

Background and Context

1. BPP University ('the University') is proud of its diverse student community and inclusive environment and is committed to supporting students to succeed both during their university career and beyond. The University is firmly committed to lifelong learning and building access to the professions with its unique range of degree and degree apprenticeship programmes.
2. Widening access and participation through adopting inclusive approaches to education and equality whilst celebrating diversity and listening to our students lies at the heart of the University ethos and values.
3. To further support transparency and alignment with national priorities, Appendix A sets out BPP University's key access and participation targets for 2025/26, mapped directly to relevant risks from the Office for Students (OfS) Equality of Opportunity Risk Register (EORR). This mapping enables the University to focus its strategic efforts on priority areas such as reducing attainment gaps, increasing participation from underrepresented groups, and improving progression into professional employment. The appendix also outlines how each target is linked to a defined risk and sets clear actions and timelines. These targets will be subject to ongoing evaluation to ensure they remain evidence-led, achievable, and responsive to emerging trends in student access and outcomes.

The areas we are seeking to address

Access

4. The University continues to make a positive contribution to creating opportunities for individuals who may otherwise be excluded from higher education.
 - From the Tracking Underrepresentation by Area (TUNDRA)¹ data – a measure that focuses on the young participation rate in higher education in England – there been a 3.3% increase in participation between 2020/21 (13.0%) and 2022/23 (16.2%) of undergraduate apprentices from TUNDRA quintile 2 (quintile 1 representing areas of the lowest participation – most disadvantaged). For quintile 1, least likely to attend higher education there has been an increase of 3.8% between 2020/21 and 2022/23. From the Tracking Underrepresentation by Area (TUNDRA)² data – a measure that focuses on the young participation rate in higher education in England – there has been a 4.4% increase in participation between 2021/22 (11.0%) and 2022/23 (15.4%) of undergraduate apprentices from TUNDRA quintile 1 (quintile 1 represents areas of the lowest participation – most disadvantaged). For quintile 2, second least likely to attend higher education, there has been an decrease of 2.7% between 2021/22 and 2022/23.

¹ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

² <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

From the Indices of Multiple Deprivation (IMD)³ which illustrates the proportion of entrants from the most deprived backgrounds, there has also been an increase in students from the most deprived backgrounds. For undergraduate apprentices, students from quintile 1 (the most deprived) has increased by 5.4% between 2020/21 (13.4%) and 2022/23 (18.8%). Students in quintile 2 have increased from 1.9% between 2020/21 and 2022/23. For full-time undergraduates, students from quintile 1 has increased by 7.4% between 2017/18 (24.9%) and 2022/23 (32.3%). The proportion of students in quintile 2 have remained the static (26.2%) for the same period. From the Indices of Multiple Deprivation (IMD)⁴ which illustrates the proportion of entrants from the most deprived backgrounds, there has also been an increase in students from the most deprived backgrounds. For undergraduate apprentices, students from quintile 1 (the most deprived) have increased by 3.4% between 2021/22 (15%) and 2022/23 (18.8%). Students in quintile 2 have remained the same between 2021/22 and 2022/23 at 21.4%. For full-time undergraduates, students from quintile 1 have increased by 7.4% between 2017/18 (24.9%) and 2022/23 (32.3%). The proportion of students in quintile 2 have remained the static (26.2%) for the same period

- Disability disclosure rates across all programmes (UG/PG) for 2023/24 are is currently around 15%⁵. The University is constantly striving to promote disability disclosure throughout the student journey to ensure students receive their entitlements for support.
- At Undergraduate level, there has been an increase in full-time mature students (21 and over), increasing from 72.7% in 2017/18 to 90.8% in 2022/23.⁶ For apprenticeship provision, mature student representation has dropped by 8.1% for the period 2020/21 to 2022/23. At Undergraduate level, there has been an increase in full-time mature students (21 and over), increasing from 72.7% in 2017/18 to 90.8% in 2022/23.⁷ For apprenticeship provision, mature student representation has dropped by 8.1% overall for the period 2020/21 to 2022/23, but has, in fact, increased by 7.7% between 2021/22 and 2022/23.

Success and Progression

5. The University's attainment data has shown increases in the attainment gap between ethnic groups. The 2020/21 undergraduate (FT) ethnicity attainment gap data⁸ comparing white student outcomes with black student outcomes at the University currently shows a gap of 33.9%. Comparisons between white students and Asian students show a gap of 32% (2019/20 data) which is higher than data across the sector which shows a gap of 8.6%.
6. The University's 2021/22 UG Transparency Return⁹ shows that the attainment gap between ethnic minorities and white students achieving a 2:1 or above currently

³ Ibid

⁴ Ibid

⁵ BPP University internal data

⁶ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

⁷ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

⁸ Ibid

⁹ <https://www.bpp.com/about-bpp/bpp-university/academic-quality/transparency-return>

stands at 20%, whilst the attainment gap between EMID quintiles 1 and 2 and quintiles 3 to 5 is at 11%. These are specific groups of under achievement which need addressing, and there are targeted University KPIs and also and are bespoke KPIs for each school to address.

7. Differential outcomes exist between young (under 21) and mature (over 21) full-time students at Undergraduate level. Attainment gap data (young students compared with mature students) show a difference of 10.8% (2020/21 data).¹⁰ Differential outcomes exist between young (under 21) and mature (over 21) full-time students at Undergraduate level. Attainment gap data (young students compared with mature students) show a difference of 7.5% (2022/23 data).¹¹
8. Differential outcomes exist for disabled students; however, the gap is closing. Attainment gap data for full-time undergraduate students (comparing no disability reported with disability reported) has shown a decrease in this gap from –9.5% in 2016/17 to –4.7% in 2019/20.¹²

Employability

9. With an emphasis on the professional and practical application of learning, the University prides itself on its ability to prepare students for professional life as well offering considerable career development opportunities by ‘bridging the gap’ between academic higher education and professional practice.
10. Through its professional relationships, the University supports employers’ long-term skills strategies and staff development goals through a collaborative approach to student learning and outcomes. The University has almost 3000 students studying on degree apprenticeship programmes across Levels 4-7. At the most recent University Ofsted inspection, it was noted that apprenticeship programmes at the University “meet the specialist needs of their employers”¹³ and that apprentices “benefit from well-planned, well-structured and well-taught programmes that meet their needs and the needs of their employers.”¹⁴
11. The University has developed 12 ‘high-level’ Career Skills, which are embedded into the programmes it offers. These are Analytical & Technological, Communication, Emotional Intelligence, Innovation, Management & Leadership, Problem Solving, Professionalism, Resilience & Wellbeing, Self-Development, Self-Awareness, Cultural Awareness and Teamwork.
12. There are targeted schemes where students with non-traditional education and social backgrounds can participate such as the Addleshaw Goddard Legal Access Scheme and North-East Circuit Diversity Scheme.
13. The University’s Career Service provides a wide range of extra-curricular services to help develop students’ employability-related skills for example by offering:

¹⁰ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

¹¹ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

¹² Ibid

¹³ BPP University Ltd. Ofsted 2019, p.1

¹⁴ BPP University Ltd. Ofsted 2019, p.4

- Individual guidance appointments, where students can receive personal careers advice from a trained consultant and develop a personalised Career Development Plan, to help identify skills, set goals, and create an action plan for developing career-ready skills.
 - Career Ready workshops, where students can receive advice on improving CVs, cover letters and how to research potential positions and employers.
 - A range of platforms such as ShortlistMe, Graduates First, GoinGlobal, Forage and ECareersGrad to accommodate provide students with opportunity to access internships, global vacancies, work experience, and interactive career development courses.
 - 'Mock' interviews and assessments, where students can prepare effectively for an upcoming job interview.
14. The Careers Service works alongside the Social Impact Team, aligning the development of the BPP career skills with the volunteering experience.
 15. BPP's Social Impact team engages students and learners as volunteers across a range of free advice services and widening participation initiatives. This enhances the student experience, providing alternative learning environments within which students gain new skills, increase confidence, and develop their professional network.
 16. BPP Futures – the University's careers platform – hosts an extensive database of current full/part-time and voluntary vacancies with around 2,800 organisational profiles present on the platform.
 17. BPP SkillsBuilder – an extension to the BPP Futures platform – is a tool for reflection, self-realisation, and confidence-building, helping students and learners to identify, articulate and celebrate their skills development at BPP. SkillsBuilder maps the BPP Career Skills (see para.12) to resources, events, and opportunities available at BPP, enabling students and learners to identify and engage in activities that directly support their development goals. Commitment to skills development is validated through the awarding of digital badges. Launched in September 2023, BPP SkillsBuilder currently has over 2700 users.

Student Outcomes

18. The University's Employability Strategy has continued to make significant and verifiable contributions to student employability.
19. The annual Graduate Outcomes Survey (GOS) captures the perspectives and current status of graduates 15 months after they finish their studies. The survey aims to help current and future students gain an insight into career destinations and development.
20. The most recent Graduate Outcomes 2021/2022 survey showed that 87% of all BPP graduates were in highly skilled work 15 months after completing their programme¹⁵

¹⁵ Graduate Outcome Survey 2021/22 (Domestic and International students; UG and PG; FT and PT study). Source: HESA.

against a sector average of 78%. Furthermore, 94% of all BPP graduates were in employment, further study, and/or achieved other positive outcomes.¹⁶

21. The most recent Teaching Excellence Framework (TEF) exercise (TEF2023) rated student outcomes at the University as 'Silver', noting that student outcomes are typically very high quality.¹⁷
22. Results in relation to ethnicity show, at postgraduate level, the gap between white students compared with black students in highly skilled employment has reduced to 8.7% compared the previous year, whilst the gap between white students compared with Asian students has also reduced, with the gap standing at 2.3%.¹⁸
23. Results in relation to ethnicity show, at undergraduate level, the gap between white students compared with black students in highly skilled employment is 15.4% and Asian students compared with white students shows a gap of 13.2%.¹⁹With reference to comparisons between students from lowest participation areas and highest, there is a 3.8% gap in favour of those from the former. [internal data footnote]
24. The University continually receives praise from regulators for its strong professional emphasis and how students are trained and supported by tutors who use their professional knowledge and expertise particularly well, in addition to the career progression opportunities available for apprentices and students.

Our activities and support for students

Fair Admissions

25. The University is committed to providing fair admissions which facilitate access for students with outstanding achievement and potential.
26. The Admissions team works in partnership with Schools and other sections of the University to deliver a professional and equitable admissions service. The University recognises that, at times, a course's standard procedure for assessing applications may not provide an accurate understanding of an applicant's suitability. In such cases – and to ensure all individuals have the opportunity to demonstrate their skills and attributes – applicants are asked to provide alternative forms of evidence in support of their application, such as via interview with a member of faculty, admissions test, or references from previous employers.
27. Admissions Officers make offers where standard entry criteria are met. All non-standard applications are scrutinised, including all applications for accredited prior learning before consulting with or referring to faculty for a final decision.
28. The University's Student Welfare and Support team works closely with the Admissions team, to ensure that students with learning difficulties and disabilities receive timely and appropriate support from the outset. The teams also monitor admissions data and identifies specific groups such as care leavers to ensure that

¹⁶ Ibid

¹⁷ <https://www.officeforstudents.org.uk/advice-and-guidance/the-tef/tef-2023-ratings/>

¹⁸ BPP University Internal Data

¹⁹ BPP University Internal Data

students are supported and feel included from the very start of their journey with the University.

Strategic Focus

29. The continuation, completion and progression of students is monitored through the Academic Quality and Standards Committee (AQSC), Academic Regulations and Awards Committee (ARA), and a rigorous continuous programme monitoring process. Information and data covering equality and diversity indicators is also monitored through the Student Experience Committee (SEC) and is further scrutinised both at programme level and by university boards and committees. These boards collate and share equality and diversity reports to ensure that teams within the University understand and respond to the continuation, completion, and progression of particular disadvantaged groups. Annual equality and diversity reports and updates are produced to ensure the institution and Schools remain focused on goals in this area.
30. The University aims to build targeted interventions to support efforts and progress in this area, which cover, in detail, all aspects of the learning journey. This is coupled with ongoing training and development to share with the University staff the subtle and complex issues at play in student continuation, completion, and progression, and to emphasise the specific attention the institution must give to issues surrounding equality and diversity in this area.
31. The University has committed to the Race Equality Charter (REC) and is in the process of running reviewing staff and student data, and reflecting on institutional and cultural barriers standing in the way of Black, Asian, and Minority Ethnic staff and students to prepare its application.
32. Membership of the Race Equality Charter is an outcome of a continuous commitment to redress imbalances in access, participation and achievement for Black, Asian, and Minority Ethnic staff and students and will complement the existing work of the learner ethnicity attainment project which was based on a learner consultation and drives institutional change to further improve the experience and outcomes of our diverse learner body.
33. The Inclusion Office facilitates a range of student-focused networks and projects supporting diversity and inclusion, such as the student Diversity Ambassadors programme, diversity groups, reverse mentoring projects, in addition to organising student events such as a celebration of Neurodiversity, Disability History month, LGBTQ history month and mental health days. Students involved in these developments also lead on projects to highlight and explore inclusion and diversity issues with their peers, for example Instagram live events on neurodiversity, podcasts, and events.
34. In order to facilitate deeper understanding of key research and development in the sector and to collaborate across a wide range of diversity strands, the University is an active member of several Widening Participation networks, including the NEON ethnicity groups and Disabled Students working groups. The Learning Support team are members of the National Association of Disability Practitioners. The University

benefits from close partnerships with Access to Accountancy and Aspiring Solicitors and is a Stonewall Diversity Champion.

Wellbeing and Responding to At-Risk Students

35. The University operates a Student Wellbeing and Mental Health steering group which meets monthly to assess, review and promote student wellbeing and mental health. BPP is currently working towards the UUK StepChange self-assessment tool, to benchmark itself against sector best practice. The team also utilises the University's 'Virtual Campus'²⁰ to further foster and promote a sense of belonging for students.
36. The University has trained over 300 Mental Health First Aiders in house and has an ongoing commitment to train more staff across the University to ensure both staff and students benefit from specialist advice and guidance in this area.
37. In response to an increase in the number of students who become vulnerable to external and/or personal factors which affect wellbeing and the ability to study, the University operates an 'At Risk' system which incorporates responses to mental health crisis, suicidal ideation, safeguarding concerns, and Prevent issues.
38. The University benefits from a dedicated Safeguarding and Prevent support within the Student and Welfare Support Team, to ensure that holistic care is available to all students such as care leavers, and those who are estranged, students experiencing isolation, homelessness, and/or are generally vulnerable due to personal circumstances.
39. The 'At Risk' strategy is a collaborative approach to support, protect and safeguard our most vulnerable students. Utilising clear and simple procedures issued to all staff, the aim is to provide a rapid response service for students which has the ability to draw on the knowledge and experience of Learning Support, Prevent, Safeguarding, University Mental Health Field Lead and counselling teams. Students are supported, using this wide range of internal resources, and referred to external agencies as appropriate. Students are then tracked and monitored to ensure that ongoing support and interventions continue as required.
40. The University has implemented training on mental health, suicide awareness, responding to students in distress, and has disseminated a focus on the experiences of certain ethnicities in Higher Education. This has led to a clearer and more efficient response to students in distress from the wider University that takes into consideration nuances and diversity in the composition of the student body.
41. The University is committed to promoting mental health and wellbeing across the institution. The University recognises the importance of creating a supportive environment for all learners and has signed the University Mental Health Charter, aligning with our core values and mission to provide a positive and inclusive experience for our students and staff.
42. A range of downloadable wellbeing resources have been made available for students on the University's VLE to ensure students have access to self-care support and

²⁰ <https://community.bpp.com/>

information. For example, downloadable meditations, podcasts, and links to a wide range of resources.

43. Additional support and resources are available to students and learners through skills sessions which focus on wellbeing, resilience, reframing negative thinking and emotional intelligence. These are delivered by the Careers and Social Impact teams, usually during induction periods.
44. In response to student feedback, the Learning Support team operates wellbeing workshops, coping with exam stress workshops and collaborated with the Students Association and other teams to facilitate mental health days across all sites. These provide students with the opportunity to talk about mental health and wellbeing and what it means to them.

Learning Support

45. At BPP University we understand that a student's prior experiences and expectations play a pivotal role in their continuation, completion, and progression. "Your Story makes you Stronger" is the tagline which reflects the BPP ethos of student-centred education and is used on marketing and promotional material. This was the winning entry from our students when asked what tag line we should use as a service to promote inclusion and support.
46. Disability disclosure rates are increasing in all domains, in particularly mental health, visual impairment, and more complex health difficulties. This trend is well reported in both the national press and in the Higher Education sector more widely. The University benefits from an expanding, experienced team of multi-disciplinary Disability Advisors.
47. Access to Learning Support is promoted throughout the University to ensure that all students are aware of the support available to them. This includes: automatic welcome emails from the admissions system, a comprehensive VLE space, University and Students' Association websites, a Mini Guide to Inclusion and Learning Support, flyers, posters, and a learning support presence at all inductions.
48. The University has service agreements with three partner staffing agencies, ensuring consistency of provision across the UK. These agencies can provide specialist staffing support such as sighted guides, BSL interpreters, Mentors and Study Skills tutors as well as provide readers and scribes for assessments.
49. A Reasonable Adjustments Panel is convened each term to provide equitable consideration of alternative formats of assessment for students with the most significant disability and health conditions. The panel considers the appropriateness and feasibility of alternative forms of assessment for students who are unable to sit examinations for disability related reasons. Students with complex disabilities are provided with an appropriate range of reasonable adjustments which aim to enable them to sit the actual exam with their peers in the first instance.

Independent Education and Welfare Advice Service

50. The Independent Education and Welfare Advice Service within the BPP University Students' Association is designed to offer independent support and advice whilst

enabling change to maximise the student experience. The service is accessible to all students and proactively evolves to the students' needs to ensure the University are providing up to date independent and unbiased advice on a range of academic and welfare concerns.

51. The Independent Advice Service also provides academic support when things do not go to plan. This is available through personalised one to one advice and offering guidance via the BPP University Students' Association website²¹ on key university policies and procedures. The advice provided ranges from offering feedback on extenuating circumstances or academic appeal applications, to advising students on the complaints procedure and supporting them through any complaints to the Office of the Independent Adjudicator (OIA). The service also offers representation to assist any students at any University meetings or hearings such as Academic Misconduct Panels or Fitness to Practice Panels.
52. The service aims to improve awareness of welfare resources available at the University and offer regular wellbeing sessions and campaigns to promote positive mental and physical health among our students. We also provide a confidential service where students can disclose personal challenges and receive independent advice on how to move forward with their studies. The team are also qualified Mental Health First Aider, ensure students are supported in a compassionate and appropriate way.

Digital Accessibility

53. The University has a Digital Accessibility Policy and associated Standard Operating Procedures, which have set up agreed content standards for Digital Accessibility across the Group. These ensure that accessibility standards are adhered to and embedded in university practice from procurement, software development, marketing, content creation and delivery.
54. The University is developing an internal wiki space focusing on Digital Accessibility that will support staff to adhere to these standards which touch on every aspect of the student journey and provide up to date guidance.
55. The University is committed to supporting current content standards which are WCAG 2.2 AA standard at the time of writing.

Scholarships

56. The University has committed substantial resources to encouraging accessibility by granting a wide range of internal scholarships for exceptional students from all backgrounds. The University offers over £1.25 million in annual scholarship funds through a variety of schemes and discounts.

Crisis Fund

57. The crisis fund – available through the BPP University Students' Association – offers emergency funding for emergency food costs to the most at-risk students. This is

²¹ <https://www.bppstudents.com/>

with the sole aim of providing short term emergency support to students who, due to unexpected and unforeseen circumstances, may have their outcome at the University negatively affected.

Social Impact Projects

58. Through several avenues, the University seeks to play an active and charitable role in communities across the UK. The work of the Social Impact team espouses the University's Corporate Social Responsibility (CSR) strategy by delivering projects designed to make a positive social contribution to the communities in which BPP operates.
59. The University's Social Impact team delivers an award-winning service, recognised for the quality and impact of its legal advice, public legal education, and social mobility initiatives.

Legal Advice Services

60. The Law School at the University is one of only four UK law schools to hold the Advice Quality Standard in relation to its social welfare services which consists of six legal advice clinics that deliver free advice on family, consumer, housing, commercial, environmental and welfare benefits issues. The service is available nationally online and in person at BPP's London, Manchester, Leeds, and Birmingham centres. In 2022/23, the Social Impact team handled 2300 client enquiries and took on 475 client matters through BPP's advice clinics.
61. Employment Law for London ('ELF') is a free initial employment law service delivered over the telephone. The project is made up of BPP staff, BPP student volunteers and external volunteer employment lawyers (from private practice and in-house companies). In 2022/23, the project was supported by 60 BPP student volunteers, received over 400 queries from members of the public, with 23 volunteer lawyers delivering almost 200 advice appointments.

Public Legal Education

62. Streetlaw is free public legal education designed to increase legal awareness by offering a range of fun and interactive classes and workshops to a range of community groups, including schools, youth groups, prisons, charities, homeless persons, and carers of vulnerable adults affected by mental health difficulties. The move to the remote delivery of workshops during the pandemic significantly increased the reach of the project, which, post-lockdown, has adopted a hybrid model, tailoring in person/online experiences to meet the needs of the audience. The latest data for 2023/24 indicates that 110 hours of free public legal education have been delivered so far across the UK by 85 BPP learner and staff volunteers, to approximately 1000 members of the public. Approximately 65% of all workshop deliveries were to education providers or community groups based in the 33% most deprived local authorities in the country.

Widening Participation Initiatives

63. The BPP 'Experience Project' utilises University's established links with schools across the country to connect young people from lower socio-economic backgrounds

with the legal profession. BPP learners are recruited as 'apprentice influencers' and visit schools to introduce the concept of a legal apprenticeship and share their career story. Schools can also sign up to a BPP 'Experience event'. Co-delivered by BPP, law firms and BPP learners, young people spend a day engaging in legal workshops and experiences, including a visit to a law firm. Delivered by BPP for free, the scheme helps law firms to engage and inspire the next generation of lawyers and promote roles and recruitment opportunities.

64. The University Reverse Mentoring Scheme supports law firms to attract a more diverse range of employees from under-represented groups. Flipping the traditional mentoring concept, students mentor law firms through a review of the firm's approach to ED&I. This includes website, social media presence, recruitment, and progression policies. Using BPP's diverse student body, the Scheme aims to increase access to the profession, to use future lawyers to influence and lead change and to give underrepresented individuals a voice. The Scheme is open to any law firm and is offered free of charge.
65. Responding to the new route to qualification as a solicitor set out by the Solicitor Regulation Authority (SRA), the BPP Social Impact team offers Qualifying Work Experience ('QWE') placements for future lawyers. Acknowledging that many students still struggle to access quality QWE without contacts in the profession or adequate funding, the placements represent an accessible, meaningful opportunity that supports a route to qualification for those from lower socio-economic backgrounds. The BPP University Law School was the first to offer paid, full time, QWE placements, including opportunities earmarked for candidates that meet specific social mobility criteria. Four QWE trainees successfully completed their placements and all secured permanent roles or undertook further education, with a further three currently employed within the Social Impact Team, completing their placements in October 2024.
66. BPP nurtures partnerships that support its commitment to social mobility. For the last three years, BPP has co-delivered paralegal apprentice bootcamps with social mobility charity, Leadership Through Sport and Business ('LTSB'). LTSB supports bright young people from disadvantaged backgrounds into meaningful roles with major firms. BPP staff and students design and deliver workshops that support a range of skills. BPP also partners with the RISE initiative, involving staff from across the business in the delivery of school-based skills workshops that aim to improve the career prospects of young people across the UK.
67. The latest data indicates that 1283 BPP students and learners have engaged with BPP's social impact work, committing more than 5,100 hours to initiatives that support the community and widening participation. All have participated as volunteers. The work is led by BPP's Social Impact team of 15 members of staff, who work across the country.

Supporting the BPP community

68. By that, we mean BPP's staff, students and learners and professional clients. The pro bono services offered through the Social Impact team are available to staff and students as clients, for free. The Social Impact team also runs legal education workshops in-house to help staff feel better informed when supporting students and learners (recent workshops have included FGM and forced marriage).

69. Social Impact helps BPP employer clients to achieve their own social value goals through project partnerships or connecting organisations with schools. The team also helps our own BPP staff to help others, by providing opportunities through the BPP Employee Volunteering Scheme.
70. Other charities and organisations with which the Social Impact team collaborates include: BID, Hibiscus Initiatives, Public Law Project, Crisis UK, HMP Brixton, HMP Styal, HMP Wayland, National Prison Libraries Service, Pro Bono Community, Leasehold Advisory Service, Citizens Advice Bureau, South West London Law Centre, S Hilda's Law Centre, East London Employment Tribunal, Manchester Employment Tribunal, Birmingham Employment Tribunal, National Association of Care & Support Workers, Medical Practitioner's Tribunal Service, Immigration Tribunal Friends, Vocalise, A4ID, Care4Calais, Z2K, the Justice Gap, Young Citizens Bar Mock Trial, Just4Kids, Joint Enterprise Appeals Project and The Environmental Law Foundation.

Our ambitions and strategy

71. The University's strategies are informed by equalities metrics, and qualitative feedback from the student voice such as surveys and consultations. The importance of this wide and holistic approach cannot be overstated. It provides an in-depth, balanced perspective of the lived experiences of our students. This is fundamental to driving improvement and closing equalities gaps.
72. The University strives toward maximising access and participation, leading to an inclusive educational experience that promotes continuation, completion, and progression. The University will continue building towards a future where all individuals, regardless of social background or individual characteristics access, benefit and contribute to a wide range of dynamic and rewarding professions and wider society.
73. The University utilises dashboards to ensure that real time equalities metrics are available for all student profiles. The University has developed a student engagement dashboard to facilitate real time analysis and implement support strategies for individuals and groups as issues emerge.
74. The University will continue to promote student wellbeing and support individuals with mental health difficulties through a range of resources and activities.

Future Priorities and Targets

75. The University's ambitious plans to widen access and close attainment gaps will include a focus on social disadvantage, disability disclosure, care leavers, student ethnicity, student age, and students' sexual orientation (LGBTQ+).
76. Reaching such individuals early on, and providing support, guidance and engagement through Diversity Groups, Diversity Ambassadors, and fostering a sense of belonging to the University through the Students' Association and deliberative projects on engagement are key focuses in this area.
77. In 2020/21 The University set targets relating to widening access and aims to increase the number of students from POLAR quintile 1 by 3% and quintile 2 by a

further 2 % by 2023. Both of these targets have now been achieved. The University plans to continue widening access by further increasing entrants from quintiles 1 and 2 by a further 2% by 2026.

78. The University's Wellbeing and Mental Health strategy will fully support our growing international community. This will be overseen by the existing Student Wellbeing and Mental Health group to ensure all aspects of the plans are fully implemented and embedded. The aim is to increase the number of international students who access learning support services by 5% in the academic year 2025/26.
79. The University will be revising the Equality and Diversity Strategy during 25/26 which will be overseen by the Student Experience Committee (SEC). This strategy includes a clear focus on mature, student ethnicity, LGBTQ, and faith groups to ensure their continued success and progression.
80. The University have fully implemented the actions and recommendations from the Law School Race Equality Projects and widened these to other Schools in the University under the umbrella of the Race Equality Charter. All Schools now have a working group which feeds into the Race Equality Charter with associated action plans. The working groups report into the Student Experience Committee (SEC) with updates on their data and actions. The overall aim is to reduce the ethnicity achievement gap to below 5% for all ethnic groups by 2025/26.
81. Plans are in place to collaborate with employers on reverse mentoring to share insights and deepen understanding of student expectation and share experiences to further enhance the student experience based on the expectations and views of students themselves.
82. The University's key relationships with students and employers will further facilitate opportunities for consultation and understanding to ensure we deliver success and progression through a meaningful understanding of expectations and life experiences.

Evaluation and Monitoring

83. The University will evaluate its access and participation targets through a structured programme of monitoring and review, aligned to its internal governance framework. Progress against each target will be tracked using disaggregated data dashboards, regular reporting to the Education and Standards Committee, and annual equality and diversity reviews. Where targets are not on track, corrective action will be agreed at both institutional and school level. In addition, student voice will continue to inform our evaluation processes, ensuring interventions are inclusive, impactful, and continually improved in line with both institutional values and OfS expectations.

Appendix A: EORR Mapping against Future Priorities and Targets

EORR Risk	Key Target	Key Risk (aligned to OfS Equality Risk Register)	Action	Timeline
EORR Risk 1: Knowledge & Skills	Increase access for students from disadvantaged backgrounds (POLAR Q1 & Q2)	Low participation of disadvantaged groups (POLAR Q1 & Q2)	Further 2% increase in entrants from quintiles 1 and 2	By end of 2026
EORR Risk 5: Limited Course Choice	Increase participation of students from IMD quintiles 1 & 2	Geographical inequality (IMD Q1 & Q2)	Continue outreach, flexible delivery, localised learning, scholarships	Ongoing throughout 2025/26
EORR Risk 2: Information & Guidance	Boost disability disclosure	Under-disclosure of disability, under-support	Promote early disclosure, support services, awareness campaigns	Ongoing – monitored annually
EORR Risk 6: Academic Support	Reduce ethnicity attainment gap (Black, Asian, other minorities vs White)	Ethnicity attainment gaps (racial inequality)	Implement School-level REC action plans and targeted KPIs	Gap to be reduced to <2% by end of 2025/26
EORR Risk 7: Personal Support	Reduce attainment gap by socio-economic background (EMID Q1&2 vs Q3–5)	Socio-economic disadvantage affecting outcomes	Monitor through dashboards, school-level interventions	Tracked quarterly; goal set for 2025/26
EORR Risk 6: Academic Support	Close attainment gap between mature and young students	Age-related differential outcomes	Analyse progression data, tailor academic support	Ongoing; monitored via Student Experience Committee
EORR Risk 7: Personal Support	Improve support and progression for LGBTQ+, care leavers, faith groups	Inclusion and progression gaps for protected groups	Incorporate into revised Equality & Diversity Strategy	New strategy to be launched during 2025/26
EORR Risk 1: Knowledge & Skills	Increase international student engagement with learning support	Limited support for international learners	Promote services and track usage	Target: 5% increase in 2025/26
EORR Risk 12: Progression from HE	Improve graduate outcomes for minority students	Lower employment outcomes for ethnic minorities	Employer engagement, QWE placements, mentoring, skills development	Ongoing; measured via Graduate Outcomes Survey
EORR Risk 12: Progression from HE	Maintain high graduate employment (currently 87%)	Gaps in employment readiness	Embed career skills, expand employer partnerships	Ongoing; reviewed annually