



Access and Participation Plan Annual Impact Report 2024-25

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Introduction

This impact report provides an overview of Queen Mary University of London's access and participation activity during the 2024–25 academic year. It forms part of the University's ongoing commitment to evaluating the effectiveness of its Access and Participation Plan (APP) and meeting regulatory requirements set by the Office for Students (OfS). The report draws on evidence from across the student lifecycle to assess progress in addressing risks to equality of opportunity in access, continuation, success and progression.

Its purpose is to offer a transparent, outcomes-focused assessment of APP interventions. Using both quantitative and qualitative evidence, the report highlights what has worked well, where challenges remain, and what we have learned. These insights will support continuous improvement at Queen Mary and contribute to wider sector learning and practice.

The 2024–25 academic year marks a significant milestone for Queen Mary's Widening Participation work. Activity delivered this year has provided meaningful support to students most at risk of unequal opportunity, while also shaping the foundations of the University's new APP from 2025–26. Strengthened strategic partnerships, revised contextual admissions criteria, and targeted models of support across access, success and progression have directly informed our approach as we move towards the ambitions of the new plan.

Evaluation of interventions

Evaluation Framework

Queen Mary's approach to evaluation is designed to assess the impact of APP interventions in a meaningful and consistent way, support continuous learning, and inform future practice. All interventions are underpinned by a clear Theory of Change and guided by the NERUPI Framework, ensuring activities are grounded in research and a strong evidence base. This approach ensures evaluation is consistent across interventions, proportionate to their scale, and anchored in established sector standards.

Key successes in evaluation:

- A cross-lifecycle evaluation framework has been developed in consultation with Impact Ed for roll-out across the coming academic year. This framework integrates Queen Mary's underpinning of the NERUPI principles with the validated scale questions from TASO, ensuring a consistent and comprehensive approach to evaluation throughout the full student lifecycle. A copy of the framework is available within [Appendix One](#)
- In excess of 16,000 students tracked longitudinally on HEAT over the 2024–25 academic year
- Current students have been pivotal to the evaluation of activities, including the co-creation of surveys and evaluation of reflective writing that has informed future interventions
- Learnings from evaluation activity have been shared across the sector to contribute to the wider evidence base, for example in NERUPI Forums and Communities of Practice with AccessHE and NEON.

Access

Intervention strategy 1: Improved access for disabled students

Further research

Queen Mary commissioned research with The Brilliant Club to better understand the barriers faced by students with disabilities and to identify the most effective ways of supporting them. The findings will inform this intervention and [Intervention Strategy 5](#).

Research methods included staff consultations, student focus groups and a desk review, allowing us to understand barriers from multiple perspectives. For pre-entry learners, the research highlighted three key issues: low awareness

of University support services, limited confidence in applying for additional support, and a need for enhanced transition support. In response, a number of changes have been implemented:

- Additional staff training and CPD for pre-entry, marketing and admissions teams
- A review of access programmes to ensure disability support is embedded throughout
- Enhanced pre-entry support at Open Days, including dedicated appointments for disabled students and their parents/carers.

Staff training and CPD

Training for outreach and marketing teams has strengthened understanding of disability and available support, ensuring frontline staff are well equipped to guide prospective students. Further evaluation on the training's impact will be incorporated once analysis is complete.

Targeted travel bursary and Open Day support

A targeted travel bursary was introduced to help priority learners explore course options, placements, and wider aspects of university life. Delivered alongside tailored Open Day appointments, qualitative feedback indicates increased understanding of available support, reduced transition anxiety, and greater confidence in progressing to higher education. This activity also supports [Intervention Strategy 2](#).

Parent of a prospective student with a declared disability

"This has been such a good experience. I didn't know about all of this and it has helped me. I feel more empowered [to] support him"

Prioritised entrance to access schemes

Targeting criteria for Queen Mary's access programmes was reviewed for new cohorts commencing in September 2025, to ensure prioritised entrance for students with a disability. Key outcomes include:

- A 39% increase in participants on the Access to Queen Mary programme with a reported disability (September 2025).
- Over the course of the 2024–25 academic year, there was a 29% increase in students on the Access to Queen Mary programme (Year 12) who strongly agreed that they planned to apply to university.
- A further review of marketing and targeting of wider access programmes, including QM Futures, is to be completed for the 2025–26 academic year.

Intervention strategy 2: Improved access for care leavers

NEECL Quality Mark

Queen Mary achieved the NEECL Quality Mark in November 2024, recognising the University's commitment to improving outcomes for care-experienced learners. Since receiving the award, the University has been implementing a structured action plan designed to embed continued learning and best practice across the institution. Priority areas include developing a comprehensive staff training and CPD programme, strengthening data dashboards and reporting processes, and deepening partnerships with Virtual Schools to enhance pre-entry engagement and support.

Staff training and CPD

In January 2025, staff participated in live training delivered in partnership with practitioners and students from The Verbatim Formula. The sessions amplified the lived experiences of care-experienced students, highlighted common barriers to accessing and succeeding in higher education, and improved understanding of the support services available at Queen Mary. In 2026, this work will expand through a new online training module that increases reach across professional services and academic schools.

Activity Impact, CEES Staff Training

Pre- and post-training evaluation demonstrates significant knowledge gains among participating staff:

- **84% increase** in understanding of care-experienced terminology
- **54.5% increase** in understanding of the barriers faced by care-experienced students
- **63.6% increase** in awareness of institutional support available

These findings indicate strong progress in enhancing staff confidence and capability, reinforcing the foundations of Queen Mary’s whole-institution approach to supporting care-experienced students.

Intervention strategy 3: Improved attainment for Key Stage 4 students eligible for FSM, attending our sponsored academies

Academic coaching and on-campus event

As part of our work to improve attainment for Key Stage 4 students eligible for Free School Meals (FSM), we introduced an academic coaching programme in partnership with CoachBright, concluding with an on-campus event at Queen Mary. The coaching is designed to strengthen students’ self-efficacy and metacognition, factors identified by the Education Endowment Foundation as having a high impact on academic progress.

In 2024–25, 50 students across three secondary schools within our Sponsored Academy Trusts took part in the programme. All groups demonstrated measurable improvements in metacognition, self-efficacy and motivation, as outlined in the table below.

Sponsored Academy	No. of Students	Metacognition	Self-Efficacy	Motivation
Drapers' Academy	12	+11%	+15.6%	+11.3%
Royal Greenwich Trust	19	+1.3%	+3.2%	+3.9%
St Paul's Way Trust	19	+8%	+9.9%	+14.1%

University MAT strategic partnerships and progression curriculum delivery

Through sustained engagement with our two sponsored multi-academy trusts and the delivery of the Outreach Progression Curriculum in associated schools, Queen Mary aims to strengthen learners’ confidence, knowledge and readiness to progress to higher education. This work helps students explore the academic, social, economic and personal benefits of university, while ensuring they receive high-quality information, advice and guidance to support a successful transition.

We are currently establishing baseline measures of student attitudes aligned to the TASO outcomes framework. This will enable more robust monitoring of how the curriculum contributes to improvements in:

- Confidence in their ability to progress to higher education
- Understanding of the benefits of higher education
- Engagement with academic and professional staff
- Participation in challenging and motivating educational activities
- Access to the information, advice and guidance needed for successful transition
-

Activity with Sponsored Academies

In 2024–25, we engaged over 850 students across 80 activities, with each learner participating in an average of three interactions with the University. This reflects our commitment to offering multiple touchpoints across the student journey, ensuring consistent and meaningful engagement. r most recent HESA tracking data shows a

significant rise in one-year HE entry rates among students from these schools who participated in outreach activity, increasing from 26.5% in 2020 to 57.5% in 2023. This represents a substantial and sustained improvement in progression outcomes for learners in our sponsored academy trusts.

Intervention strategy 4: Improved access to Research Intensive Universities (Realising Opportunities)

Through our partnership with Realising Opportunities, we aim to raise awareness and understanding of research-intensive universities, as well as support learners to access the information needed, and to develop the skills required, to make a successful application to a research-intensive university.

Independent evaluation of the Realising Opportunities programme is published annually and is publicly available on the Realising Opportunities website.¹

Programme Impact, Realising Opportunities

The partnership target of 52% of participants progressing to a Research Intensive University was exceeded by 6% (58% actual) in 2022-23, the most recently available data.

Additional activities

Widening access remains a central priority within the University's strategic approach. Alongside the delivery of targeted APP interventions, Queen Mary continues to support learners from a wide range of backgrounds to access higher education and to succeed throughout their student journey.

Access to Queen Mary

This programme is the University's flagship access programme, offering a comprehensive package of pastoral, academic, study-skills and transition support. Students who progress into higher education are further supported through opportunities such as the Student Ambassador scheme and a range of CPD activities. In 2024–25, the programme welcomed 100 students into its fourth cohort.

Programme Impact, Access to Queen Mary

Pre- and post-programme survey data show that the programme has:

- *Increased students' understanding of how university learning differs from school (+3.6pp)*
- *Strengthened students' sense of belonging and belief that people like them go to university (+5.3pp)*
- *Broadened awareness of the range of university courses available beyond school subjects (+12.6pp)*
- *Significantly improved confidence in having the skills needed to succeed at university (+30.2pp)*
- *Reduced anxiety about the transition to university, with more students disagreeing that they are worried about the change (+8.3pp)*

Queen Mary Futures

This programme provides Year 12 learners with opportunities to explore different subject areas and prepare for the academic and personal expectations of university life. Delivered as a four-week programme across both the Autumn and Spring terms, it supports students to develop confidence and gain deeper insight into higher education pathways. In 2024–25, the programme engaged 705 students.

¹ <https://www.realisingopportunities.ac.uk/impact/>

Programme Impact, Queen Mary Futures

Research commissioned with HEAT and the UCAS Outreach evaluator has demonstrated QM Futures is associated with very high levels of progression through the UCAS cycle: the vast majority of participants applied to higher education, most received at least one offer, and acceptance rates were substantially higher than typical sector benchmarks.

Broader outreach with Schools and Colleges

While the sponsorship of Drapers' Academy and the University Schools Trust remains central to our partnership work, Queen Mary also delivers intensive outreach through the Outreach Progression Curriculum to an additional 11 target schools across East London. The curriculum supports learners to build knowledge, skills and social capital.

In 2024–25, the team delivered activity to over 5,000 individual learners across more than 280 schools and colleges.

Contextual Admissions Policy

The University's contextual admissions policy has been redesigned for 2025 entry to better recognise both structural educational disadvantage and individual applicant circumstances. The updated, evidence-based, tiered approach aims to be ambitious in scope while ensuring fairness and proportionality across applicant groups.

Data will continue to be monitored over the coming years to assess progress in improving fair access for students from targeted groups.

Success

The intervention strategies described in this section represent targeted, measurable activities designed to address specific continuation and completion gaps. They sit within a much broader institutional commitment to student success that is embedded across Queen Mary as a whole. Activity delivered in 2024–25 has continued to develop this foundation.

Whole-provider approach to student success

The targeted interventions below are underpinned by the following institution-wide mechanisms, many of which are embedded within existing practice:

- **Active Curriculum for Excellence:** Queen Mary's overarching educational framework, comprising five interrelated components designed to support all students with particular focus on employability, engagement, and inclusive learning environments.
- **Learner Engagement Analytics:** A new institution-wide approach, in development, to identify and proactively support disengaged or at-risk students across all target groups, enabling earlier and more targeted intervention.
- **Additional Wellbeing Support:** Proactive, termly outreach by academic schools to students with declared disabilities, mental health conditions, and those previously eligible for FSM, alongside 24/7 support via the Student Assistance Programme and Togetherall.
- **Race Equality Charter (REC):** Queen Mary's commitment to achieving a Bronze Award, with dedicated resource to address racial inequalities in representation, assessment, and the student experience directly supporting continuation outcomes for Black students.
- **Inclusive Assessment Practice:** A university-wide initiative to embed inclusive assessment across all schools, with dedicated student interns amplifying the voice of first-year Black students in its development.
- **Review of Extenuating Circumstances Policy:** A simplification of the policy to reduce barriers for students with declared disabilities and mental health conditions, reducing administrative burden at critical moments in the student lifecycle.

Queen Mary Bursary

The Queen Mary Bursary provides annual financial support of up to £1,700 for students from low-income households, and represents one of the University's most significant investments in reducing the financial barriers to completion. In 2024–25, the bursary supported 4,310 students, with an additional £1,500 available to care leavers and estranged students to support maintenance costs between years of study.

Impact of Queen Mary Bursary

76% of bursary recipients who completed the annual evaluation survey (611 of 808 respondents) stated that the bursary was very important to their ability to financially continue with their studies.

Intervention strategy 5: Improved continuation rates at Queen Mary for students with a declared disability

Enhanced transition and support for students with autism

This intervention has made a demonstrable positive contribution to supporting continuation for autistic students by strengthening early engagement with support services, reducing transition-related anxiety, and embedding proactive, relationship-based support within the student experience. Evidence indicates clear benefit from a preventative, confidence-building approach, with impact demonstrated through:

- **Improved confidence and transition readiness**, shown through pre- and post-event survey findings indicating increased confidence in accessing university services, stronger understanding of available support, and greater confidence in engaging with peers and course expectations
- **Enhanced early engagement with support services**, reflected in qualitative feedback showing improved awareness of who to contact for help and greater ability to navigate university systems from the outset
- **Stronger relational support and cross-service collaboration**, enabled through early involvement of the Disability and Dyslexia Service and wider Student Experience colleagues. This allowed staff to build rapport, understand individual needs, and provide personalised support during the critical transition period
- **Positive student and parent endorsement**, with qualitative comments highlighting the warmth, inclusivity, and perceived quality of support, positioning Queen Mary as an example of effective practice in autism support.

Parent Feedback, Disability and Dyslexia Induction

"I just wanted to write to say thank you again for your warmth and kindness at the DDS induction today. It was wonderful to see all of the support provided by you and your colleagues. It's great to know that support is there should it be needed. I work with many universities in the field of autism support and I will certainly hold Queen Mary up as an example of excellent practice!"

Embedded early within the student lifecycle through induction and transition activity, this intervention contributes to improved conditions for continuation by normalising help-seeking, reducing barriers to engagement, and strengthening students' sense of belonging and security at the start of their studies.

Intervention strategy 6: Improved continuation rates for Black students

Library learning support and engagement

The Library Learning Support and Engagement team delivered a series of transition-focused interventions designed to improve continuation outcomes for Black students, centred on co-creation, early engagement and enhanced visibility of academic skills support. A pilot Library Student Partners (LSP) scheme employed five undergraduate students across Years 1–3 to co-design transition resources, embedding student voice and representation directly into service development. Alongside this, the co-created Life as a Student board game was delivered to 851 widening participation

students, with evaluation feedback averaging 4 out of 5 for both enjoyment and learning about university support services.

The interventions demonstrated strong engagement and positive qualitative impact. Students reported increased confidence, peer learning, and improved awareness of academic and wellbeing support. LSP participants described meaningful development of transferable and leadership skills, as well as a strengthened sense of partnership and belonging.

Collectively, the evidence suggests that partnership-based transition activity and increased service visibility enhance early engagement, confidence and sense of belonging, key drivers of continuation. Planned analysis using Power BI retention and progression data will provide further insight into how engagement with Academic Skills Centre services relates to continuation outcomes for Black students, strengthening the evidence base for this pathway of APP activity.

Peer Assisted Study Support (PASS)

The Peer Assisted Study Support (PASS) programme has contributed positively to continuation outcomes for Black students by strengthening engagement with academic support, building confidence, and embedding peer-led academic integration within the student experience. PASS functions as a trusted, preventative support mechanism rather than a one-off intervention, with impact demonstrated through:

- Sustained engagement with academic support, with 54 additional Black students attending PASS sessions in 2024–25
- Increased representation and peer leadership, with the number of Black PASS mentors rising from nine across five schools in 2023–24 to 12 across six schools in 2024–25, expanding the visibility of Black peer role models
- Improved academic confidence and understanding, evidenced through qualitative feedback in which students report clearer understanding of assessment expectations, increased confidence engaging with course content, and reduced anxiety during first-year transition
- Positive student perception and endorsement, reinforced by internal Queen Mary Academy research in which Black students explicitly identified PASS as a beneficial academic support intervention and recommended its expansion across years of study and schools.

Embedded early within the student lifecycle through induction and transition activity, PASS contributes to improved conditions for continuation by normalising help-seeking, strengthening belonging, and amplifying student voice within academic support provision.

Quote from a PASS mentee

“They helped me with a lot, especially if I didn’t understand I could let them know what topic I’m struggling with and they’ll go over it with me and ask me to do the questions to check if I understand the topic.”

Student Lifecycle Coaching (CoachBright)

Small group academic coaching was delivered in partnership with CoachBright, targeting students at risk of disengagement and focused on building the confidence and resilience needed to succeed at university. Sessions combined small group workshops with 1:1 coaching, giving participants a structured but personalised space to develop self-regulation skills and strengthen their sense of belonging within higher education.

Programme Impact, CoachBright

Evaluation data supplied by CoachBright, based on participant self-reports, demonstrated positive progress across key areas for the cohort of seven students:

- +7.9% increase in confidence and belief in their ability to succeed at university
- +15.1% increase in ability to adjust to university life (academic, social and emotional)

- +5.9% increase in sense of connection and support among peers.

These findings represent a promising early signal for the programme's potential as it moves from a small pilot toward scaling in 2025–26. The activity also supports the aims of [Intervention Strategy 7](#).

Intervention strategy 7: Improved completion rates for students previously eligible for FSM

Level Up

Level Up is an internal peer-mentoring programme designed to support students through the transition from second to third year, a period often characterised by uncertainty about academic direction, confidence, and future career aspirations. Unlike PASS, which supports first-year students entering university, Level Up addresses the distinct challenges associated with this mid-degree transition. Mentors receive tailored training to provide practical, experience-based guidance that reflects the specific needs of this cohort.

Evaluation data gathered through the Vygo platform, including engagement metrics and anonymised thematic analysis of mentor–mentee interactions, highlighted three key areas of impact:

- **Improved awareness of opportunities:** Students reported improved knowledge of social and extra-curricular opportunities at Queen Mary, alongside a clearer understanding of which opportunities were most relevant to their own goals and circumstances
- **Normalising academic uncertainty:** Mentors played a significant role in helping mentees recognise that feelings of self-doubt and uncertainty during the transition to final year are a common part of the university experience. The peer-led nature of the programme was central to this as mentors drew on their own lived experience in ways that resonated authentically with mentees and helped them approach challenges with greater perspective
- **Practical support with competing commitments:** Mentees received clear strategies for managing study schedules alongside additional responsibilities such as part-time work, commuting, and dual-degree programmes. Mentors shared practical tools including structured weekly planning and digital organisation platforms such as Notion and Google Calendar, empowering mentees to act independently and manage their workload more effectively.

The focus on practical clarity, peer empathy and lived experience reflects a deliberate design choice: by pairing students with mentors who have navigated the same transition, Level Up helps develop a sense of trust and reliability that more formal support structures cannot always replicate. Normalising academic uncertainty emerged as a key strength of the programme, helping students reframe self-doubt as a routine part of progression.

Progression

Intervention strategy 8: Improved progression rates into highly skilled employment or further study for Bangladeshi students or those previously eligible for FSM.

Graduate Coaching

In 2024–25, the Graduate Coaching programme delivered 169 unique appointments through a 0.9 FTE Career Coach, with strong reach across key APP priority groups. Of the students supported, 64% were from BAME backgrounds (including 20% who identified as Bangladeshi), 48% were bursary holders, and 16% had a declared disability.

Proactive SMS outreach to bursary finalists in April 2025 proved particularly effective: of 512 full and part-bursary finalists contacted, 41 engaged with coaching, compared with just two responses from a comparable group of 600 non-bursary finalists. This disparity highlights both the value of targeted outreach and the need to broaden engagement among students who may have historically underused the Careers Service.

Peer-led delivery and graduate support

The Peer-to-Peer Graduate Support programme offered intensive employability preparation to 15 female graduates over seven weeks. Of the cohort, 85% identified as being from BAME backgrounds and 47% as neurodiverse. Outcomes were strong: 66% progressed into employment or internships, including one participant who secured a Queen Mary-funded internship.

Qualitative feedback demonstrated improvements in confidence, job-readiness, and articulation of skills. The decision not to brand the programme around ethnicity enabled strong self-selection from Bangladeshi and Muslim women, while practical employer-engagement elements, mock interviews, site visits, and skills articulation activities further strengthened participants' ability to navigate competitive recruitment processes.

Embedding careers within the curriculum

Significant progress was made in embedding employability within the curriculum through the development and institutional approval of the Employability and Skills Framework, now embedded within the Principles of Programme Design. Throughout this year, pilots were launched across all Science and Engineering schools and the School of Business and Management, spanning Levels 4–7. Module-level “Skills Journey” tabs and programme-level Skills Roadmaps were presented on our Virtual Learning Environment and improved transparency of skills development, particularly benefiting students from disadvantaged backgrounds who may have limited access to extra-curricular opportunities. This structural intervention establishes a sustainable mechanism for improving employability confidence and progression outcomes at scale.

Student peer-led careers service

The student peer-led careers service expanded access to employability support by enabling peer delivery. Six Student Career Ambassadors were recruited from 157 applicants, with one-third identifying as British Bangladeshi. Through flexible, approachable ‘quick query’ drop-ins, the ambassadors supported 168 students, reducing both physical and psychological barriers to engaging with the Careers Service and enabling earlier intervention in the student lifecycle.

Global mobility summer school

In summer 2025, Queen Mary delivered the pilot year of its outgoing short-term Global Leadership Summer Programme, supporting 15 Bangladeshi Year 2 students to undertake a 3.5-week professional placement in Kuala Lumpur, Malaysia. Students completed an immersive orientation before undertaking organisational attachments with local employers, working alongside students from other UK universities on dedicated projects through the Global Futures programme delivered by Common Purpose.

Financial barriers were fully removed, making the programme effectively free of cost to participants. Pre- and post-programme employability workshops were delivered by Careers and Enterprise in collaboration with the Global Partnerships Office. Skills development data from participant self-evaluation showed substantial gains, with particularly strong improvements in technical skills, foreign language capability, communication, adaptability and employability readiness consistently outperforming the wider outgoing summer programme cohort.

Further analysis is being undertaken aligned to our evaluation framework, due for publication in 2025/26.

Impact, Global Mobility Summer School

Pre- and post-programme surveys demonstrated:

- **27% increase** in participants rating their confidence and technical skills as “excellent”, compared with a 9% increase among the wider outgoing cohort
- **20% improvement** across communication, adaptability, problem-solving and employability readiness

Reflection and learnings

Key successes

Access

- Targeted attainment-raising work in sponsored academies delivered clear early outcomes. 50 students took part in academic coaching in 2024–25, with recorded improvements in metacognition, self-efficacy and motivation across cohorts.
- For disabled learners, commissioned research (staff consultations, student focus groups and a desk review) strengthened the evidence base for enhancing pre-entry support and informed new interventions.
- For care-experienced students, institutional practice was strengthened through achievement of the NNECL Quality Mark and demonstrable gains from staff training, including an 84% increase in understanding of care-experienced terminology, alongside improved awareness of barriers and support.

Success (continuation and student experience)

- Evidence from 2024–25 demonstrates the value of early transition support and peer-led models in driving improved continuation outcomes. Enhanced transition support for autistic students generated strong pre- and post-intervention results and positive qualitative feedback indicating improved confidence, knowledge of support, and preparedness for university life
- For Black students, PASS demonstrated sustained engagement, increased representation among peer mentors, and positive endorsement from internal research.
- Transition-focused library and academic-skills activity also showed strong reach, with the Life as a Student board game piloted with 851 widening participation students and evaluation scores averaging 4/5 for enjoyment and learning.

Progression

- Progression support demonstrated strong targeting and promising early outcomes. Graduate coaching supported 169 unique students, including high proportions from APP priority groups, and targeted outreach significantly increased engagement from bursary-holder finalists.
- A targeted international mobility pilot (Global Leadership Summer Programme) supported 15 Bangladeshi Year 2 students, showing substantial gains in confidence, technical skills and employability readiness.

Challenges

Although significant progress has been made in embedding an evidence-led approach, several challenges remain:

- **Consistency of evaluation** - TASO/NERUPI-aligned outcomes were not fully collected across all interventions during 2024–25. Strengthening consistency in the routine collection of comparable evaluation data remains a key priority for 2025–26.
- **Operational capacity and infrastructure** - Staff capacity, space constraints and limited resourcing across some teams have affected delivery and evaluation, particularly within success-focused interventions. These constraints can reduce the inclusivity of interventions and limit the robustness of evaluation evidence.
- **Data access and attendance capture** - Variability in attendance data capture and restricted access to some internal datasets limit the ability to robustly track the link between engagement and continuation/progression outcomes at scale. Strengthening the University's data infrastructure and access pathways is therefore a priority for the coming academic year.

Student engagement and co-creation

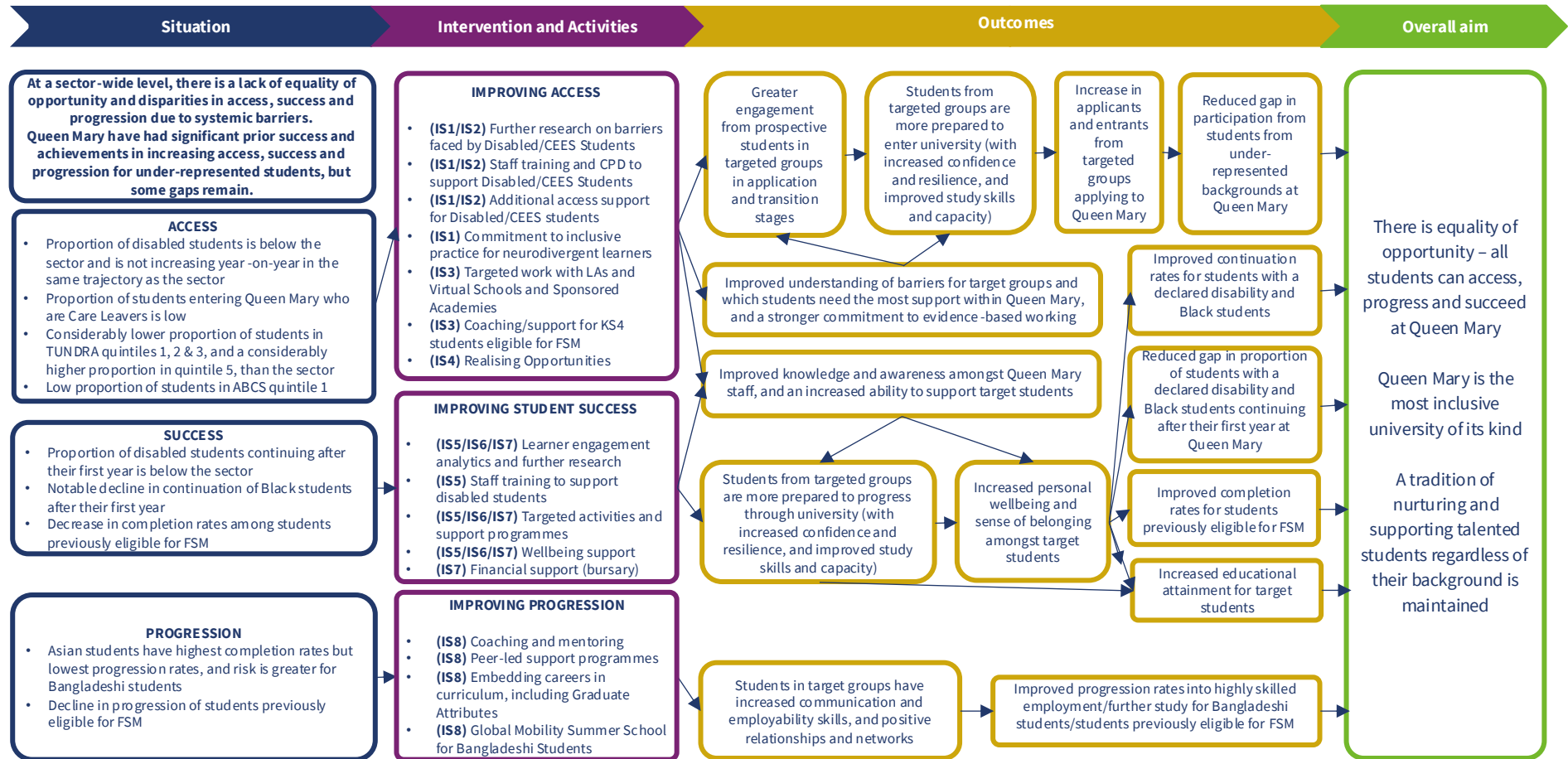
Student engagement and co-creation are central to the design, delivery and evaluation of APP interventions at Queen Mary. Throughout 2024-25, students were actively involved in contributing to the design of interventions, supporting our evaluation approach through data analysis, participating in focus groups, and co-creating outreach workshops as part of the Progression Curriculum.

Through continued engagement with Queen Mary's Student Union and our Student Ambassador scheme, we ensure that activity is informed by lived experience, informed by student voice, and remains responsive to student need.

Appendices

Appendix One: Cross-lifecycle Evaluation Framework

The cross-lifecycle evaluation framework, developed in consultation with Impact Ed and mapped against TASO validated scale questions, is available on request and will be published alongside this report. The framework supports consistent evaluation across the full student lifecycle, from pre-entry access activity through to post-graduation progression.



Appendix Two: Glossary of key terms

APP	Access and Participation Plan
FSM	Free School Meals
HEAT	Higher Education Access Tracker
LSP	Library Student Partners
MAT	Multi-Academy Trust
NNECL	National Network for the Education of Care Leavers
NERUPI	Network for Evaluating and Researching University Participation Interventions
OfS	Office for Students
PASS	Peer Assisted Study Support
TASO	Transforming Access and Student Outcomes

Student Recruitment and Widening Participation

Student Experience Directorate

qmul.ac.uk