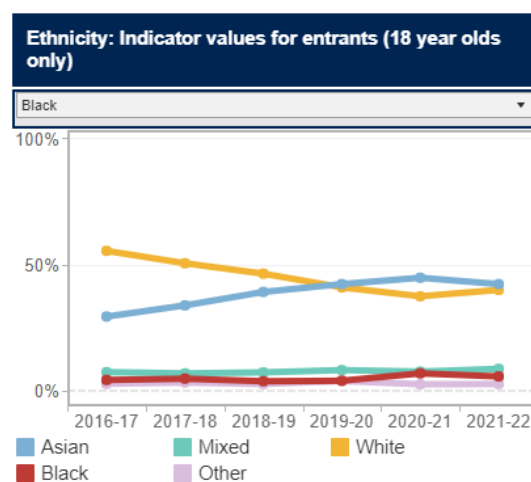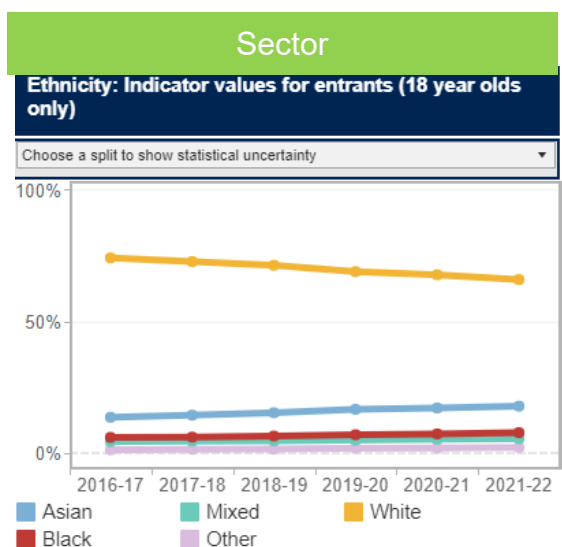
Free School Meal Recipients (Objective 2)

The proportion of entrants in receipt of free school meals at Imperial is below the sector and does not reflect the proportion of secondary school students nationally (22.7%). Previously we have used school-level data to address this inequality, however, the inclusion of Free School Meals in UCAS has allowed us to better target this group, and we intend to make progress towards representing the secondary school population in this plan.
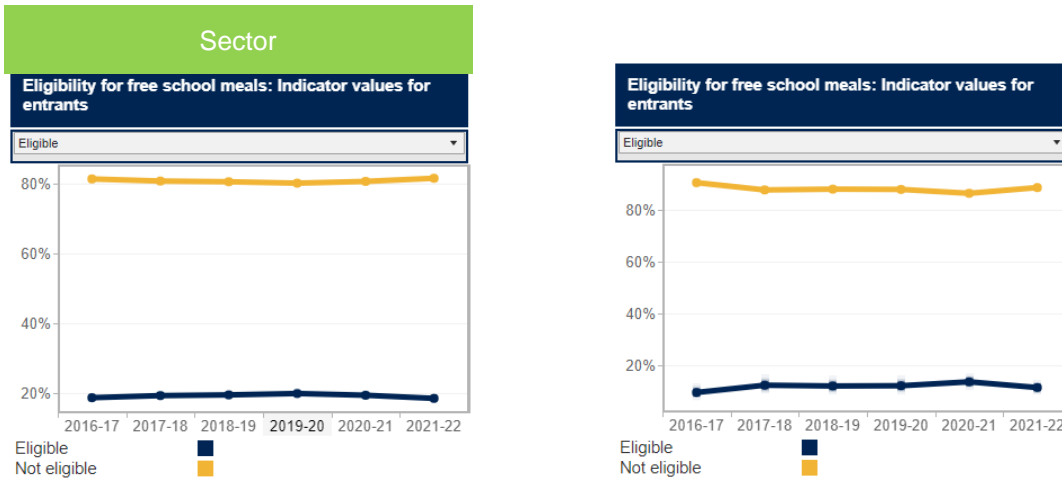
Postcode related measures (Objective 3)

Imperial committed to reducing the gap between Index of Multiple Deprivation quintiles 1 and 5 in entry rate, and dashboard data shows a substantial reduction of this gap in the period, which exceeds our target at 15.2 percentage points. Imperial intends to consolidate the progress in this area and is committed to maintaining this gap.

It was noted that there is a wide gap between the highest and lowest TUNDRA quintiles, however, many more of our applicants are not assigned a (9% of English applicants were not assigned a TUNDRA quintile 2023 compared with only 2% of English applicants not assigned an IMD quintile), and we have therefore chosen to focus on IMD at present.
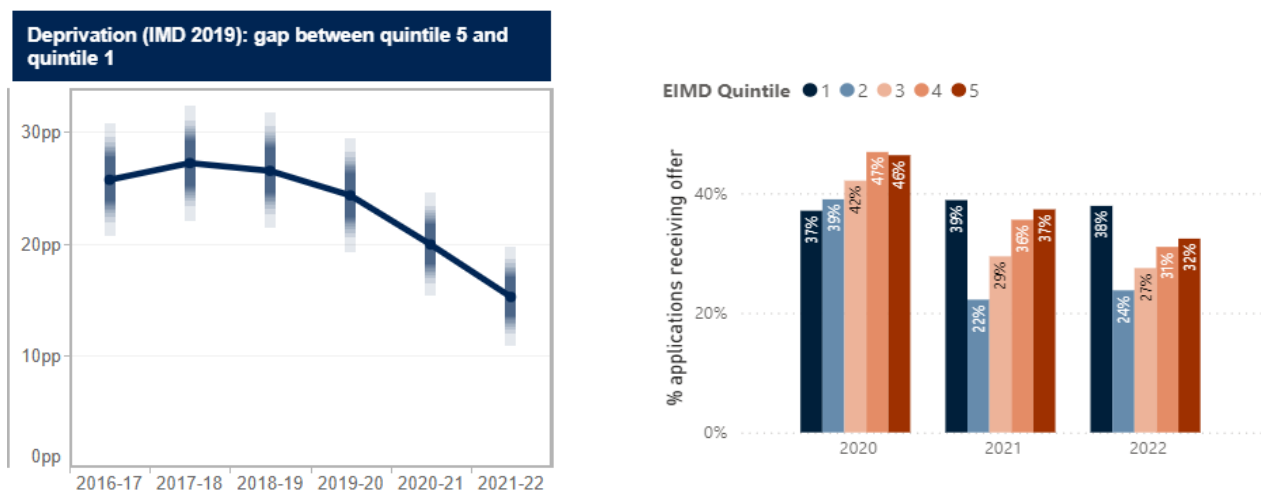
TUNDRA: gap between quintile 5 and quintile 1 for young (under 21) students
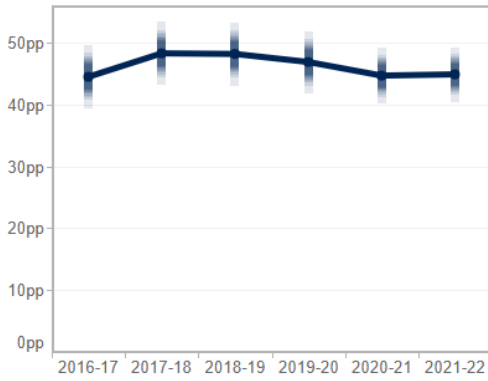
Age Group

Aside from exceptional circumstances, the provision we offer is for full-time study at undergraduate level and therefore most of our undergraduate population commences study at eighteen or nineteen. Imperial is addressing the diversity of its offering as part of a Lifelong Learning Strategy, but this is not under the remit of this plan.

Disability

Our most recent year of data shows a similar entry rate for students with a declared disability to that of the sector. Additionally, analysis of our UCAS data shows there has been little difference in the proportion of those receiving an offer by disability status. However, we are aware there are many potential barriers for students in declaring disabilities during the admissions process and continue to monitor this data closely.
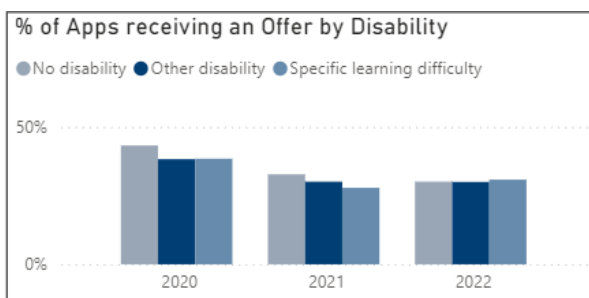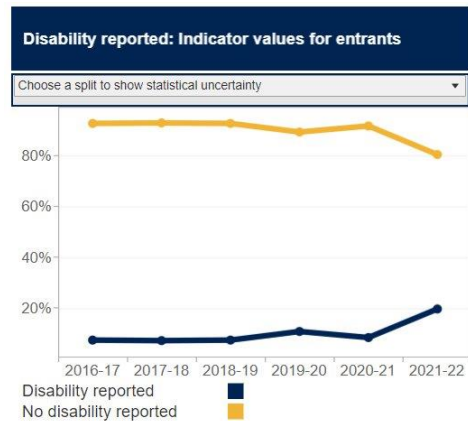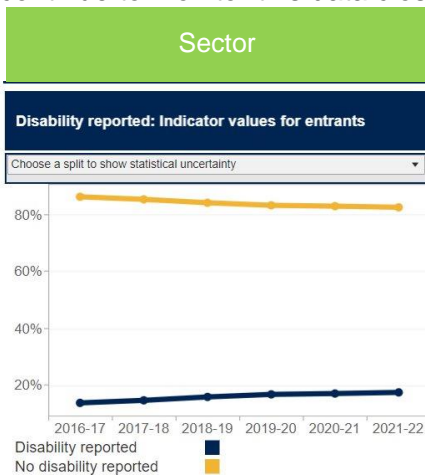
Student Success

At a population level our student success metrics are high with 96.8% continuing, 96.7% completing, 95.5% achieving a good degree and 92.4% progressing to highly skilled employment.

However, we are mindful that with an increasingly diverse cohort due to successful access schemes we need to carefully monitor and improve on any emerging gaps.

Continuation

Postcode-related measures (Objective 4)

Regarding IMD quintile, we see there is low confidence in the gap between Q1 and Q5 however, the gap is consistent in the indicators for the two-year and four-year aggregates and appears to slightly widen. Given the increased intake of Q1 students, we intend to put measures in place to address any emerging gaps for this group. As with the Access measure, we have focused on IMD quintile rather than TUNDRA, as we have more complete data for our students. Note that this gap is not apparent in TUNDRA.
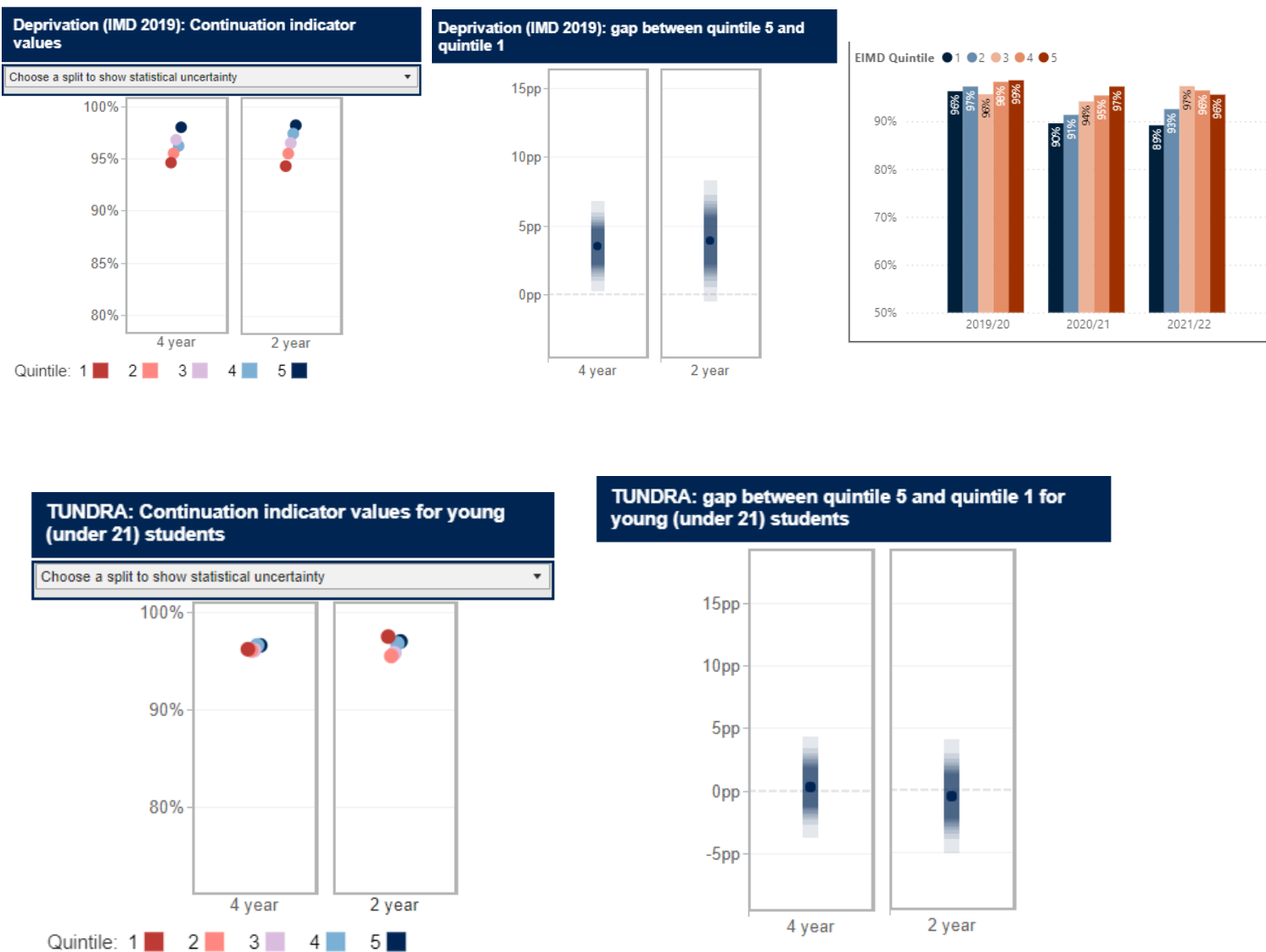
Ethnicity (Objective 5)

While small sample sizes result in low confidence in the gap, the lower rates of continuation among Black students compared to White students are noticeable in both the two-year and four-year aggregates on the dashboard data, as well as when we examine internal data. No such gap is apparent for other ethnicities.

Free School Meals (Objective 6)

As identified in our access data, we have a small population of students who have been in receipt of Free School Meals in our student body, meaning we lack the necessary data to understand the size of the gap and have had to use aggregate data here. However, while there is a range of confidence in the size of the gap, we identified an issue with the continuation rate in the two-year aggregate.

Age Group

As noted in the Access measure, we have a small population of Mature students and they have a slightly higher continuation rate than our Young students, however given the low confidence in this gap this is not an area of focus. Within the small population of mature students, most of these are Medical students undertaking their Intercalated degrees.

Disability

Disability continuation was included in our previous APP, and we note that in the available data we have made positive progress on this measure. In the two-year aggregate, the continuation rate is higher for students who report a disability than those who do not. However, we note the small numbers and volatility of this data and will continue to monitor this group closely.
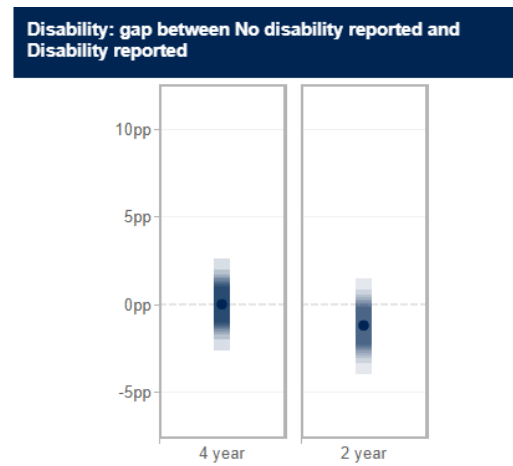
Completion

Age Group

There is no material difference in completion rate by age group
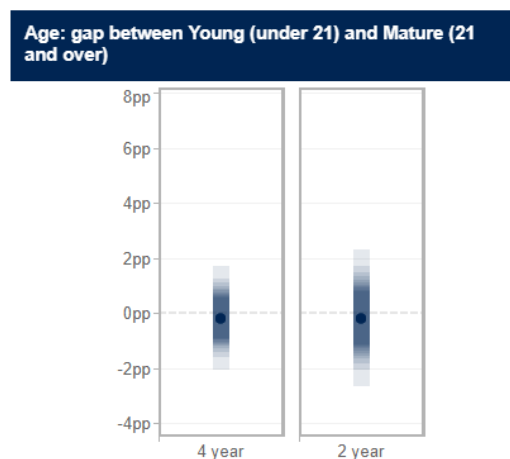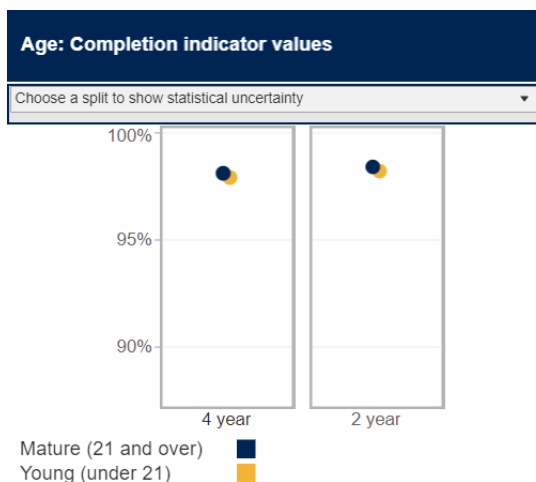
Ethnicity

There is no material difference in completion by ethnicity.

Ethnicity: Completion indicator values

Choose a split to show statistical uncertainty ▼

- Asian
- Black
- Mixed
- Other
- White

Ethnicity: gaps between White and other ethnic groups

Black ▼

- Asian
- Black
- Mixed
- Other
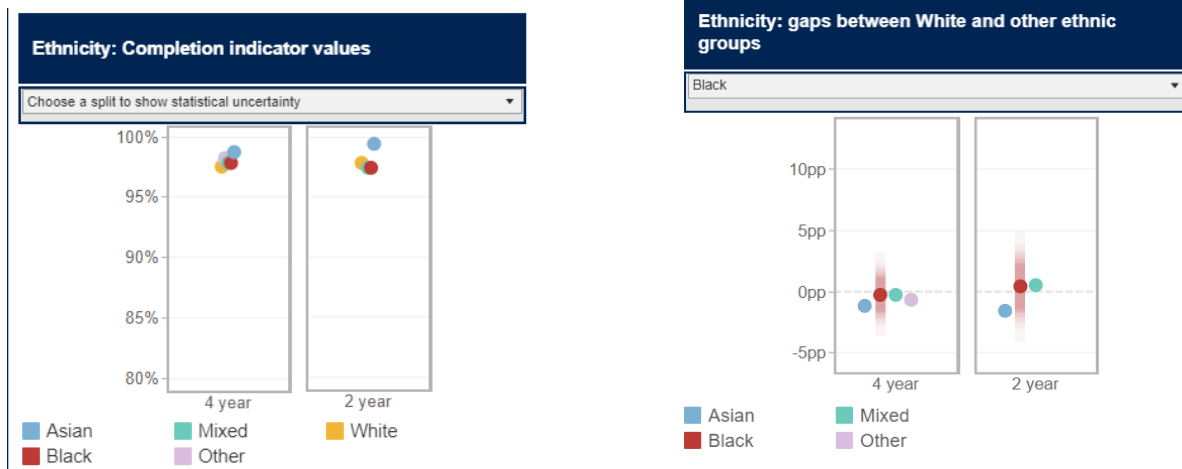
Disability

There is a small gap in the four-year disability measure, but we note this is suppressed in the two-year data, and the small numbers give a wide confidence interval. Therefore, as with continuation we are monitoring this group closely.

Disability reported: Completion indicator values

Choose a split to show statistical uncertainty ▼

- Disability reported
- No disability reported

Disability: gap between No disability reported and Disability reported

Free School Meals

We note the lower rate of Completion for those with Free School Meals, however the small numbers have resulted in low confidence in this gap. We are therefore focusing on the continuation gap, while monitoring the completion outcomes.
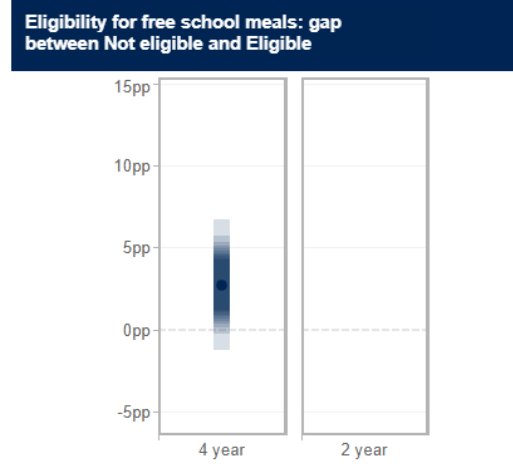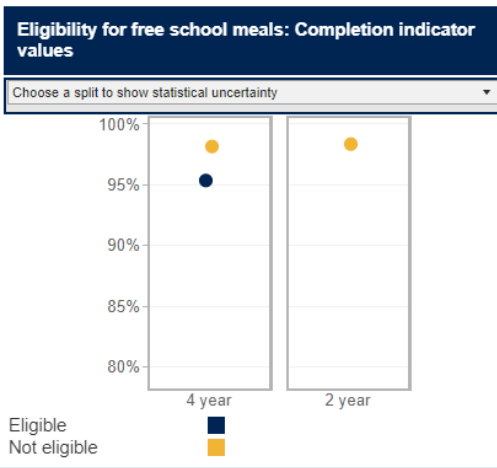
Postcode-related measures

The gap in completion is small for both post-code related measures and appears to be narrower in the two-year than the four-year aggregate.
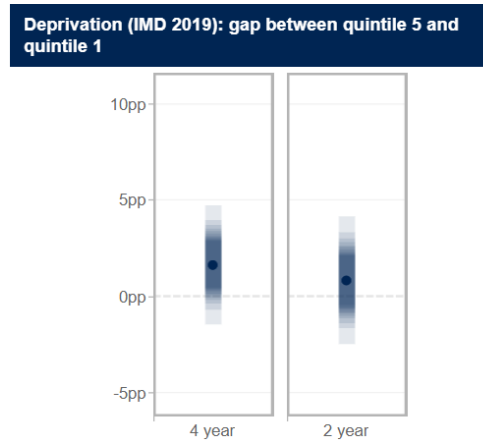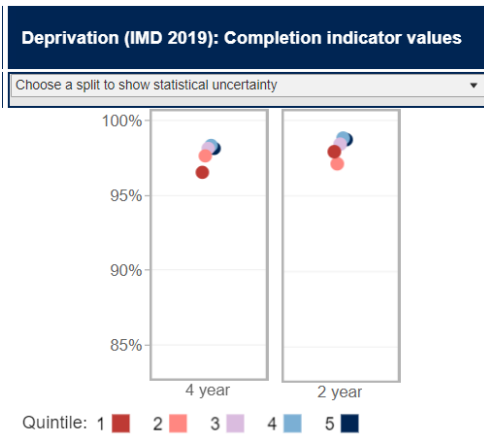
Attainment

From the data available, the gaps in outcomes are wider at continuation than at completion or attainment stage. While we have noted the gaps below to monitor, we are focusing on transition and continuation, in the hope they will also benefit students later in their degrees.

Age Group

Mature students slightly outperform young students but the material gap is small.
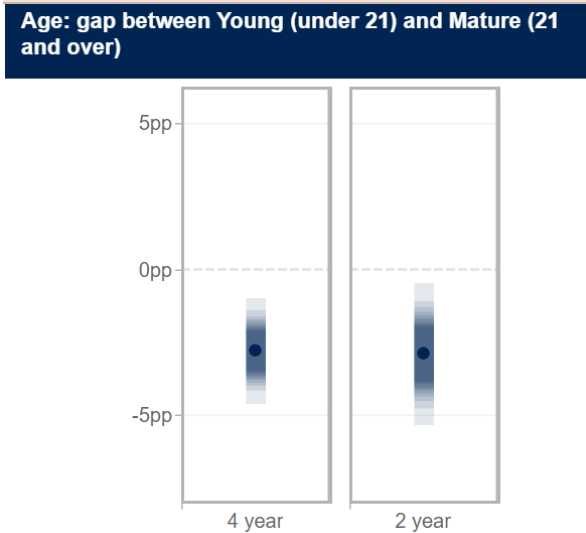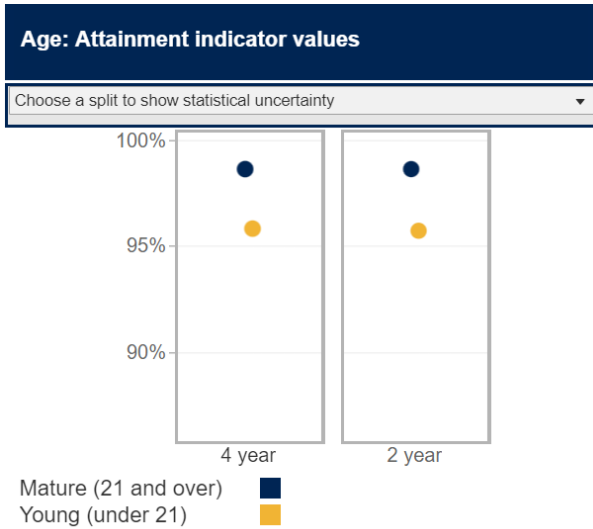
Disability

There is no material difference in attainment by disability status, and we see little variation when looking by disability type in our internal data.
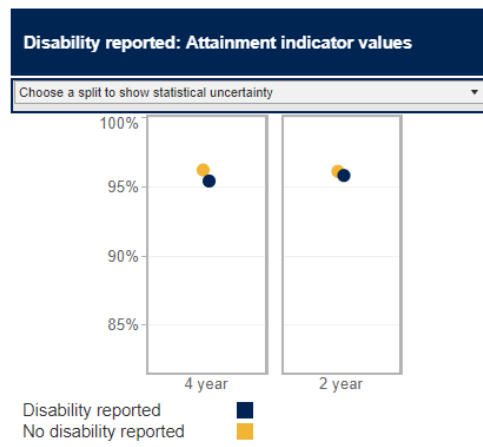
Ethnicity

There is a narrow gap in attainment by ethnicity between White and Black students, and although it narrows in the more recent data we intend to monitor this closely.
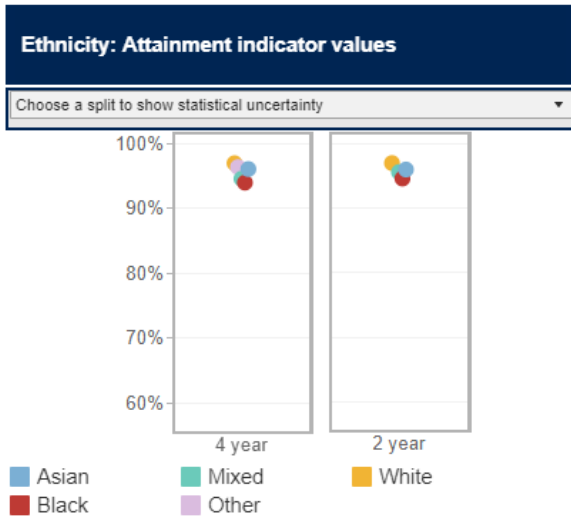
Free School Meals

There is no material gap in attainment in the available Free School Meal data.
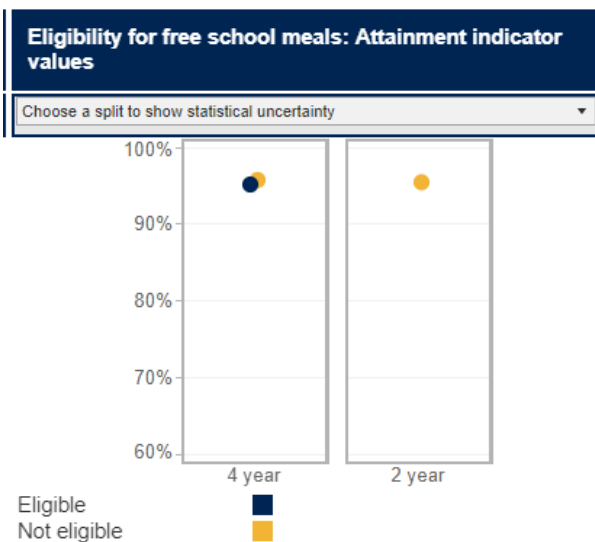
Postcode-related measures

The gap in attainment by IMD is narrow but we noted it has widened slightly in the two-year compared with the four-year aggregate, and that the trend data shows a persistent gap. Therefore, we intend to address this in our objectives. The gap is also apparent in TUNDRA but with less confidence and to a lesser extent. For these reasons along with the availability of TUNDRA quintiles we intend to focus on IMD.
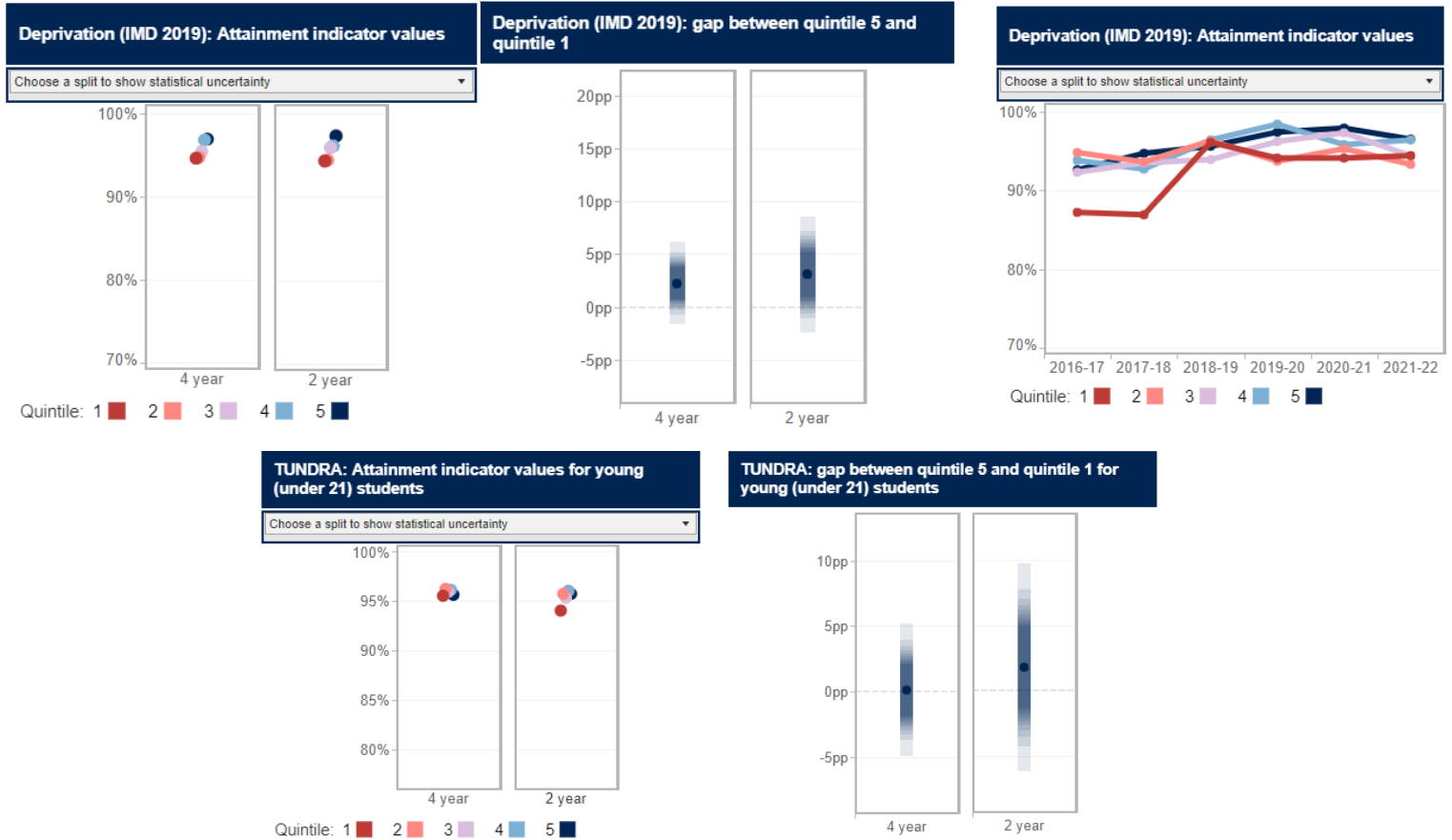
Progression

Postcode related measures (Objective 7)

The biggest differences in progression outcomes were shown among those from lower socio-economic backgrounds compared to their peers. While the low numbers show low confidence in the size of the gap, the yearly data suggests this is material and we have therefore included this within our plan for IMD.
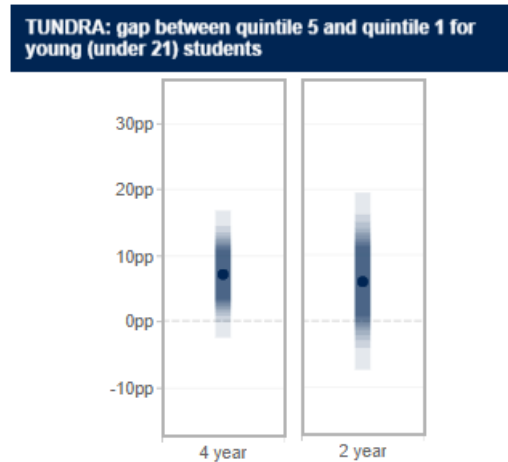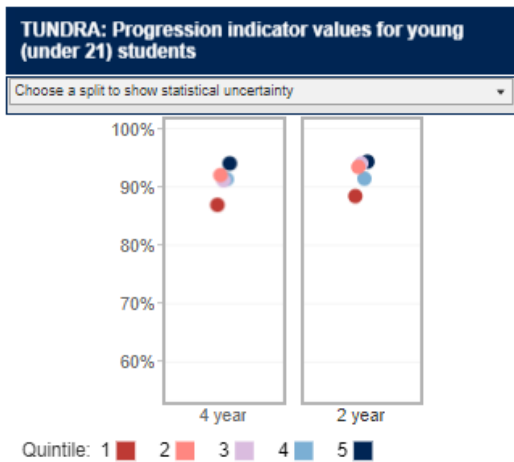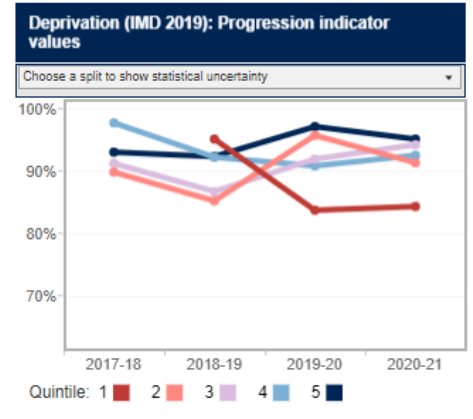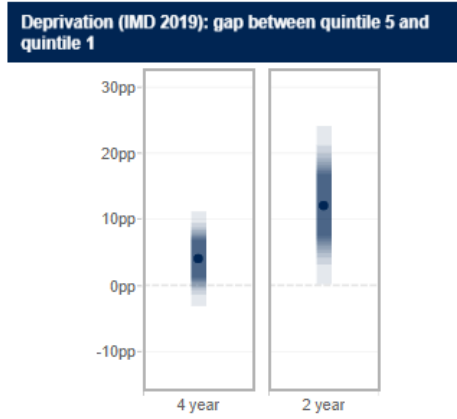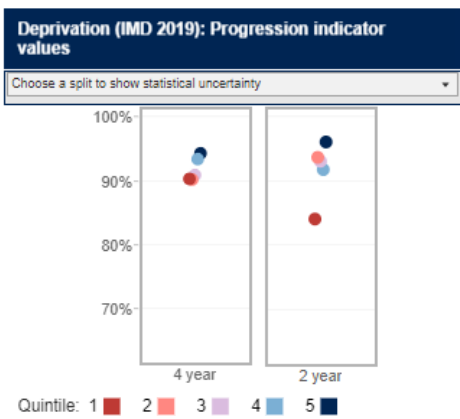
Age Group

There is little data available for Age group and while there is a gap in the four-year aggregate there is low confidence in the gap.
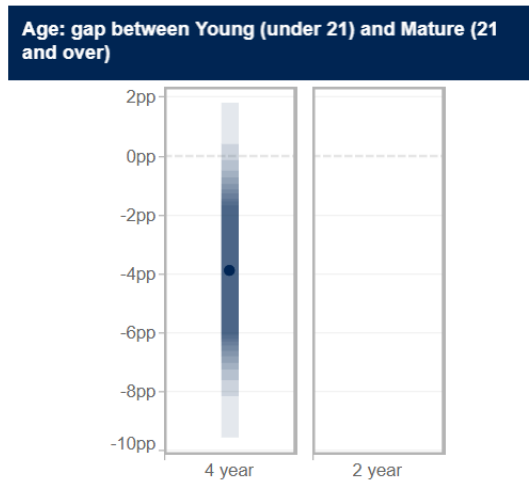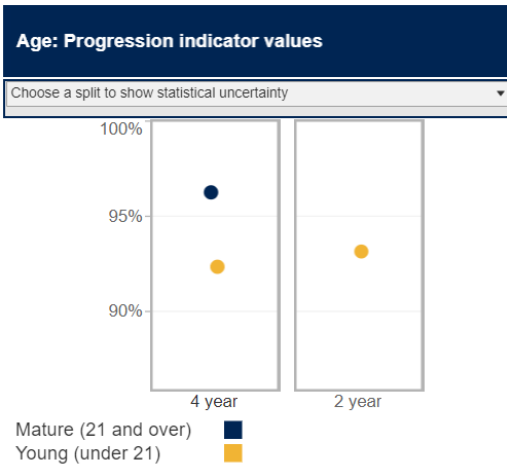
Disability

There is no material difference in the progression rates between those with a disability and those without.
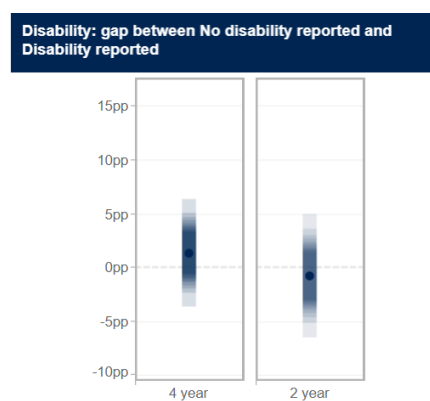
Ethnicity

The progression outcomes are similar by ethnicity and there is no material difference between Black and White students.
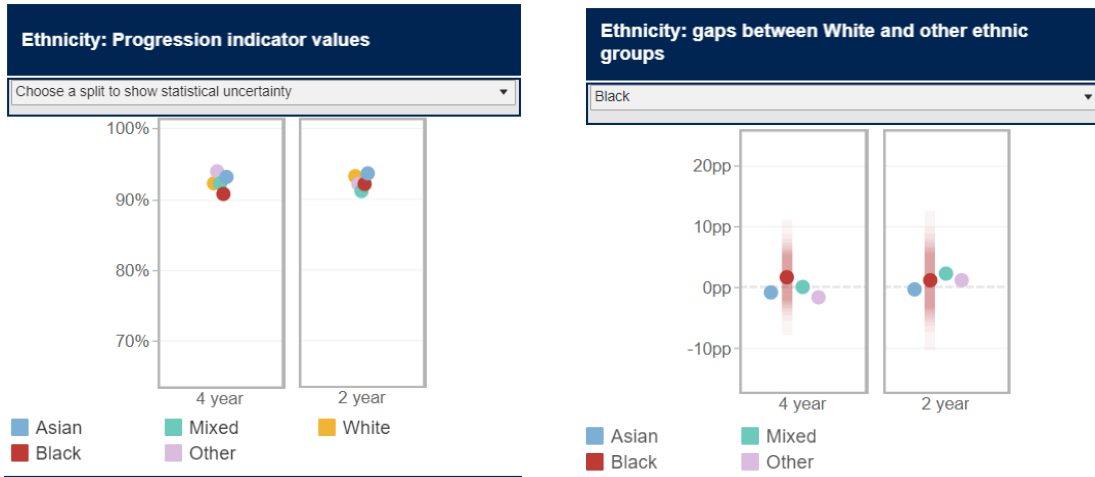
Free School Meals

There is no material difference in progression outcomes for those eligible for Free School Meals and those not eligible for Free School Meals
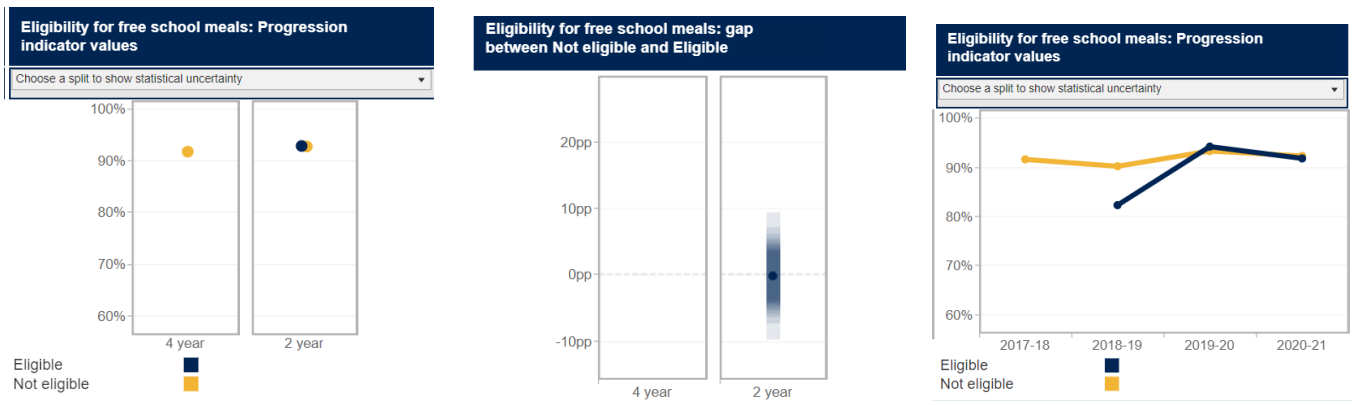
Imperial College London

Annex B: Evaluation

Introduction: a pedagogical research context

Imperial College London is committed to taking an evidence-based approach to pedagogy. Our Learning and Teaching Strategy, first launched in 2017, and refreshed in 2022/23, has brought pedagogical research into the front of the consciousness of those who design and deliver our teaching. There are currently over 300 active educational research projects approved by our Ethics Committee. Our Centre for Higher Education Research and Scholarship supports academic staff who undertake pedagogical research, provides an evaluation toolkit to support all those who teach in evaluating their own practice, and has undertaken and continues to undertake a number of flagship University-wide research programmes. Programmes that are relevant to addressing the risks identified on the OfS EORR include the **Supporting the Identity Development of Underrepresented Students**, **Learning Well** and **Belonging, Engagement, and Community** studies.

The **Supporting the Identity Development of Underrepresented Students** (SIDUS) project was a two-year study (2020-2022) aimed at promoting inclusion and supporting success for Science, Technology, Engineering, Mathematics and Medicine students from underrepresented groups at the university. It is also aligned with Imperial's Equality, Diversity & Inclusion and Learning & Teaching Strategies that have foregrounded the importance of fostering a diverse and inclusive academic community for all, especially amongst underrepresented groups. Building on our earlier identity work on the educational strategies of high-achieving non-traditional university students in post-1992 universities, we explored the lived experiences of STEM students from underrepresented groups (e.g. minority ethnic, first-generation, mature, LGBTQ, disabled students, women, etc.). We also intend to work with underrepresented students and the Communications team to co-develop inspiring videos of personal stories and other relevant resources for staff and students to enhance an inclusive and supportive learning environment that maximises the participation, strengths and potential of the current and prospective underrepresented STEM students. Understanding how these groups of students navigate their way through university life contributes to our knowledge of their successes, challenges and opportunities, allowing for better support of academic and professional identity and a sense of belonging which are central to the wellbeing of our students.

The **Learning Well** Project is a two-year study (2023-2025) funded by the President's Excellence Fund for Learning and Teaching Innovation. This project is aligned with the Imperial's Race Equality Charter Action Plan (2021) and Learning and Teaching Strategy (in place since 2017) that have foregrounded the importance of students' general wellbeing for their academic potential. This work also urges the need for an inclusive and active learning environment that nurtures students to focus on broader educational values and goals beyond attainment. Building on our earlier work on Supporting the Identity Development of Underrepresented Students (SIDUS), its aims are to:

• explore Imperial undergraduate students' study strategies and wellbeing-related issues to identify gaps in current study support and wellbeing resources

- develop evidence-based materials informed by primary research data gathered from student focus groups, a student survey and professional conversations conducted with colleagues in relevant departments based across Imperial.

Understanding how students navigate their academic studies and university life contributes to our knowledge of their successes, challenges and opportunities, allowing for better support of the wellbeing of our students. Although this is a research project aimed at furthering our understanding and developing materials, it already delivers interventions to our student participants. Its findings will underpin the development of the details of some of the interventions in Intervention Strategy 6 (Mental Health Strategy).

The **Belonging, Engagement, and Community** (BEC) Project has been running since 2019 and uses a mixed-methods research approach, including a questionnaire that incorporates an open-ended question, alongside the Imperial College London's Sense of Belonging Scale, which we developed in 2019. We have had approximately 800 questionnaire responses and a total of 79 in-depth interviews with university students.

This project investigates students' experiences of belonging, engagement, and community at and beyond Imperial. Ideally, universities are made up not just of a student 'body' but of a student 'community.' However, rather than assume the existence of a community, this cross-departmental, longitudinal project investigates how students understand and construct their own sense of belonging to, and engagement, with various potential communities (e.g. clubs, societies, academic communities, etc.). Although we are interested in students' sense of belonging to Imperial, this study asks students to define those communities that are most important to them, within and beyond their higher education environment. Initial findings demonstrate that those aspects of belonging and community that are most important to students go beyond the university setting. For example, students also belong to their local, national, political, or cultural communities, or to their particular course, department, Imperial society, or profession, as most important to them. While these different senses of belonging often align, they can come into conflict.

The findings of this study are therefore helping us to understand:

- the nature and extent of students' sense of belonging at Imperial;

- how this influences students' engagement in communities, including academically, socially and politically[1] (Johnson, 2018);

- the factors influencing students' sense of belonging and engagement, with a particular interest in the role of gender, socioeconomic background (as indicated by receipt of the means-tested Imperial Bursary), fees status, discipline/department and campus location.

As well as fundamentally improving our empirical and theoretical understanding of students' sense of belonging, this study also contributes to the ongoing and wide-ranging evaluation of the Learning & Teaching Strategy, which has amongst its aims that students are encouraged and

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[1] Johnson, M.R., & Ferguson, M., Jr. (2018). The Role of Political Engagement in College Students' Civic Identity: Longitudinal Findings From Recent Graduates. *Journal of College Student Development 59*(5), 511-527. https://doi.org/10.1353/csd.2018.0050.

empowered by their studies to adopt an outward-looking perspective when thinking about their place in and contributions to a global community.

Our mixed-methods study involves standard social science approaches such as questionnaires and semi-structured, longitudinal interviews, as well as more innovative approaches to capture unique insights (including walking interviews).

Evaluating our Access and Participation Plan

The evaluation of our APP intervention strategies will take place in the context of this wider commitment to evidence-based practice. We will conduct both quantitative and qualitative evaluations, seeking to identify statistically significant shifts in our performance, and to understand the reasons behind those successes. Equally, where interventions are not producing improvements, we will seek to understand the reasons for this, so that we can either continue (where it is judged that more data is required before conclusions can be drawn), re-design, or where necessary, discontinue and replace interventions.

Imperial is an organisation that is driven by results. The primary aims of our APP are to increase the representation of currently underrepresented groups at Imperial and to ensure those students achieve comparable outcomes to their peers. We recognise that a broad approach to evaluation is necessary if we are to understand the full value of our activity and to do so in a timely fashion. Our evaluation activity is correspondingly diverse and aims to bring together a broad range of evidence.

For our access programmes, we are clear that whilst the overall objective is to achieve an increase in the numbers of students from certain demographics who come to the University, the benefits of the programmes will accrue much more widely, and so a broader range of evaluation activity is described below, through which we will seek to deepen our understanding of those broader impacts. Our overall approach to evaluation of outreach is focused on theory of change models linking short- and medium-term outcomes to long-term impact. Evaluation across our programmes includes process evaluation measures, pre- and post- activity feedback surveys, tracking of long-term progression to HE and/or attainment, and focused qualitative work. This approach is tailored to suit the theory of change and stage of development of each activity, for example with pilot and early-stage programmes focusing on improvements through process evaluation, and more mature programmes focusing on robust comparator analysis to understand long-term impact. Our approach to evaluation and understanding "what works" goes beyond activity-level evaluation to consider broader research into cross-cutting topics. This research, while not activity-specific, will support the efficacy of our own programmes and sector knowledge by examining key concepts underpinning widening participation and student success. This includes past research we have commissioned into barriers to Maths and Further Maths[2] and the challenges faced by Black heritage students[3], both of which continue to shape our approaches to outreach activities.

For our on-course and progression interventions, it may take several years to amass sufficient data from which to draw robust conclusions due to the small size of some cohorts. Equally, some interventions will not be reflected in the data for several years. In the case of employment outcomes, both of these effects come into play at the small time: interventions for first year students in the first year of this APP will not be reflected in Graduate Outcomes data until 2028-29, and the fact that this data is based on a sample means that robust conclusions are unlikely to be

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[2] A level Further Mathematics uptake: barriers for underrepresented young people, Dr Ada Mau, May 2023
[3] STEM Futures: Co-Creation Workshops, Cosmos, Jan 2022

available until 2029-30 at the earliest. In cases such as this, we will make use of interim 'process' metrics, for example measuring levels of student engagement (e.g. proportion of students engaging with the Careers Service, gaining work experience) and levels of satisfaction with our interventions.

The College will publish an Annual Access and Participation Evaluation Report (AAPER) bringing together the data used for evaluation, together with our findings, where this has not been separately published.

Intervention Strategy 1: Supporting Attainment and Skills

Evaluation of our attainment-raising work will continue to focus on the specific outcomes and impact defined for each activity. Our overall approach to evaluating attainment-raising activity includes:

- Definition of activity-specific interim outcomes that are supported by evidence. These include building academic self-confidence, and social and science capital.[4]
- Tracking of attainment outcomes in target subjects, including through exam results or, particularly for school partnership activities and younger age groups, teacher assessed grades and observations.
- Use of matched comparator group analysis to gain a better understanding of the impact that our activities may have. Creating strong causal claims is complex in programmes with multiple touchpoints over an extended period, such as our targeted tutoring programmes which run over two years, and school partnership programmes with a whole-school approach, where it is difficult to separate the impact of our activities from the many other factors within participants' educational environment at that time. We aim to better understand the impact of our own activities through a combination of matched comparator analysis across target demographics, analysis of participants who applied but did not gain a place on the programme, and for whole-school activities, comparison with the academic progress of the year group preceding the intervention.
- In addition to activity-specific evaluation, we have and will continue to pursue research to understand cross-cutting issues relevant to raising attainment activities, such as our research to understand the impact of university students as academic tutors and the factors that increase the efficacy of academic tutors across a range of different programmes.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
New KS2/KS3 Maths Transition	Increased attainment in Maths in KS2	Type 2: Empirical Enquiry	Raising Attainment

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[4] Intermediate outcomes for higher education access and success, TASO 2022

Schools Partnership	Increased confidence in transition to KS3	Tracking of students' attainment progress through teacher assessed grades and teacher observations Evaluation of attitude shifts in line with interim outcomes based on multiple survey touch points with participants Evaluation of attitude shifts for teachers and for parents	Impact Report, to be published annually on our website. Key findings to be shared through conferences and article submissions. AAPER
Westminster Academy Partnership	Increased confidence in scientific techniques	Type 1: Narrative Evaluation of attitude shifts and knowledge gained in line with session-specific interim outcomes based on pre- and post-activity surveys	
Imperial x LSE Collaborative Tutoring Programme	Increased attainment in Maths in KS3 and KS4	Type 3: Causality Matched comparator analysis Tracking Maths attainment progress through teacher assessed grades within the school during KS3 Tracking of KS4 (GCSE) Maths outcomes compared to students from similar background	
Maker Challenge Programmes	Progression to next available Makerspace activity Increase the proportion choosing STEM and DT at GCSE	Type 2: Empirical Enquiry Tracking of how many Maker Challenge participants have first completed Proto-maker challenge Evaluation of attitude shifts and knowledge gained in line with interim outcomes based on pre- and post-programme surveys	
Pimlico Connection Tutoring	Increased attainment in target subjects at GCSE	Type 2: Empirical Enquiry Tracking of target subject GCSE attainment	
mA*ths Online and Further mA*ths Online	Increased attainment in target subjects at A-level Increased progression to STEM degrees at selective universities	Type 3: Causality Matched comparator group analysis Tracking of Maths and Further Maths A level attainment, comparing participants to non-participants from similar backgrounds based on programme target criteria Tracking of progression to Imperial and to STEM degrees at selective universities for participants	

Targeted STEM tutoring	Increased attainment in target subjects at A-level	Type 2: Empirical Enquiry	
		Tracking of target subject A level attainment	
	Increased progression to STEM degrees at selective universities	Tracking of progression to Imperial and to STEM degrees at selective universities for participants	
Imperial College London Maths School (ICLMS) and University Maths School Network (U-Maths) Collaboration	Continued involvement of Imperial senior staff in ICLMS governance and U-Maths network to support ongoing strategic review of the school and its widening participation priorities	Type 2: Empirical Enquiry	
		Annual review of the progress of the partnership through ICLMS Project Review Board, including representatives from ICLMS and Imperial	
		Improved Mathematics A level performance	
	Continued links between Imperial Outreach and ICLMS Outreach to support the ICLMS widening participation portfolio	Monitor applications and enrolments from ICLMS to STEM degrees at selective universities including Imperial and seek similar information across the network.	

Intervention Strategy 2: Navigating Pathways

Our approach to evaluating our Navigating Pathways activities is based on:

- For programmes aiming to support progression to STEM degrees at university, tracking application, offer and acceptance rates to Imperial and progression rates to STEM degrees at selective universities.
- Multi-touch point qualitative feedback, to provide information about attitude shifts across the course of our programmes (for example, increased confidence in applying to university, or increased sense of belonging in STEM university spaces).
- An outcomes framework that facilitates comparison of similar elements across different programmes, allowing us to unpick complex "black box" interventions to understand the impact of specific elements.
- For pre-16 programmes, a focus on qualitative data to understand the impact on informed decision making and confidence in next steps, as appropriate to the participant age group.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
		Include type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
STEM Potential	Increase proportion of participants progressing to Imperial

Increase proportion of participants progressing to STEM degrees at selective universities | Type 2: Empirical Enquiry
Tracking of progression to Imperial and STEM degrees at selective universities for participants

Tracking of application success rates for programme participants applying to Imperial, with comparisons to Imperial applicants from similar backgrounds who did not participate

Evaluation of attitude shifts in line with interim outcomes based on multiple survey touch points throughout the programme | Navigating Pathways impact report, to be published on our website annually

Key findings shared through conferences and article submissions

AAPER |
| Pathways to Medicine | Increase proportion of participants progressing to medicine at Imperial

Increase proportion of participants progressing to medicine degrees at selective universities | Type 3: Causality

Comparator group analysis

Tracking of progression to Imperial and medicine degrees at other universities for participants, with comparisons to group that applied but was not offered a place

Tracking of application success rates for programme participants applying to medicine at Imperial, with comparisons to Imperial medicine applicants from similar backgrounds who did not participate

Links to research investigating impact of Pathways to Medicine on career progression

Evaluation of attitude shifts in line with interim outcomes based on multiple survey touch points throughout the programme | |
| Year 12 Summer Schools | Increase proportion of participants | Type 2: Empirical Enquiry | |

	progressing to Imperial Increase proportion of participants progressing to STEM degrees at selective universities	Tracking of progression to Imperial and STEM degrees at selective universities for participants Tracking of application success rates for programme participants applying to Imperial, with comparisons to Imperial applicants from similar backgrounds who did not participate Links to evaluation led by Sutton Trust looking at impact across all host institutions Evaluation of attitude shifts in line with interim outcomes based on pre- and post-programme surveys	
Pre-16 Summer Schools	Support informed, confident decisions on subject choice, university choice, and career options	Type 2: Empirical Enquiry Evaluation of attitude shifts in line with interim outcomes based on pre- and post-programme surveys	

Intervention Strategy 3: Supporting Black Heritage Students

As STEM Futures is a relatively new and developing programme, our evaluation will continue to focus on understanding the barriers and challenges that prospective students from Black heritage backgrounds face, and how we can continue to shape the programme to best address these challenges. This will include feedback collected at multiple checkpoints to understand attitude shifts, as well as qualitative reflections to allow open-ended feedback. In the long term, evaluation for STEM Futures will track participants' applications to Imperial and to STEM degrees at other highly selective institutions.

Our evaluation for this programme will also sit alongside our evaluation of STEM Potential and other programmes within our Outreach portfolio that share similar elements, allowing us to interrogate questions around the impact of targeted activities for Black heritage students as compared with programmes focused on a wider range of underrepresented groups.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
STEM Futures	Support diversity of STEM pipeline Increase proportion of participants progressing to Imperial Increase proportion of participants progressing to STEM degrees at selective universities Support smooth transition to university Build trust and connections with London area Black communities	Type 2: Empirical Enquiry Tracking of progression to Imperial and STEM degrees at selective universities for participants Tracking of application success rates for programme participants applying to Imperial Evaluation of attitude shifts in line with interim outcomes based on multiple survey touch points throughout the programme	Impact report to be published on our website every two years Insights to be shared with internal stakeholders to support ongoing improvements to Black heritage strategy
Targeted Mentoring	Support diversity of the STEM pipeline Build trust and connections with London area Black communities	Type 1: Narrative Evaluation of this activity is led by the external partner delivering the mentoring, and includes qualitative assessment of outcomes for mentees and mentors	
Targeted Scholarships	Supports diversity of applicant pool and student body	Type 2: Empirical Enquiry Increased application and conversion from Black applicants	AAPER

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Activate Mentoring	Support student success	Type 2: Empirical Enquiry Monitoring on continuation, completion and attainment measures for Black students.	Annual review published on website

Intervention Strategy 4: University-wide Approach to Admissions

This intervention strategy will be evaluated through data analysis, examining the extent to which the new approach is successful in narrowing the offer gaps in offer rates for students from different demographics.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
WP admissions targets for each department	Collective whole institutional responsibility and accountability for WP Evaluation and understanding of pipeline issues and further targeting of outreach activity	Type 2: Empirical Enquiry Number/proportion of applicants from target demographic admitted.	Internal only
Admissions Tests (free for WP students)/Guaranteed interviews for WP students	Increased proportion of WP applicants through to interview or tests Increased admission rates for WP applicants	Type 2: Empirical Enquiry Number/proportion of applicants from target demographic.	AAPER
Guaranteed minimum offer	Increased proportion of WP offer holders	Type 2: Empirical Enquiry	AAPER

	achieving their offer	Number/proportion of applicants from target demographic admitted.	
WP reconsideration pool in August	Additional WP students receiving a place through reconsideration pool	Type 2: Empirical Enquiry Number/proportion of applicants from target demographic admitted.	AAPER

Intervention Strategy 5: Transition Support for Underrepresented Groups

We will use a range of data sources to gain a strong understanding of what works and what to adapt for this intervention. Given that our WP groups will have varying patterns of participation in the activities and sessions, we will have comparator groups where we will be able to compare outcomes such as module scores and continuation rates.

In addition, building a cohort will provide a valuable source of feedback and will naturally provide opportunities to listen to students participating in the programme, understand their views and use this to evolve the programme design. This iterative approach using student feedback has been used to inform the development of the Engineering Summer School and transition support initiative.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
All activities	Build skills for successful study Improved and earlier engagement with careers support Support oncourse attainment through introducing and consolidating academic content Cohort and community built to facilitate peer support Increased sense of belonging	Type 2: Empirical Enquiry Analysis of comparator group academic outcomes including module results, continuation rates and degree outcomes (non-randomised) Type 2: Empirical Enquiry Analysis of comparator group career engagement indicators including engagement with the careers service, uptake of work placement and Undergraduate Research Opportunity Placements	AAPER

		Type 2: Empirical Enquiry Belonging, Engagement and Connecting project, qualitative research	
Peer mentoring opportunities with and by students and alumni	Create cross cohort links between students Provide a paid opportunity and skills for mentors Increased sense of belonging Increase early use of university resources such as Centre for Languages Culture and Communication, Mental health provision	Type 2: Empirical Enquiry Participant surveys and focus groups	
Enhanced personal tutoring	Equip the first point of contact to support students from a wide range of backgrounds Enable academic staff to identify early those at risk of non-continuation, make interventions	Type 1: Narrative Support service usage data Learning analytics Type 2: Empirical Enquiry Staff evaluation forms	AAPER
Technology provision	Reduce financial stress Allow students to fully engage with the full range of academic and extra-curricular opportunities on the course Ensure all students can access a	Type 2: Empirical Enquiry Use of Student Financial Support Bursary evaluation	AAPER

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
		minimum level of resource		

| | | minimum level of resource | | |

Intervention Strategy 6: Mental Health Strategy

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
Improved Mental Health provision Student Mental Health Intervention Officers (SMHIOs) Enhanced mental health training Enhanced mental health and wellbeing resources Mental health within Black and Minority Ethnic communities training	Access to mental health support, for staff referral and direct student contact Faster triage for mental health support Improved timescales for urgent care Opportunities for staff to meet with Student Mental Health Intervention Officers for advice and guidance on managing complex student mental health issues Outreach to Faculties to help raise awareness of mental health issues and providing case management guidance Access to online cognitive behavioural programmes for students experiencing a range of mental	Type 2: Empirical Enquiry Outreach meetings with each faculty and key student support services across Imperial Survey of staff referrers by departments (pulled by the assessment form) Collection of data on type of referral (friend, student, or staff) for the start of 2024/2025 Wellbeing measure being developed Usage measure Volume of appointments Number of 'Unique service users' Student feedback	AAPER

	health difficulties (e.g. anxiety, panic attacks) Development of connections with NHS and third sector to increase mental health resources available to students		
Positive learning environment Reducing Assessment Burden Learning Analytics	Improved learning strategies Reduced stress around studying and assessments Improved physical and mental wellbeing	Type 2: Empirical Enquiry Student surveys NSS	AAPER
FISU Healthy Campus accreditation	FISU healthy campus accreditation, achieved and maintained, improved health and wellbeing on campus	Type 1: Narrative Accreditation achieved/maintained	AAPER
Care leavers/ forced migrants wraparound support	Specialised and dedicated support is available in a single point of contact for accommodation, financial and other pastoral issues Networking and peer support opportunities will be created for these priority student groups Use of a Unibuddy platform to enable students to connect with one another, if they wish. Limited staff input, beyond also using the platform as a communications	Type 2: Empirical Enquiry Survey service users Determine the percentage of students using the service compared to those who could use the service Assess levels of engagement at networking events and workshops Where possible, determine if the numbers of students from these backgrounds are using Imperial	AAPER

| | channel prior to university enrolment and for key events

Additional resourcing to be provided to enable students from these groups to access things such as interviews, placements, etc.

Dedicated webpage as a "one stop shop" of applicable information | resources more often than previously – particularly those services that are deemed preventative or positive | |
|---|---|---|---|

Intervention Strategy 7: Financial Support

We will continue to evaluate our Financial Support package using the OfS evaluation toolkit. Evaluation will include statistical comparison of groups that do and do not receive the Bursary, a survey of all bursary recipients, and in depth interviews with a sample of survey respondents.

Evaluation of other aspects of financial support which are not specifically targeted at under-represented groups (e.g. Hardship Funding) is also undertaken, via the inclusion of relevant questions in the Student Experience Survey. This is not included in the table below as it is not sufficiently targeted to be included as an APP intervention.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
Bursary scheme available to all students with a household income of less than £70,000	Reduced financial stress, reduced additional hours of paid work

Greater ability to participate in student activities | Type 2: Empirical Bursary survey, in-depth interviews

Type 3: Causality Statistical analysis | AAPER |
| Student Experience Fund | Greater participation in clubs and societies by those from a low HHI | Type 2: Empirical Enquiry

Participation data | AAPER |

Undergraduate Research Opportunity Bursary Scheme	Reduced financial barriers to participating in the scheme	Type 2: Empirical Enquiry Participation data	AAPER
Technology provision	Reduced financial hardship Equity in access to technology Reduced stress for students	See Intervention Strategy 5	See Intervention Strategy 5
Black Bullion Financial Education programme	Enhanced financial literacy/skills for students.	Type 2: Empirical Enquiry Survey data.	AAPER

Intervention 8: Careers Support

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
		Include type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Pre-arrival programme	Engagement with the Career Service Consideration of career journey	Type 2: Empirical Enquiry Career registration data	AAPER
Cohort activities	Earlier progress on career journey Engagement with Career Service resources Ability to fully engage with employers and other opportunities	Type 2: Empirical Enquiry Career registration data Data on engagement with Careers resources and events Type 1: Narrative Qualitative feedback from participants	AAPER

[i] Continuation for all groups is >85%. The only gap above 10 percentage points is in Progression (at 10.9 percentage points), where statistical confidence is low due to sample size.

[ii] Survey of 1,278 science teachers and headteachers found that 7% of schools nationally did not offer triple GCSE science, rising to 13% for the highest FSM quartile schools. https://teachertapp.co.uk/articles/triple-science-teaching-arrangements-in-schools/

[iii] https://www.imperial.ac.uk/about/mental-health-and-wellbeing-strategy/

[iv] This is offered where Imperial is an applicant's firm choice.

[v] Imperial is ranked no. 1 in the Guardian league table for 'career after 15 months' and no. 3 in the TEF for progression (behind two small specialise providers).

[vi] Maths Excellence Pathways, XTX Markets

[vii] Maths Excellence Pathways, XTX Markets

[viii] "Evaluating Science Outreach: Case Study in the Wohl Reach Out Lab", R. Zivtins

[ix] Education Endowment Fund (EEF) Evidence Report
Transforming Outcomes in Higher Education (TASO) and Education Policy Institute (EPI) (2020) The impact of interventions for widening access to higher education: A review of the evidence

[x] Education Endowment Foundation (2020) Remote Learning, Rapid Evidence Assessment, London: Education Endowment Foundation

[xi] TASO and EPI (2020)

[xii] In Search of Deeper Learning, Jal Mehta and Sarah Fine

[xiii] Archer, L., DeWitt, J., Godec, S., Henderson, M., Holmegaard, H., Liu, Q., MacLeod, E., Mendick, H., Moote, J. and Watson E. (2023). ASPIRES3 Summary Report: Mathematics. London, UCL

[xiv] "Evaluating Science Outreach: Case Study in the Wohl Reach Out Lab", R. Zivtins

[xv] TASO and EPI

[xvi] "Opening doors and minds: a path for widening access", S. Smith, A. Alexander, S. Dubb, K. Murphy, J. Laycock

[xvii] TASO and EPI

[xviii] HESA: Data and analysis | HESA

[xix] STEM Futures: Co-Creation Workshops, Cosmos, Jan 2022

[xx] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/care-experienced/

[xxi] https://www.imperial.ac.uk/students/studentshapers/scheme-overview---what-is-studentshapers/

[xxii] https://www.imperial.ac.uk/students/studentshapers/

Office for Students

Fees, investments and targets
2025-26 to 2028-29

Provider name: Imperial College of Science, Technology and Medicine

Provider UKPRN: 10003270

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:
Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X
For the avoidance of doubt, the College expects to increase its fees in line with any increase to the maximum level permitted by Regulations.

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	Faculty of Engineering and Faculty of Natural Sciences	N/A	1850
Turing Scheme and overseas study years		N/A	1385
Other		N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Imperial College of Science, Technology and Medicine

Provider UKPRN: 10003270

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	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£2,527,000	£2,578,000	£2,630,000	£2,757,000
Financial support (£)	NA	£12,651,000	£12,904,000	£13,162,000	£13,828,000
Research and evaluation (£)	NA	£177,000	£181,000	£185,000	£189,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£728,000	£743,000	£758,000	£794,000
Access activity investment	Post-16 access activities (£)	£973,000	£993,000	£1,013,000	£1,062,000
Access activity investment	Other access activities (£)	£826,000	£842,000	£859,000	£901,000
Access activity investment	**Total access investment (£)**	**£2,527,000**	**£2,578,000**	**£2,630,000**	**£2,757,000**
Access activity investment	*Total access investment (as % of HFI)*	*11.3%*	*11.3%*	*11.3%*	*11.3%*
Access activity investment	**Total access investment funded from HFI (£)**	**£2,258,000**	**£2,304,000**	**£2,350,000**	**£2,397,000**
Access activity investment	*Total access investment from other funding (as specified) (£)*	**£269,000**	**£274,000**	**£280,000**	**£286,000**
Financial support investment	Bursaries and scholarships (£)	£11,336,000	£11,564,000	£11,795,000	£12,376,000
Financial support investment	Fee waivers (£)	£540,000	£550,000	£561,000	£589,000
Financial support investment	Hardship funds (£)	£775,000	£790,000	£806,000	£863,000
Financial support investment	**Total financial support investment (£)**	**£12,651,000**	**£12,904,000**	**£13,162,000**	**£13,828,000**
Financial support investment	*Total financial support investment (as % of HFI)*	*56.6%*	*56.8%*	*56.7%*	*56.7%*
Research and evaluation investment	Research and evaluation investment (£)	£177,000	£181,000	£185,000	£189,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	*0.8%*	*0.8%*	*0.8%*	*0.8%*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Imperial College of Science, Technology and Medicine

Provider UKPRN: 10003270

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	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase the number of Black entrants to Imperial	PTA_1	Access	Ethnicity	Black		Increase the proportion of Black entrants to Imperial to 8.2% by 2029	No	The access and participation dashboard	2021-22	Percentage	5.9	6.5	7.1	7.6	8.2
Increase the number of FSM eligible entrants to Imperial	PTA_2	Access	Eligibility for Free School Meals (FSM)	Eligible		Increase the proportion of of FSM eligible entrants to Imperial to 11.7% by 2029	No	The access and participation dashboard	2021-22	Percentage	11.5	11.6	11.6	11.6	11.7
Maintain the gap between the proportion of IMD Q1 and IMD Q5 entrants over the course of the APP period	PTA_3	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Maintain the gap between the proportion of IMD Q1 and IMD Q5 entrants over the course of the APP period at 15.2pp.	No	The access and participation dashboard	2021-22	Percentage points	15.2	15.2	15.2	15.2	15.2
	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	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Decrease the continuation gap between IMD Q1 and IMD Q5 entrants	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Decrease the continuation gap between IMD Q1 and IMD Q5 entrants to 4.0pp by 2029.	No	The access and participation dashboard	2020-21	Percentage points	5.0	4.8	4.5	4.3	4.0
Decrease the continuation gap between Black students and White students	PTS_2	Continuation	Ethnicity	Black	White	Decrease the continuation gap between Black students and White students to 4.1pp by 2029	No	The access and participation dashboard	2020-21	Percentage points	5.1	4.9	4.6	4.4	4.1
Decrease the continuation gap for FSM eligible students	PTS_3	Continuation	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	Decrease the continuation gap for FSM eligible students to 6.4pp by 2029	No	The access and participation dashboard	2020-21	Percentage points	8.0	7.6	7.2	6.8	6.4
	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	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Decrease the progression gap between IMD Q1 students and IMD Q5 students	PTP_1	Progression	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Decrease the progression gap between IMD Q1 students and IMD Q5 students to 9.7pp by	No	The access and participation dashboard	2020-21	Percentage points	10.8	10.8	10.8	10.3	9.7
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														