

## Regent's University London Access and Participation Statement 2022/2023

### 1. Overview

Regent's University London offers students a supportive and personal environment to achieve our purpose of developing tomorrow's global leaders. Our vision is to build long-term commercial and reputational growth, driven by rising enrolments and great graduate outcomes. Our proposition is to deliver a well-connected, future-facing, entrepreneurial, cosmopolitan and personalised university education in the heart of London.

The University's strategic plan commits to achieving three key objectives:

1. Providing a well-connected, future-facing, entrepreneurial, cosmopolitan and personalised education whereby every student can achieve their full potential.
2. Growing an agile, collaborative and data-led culture whereby every employee can contribute with purpose.
3. Improving our financial performance so that we can continue to invest in our future.

Our practical, industry-led degrees enable our students to flourish as individuals and as professional and global citizens. The multitude of nationalities represented on campus benefit from small group teaching and promotion of active learning alongside a culture of internationalism, enterprise and entrepreneurship.

The Regent's offer is unique and it's our ambition to increase access to a global education, while empowering our students to realise their potential at university and beyond. This statement, guided by the Office for Students' (OfS) regulatory advice, details an assessment of current performance around access and participation, outlines current provision and sets our ambitions and strategy for the future<sup>1</sup>.

In 2021/22, the University's student body comprised 2649 full time equivalent students, including 1251 undergraduate students and 705 postgraduate students, as well as study abroad students, other postgraduate pathways and language courses. In 2021/22, 30% of the student body were UK domiciled. Given the lower proportion of UK domiciled students, statistics presented in this statement come from the whole student population, rather than just our home-based undergraduate students to better understand the access and participation of the wider student body.

### 2. Assessment of current performance

Regent's doesn't receive public or Government funding and generates most of its annual income through tuition fees. As one of the most internationally diverse campuses in the UK/EU, the University puts internationalism at the heart of its mission statement and doesn't differentiate fees between home and international students.

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<sup>1</sup> Office for Students (2018) *Regulatory advice 7: Advice on preparing your 2019-20 access and participation statement*. Available at <https://www.officeforstudents.org.uk/publications/regulatory-advice-7-advice-on-preparing-your-2019-20-access-and-participation-statement/>

As a private, for-profit institution, Regent's is classified as an Alternative Provider under the terms of the Student Loans Company and students are therefore entitled to a tuition fee loan of no more than £6,165 per year. This is a significant barrier to entry as it doesn't cover the cost of tuition fees at the University<sup>2</sup>.

Regent's supports students financially, and in 2020/21 bursaries and scholarships of £0.6m were awarded to students based on academic merit and financial need. The University financially supported students impacted negatively by COVID-19 through additional bursaries as part of the 'Regent's Promise' initiative.

The University offers a number of scholarships in the form of fee remission. Some of these scholarships are offered in conjunction with means-tested bursaries from the Inner Circle Educational Trust (ICET), a charity partner. At September 2020, ICET had funds of £0.4m ringfenced for Regent's students and the University will continue to work with ICET to develop ways of supporting students in the future.

## **2.1. Access and attainment**

It's important to note that the data presented in the section below has been impacted by the COVID-19 pandemic, and this should be taken into consideration when reviewing the statistics.

### **2.1.1. Domicile**

#### **Access**

Regent's attracts a high proportion of international students, who currently make up 70% of the student population, with 30% UK domiciled students in 2021/22. Recruitment trends show that Regent's tends to receive over twice as many applications from EU and Overseas students than those received from UK students, demonstrating the global reach of the University. This environment of internationalism is part of the University's identity and appears to be recognised by our applicants. Recruitment patterns demonstrate that Regent's teaches students from all over the world and doesn't have a large proportion of students from any one destination. Regent's hopes to continue to establish its global image amongst potential applicants with a focus on an entrepreneurial, cosmopolitan and personalised education, enabling students from all backgrounds to benefit from, and contribute to, a global student experience.

#### **Attainment**

Data from 2020/21 shows an attainment gap between UK/EU students and Overseas undergraduate students. For this reason, this is an area of focus in our strategy. At postgraduate level, there is greater consistency in terms of attainment. While EU/EEA students made up the smallest percentage of this cohort, in 2020/21, 89% students achieved a Merit or a Distinction. Further research will be conducted to learn more about the positive attainment in this area.

### **2.1.2. Ethnicity**

#### **Access**

Data from 2020/21 about full time undergraduate and postgraduate students shows that White students still make up the largest proportion of students at Regent's. Our internal data demonstrates that this

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<sup>2</sup> Regent's University London (2022) *Undergraduate Loans – Student Finance England 2021-22*. Available at <https://www.regents.ac.uk/admissions/scholarships-and-funding/undergraduate-loans-student-finance-england>

proportion has decreased since 2015/16. The data also demonstrates a rise in the proportion of Asian students studying at the University.

### ***Attainment***

The University recognises an attainment gap between BAME students and White students in 2020/21 at both undergraduate and postgraduate levels in line with the sector. Further developments within the University seek to address this gap and will be discussed further in the Ambitions and Strategy section at the end of this document.

#### **2.1.3. Mature students**

### ***Access***

In 2021/22, over a quarter of the student population at undergraduate level were classed as mature students. When considering the postgraduate population, this figure rises to 43% of the population.

Regent's offers postgraduate Psychotherapy and Counselling courses. These courses made up 18% of the student population in 2021/22. 92% of this cohort were mature learners. Further support has been put in place for this specific population and will be explored in the Ambitions and Strategy section at the end of this Statement.

### ***Attainment***

In 2020/21, Regent's observed consistent attainment across young and mature learners at both undergraduate and postgraduate levels.

#### **2.1.4. Students with a declared learning difficulty/disability (LDD)**

### ***Access***

In 2021/22, 11% of the student population had declared a learning difficulty and/or disability (LDD) at both undergraduate and postgraduate levels.

### ***Attainment***

In 2020/21, there was consistent attainment between students with a declared LDD and those without. An attainment gap was observed as postgraduate level and further analysis of the data to understand this gap will be conducted.

#### **2.1.5. Gender**

### ***Access***

In 2021/22, 60% of students at Regent's declared themselves as female and 40% students declared themselves as male.

### ***Attainment***

In 2020/21, across both undergraduate and postgraduate levels, female students tended to perform higher than their male counterparts.

## **2.2. Progression**

Data from the 2018/19 Graduate Outcomes Survey demonstrates consistency across domiciles in relation to progression. The majority of students surveyed were in employment 15 months after graduation across all domiciles, with an average of 64% in employment.

Our Guardian Measure<sup>3</sup>, a headline percentage of surveyed graduates who were (a) in highly skilled employment, (b) in Professional or Postgraduate Education, or (c) who had completed Professional or Postgraduate Education in the 15 months after graduating, was 79% for undergraduates and 74% for taught postgraduates. When considering the Guardian Measure against gender, Regent's showed 76% female and 78% male.

## **3. Current provision**

### **3.1. Financial support**

#### ***Hardship Fund***

The University makes available a discretionary Hardship Fund to provide some relief from financial hardship for students who experience unexpected emergencies or health costs. The Hardship Fund eases the financial burden faced by students who have no recourse to other sources of financial assistance.

#### ***Financial advice***

The Finance Office, together with our Student Support teams, deliver 1:1 support to those students seeking advice and support about funding their studies, living costs and applications to the Student Loans Company. Both the Finance Office and the Support and Welfare team provide introductory help and advice about budgeting and living costs.

### **3.2. Student Success**

Our Student Success team offers a comprehensive range of information, support and specialist advice to help students to reach their potential. They deliver practical and academic support, tailored to the needs of Regent's students. The team engages in training, and has recently, for example, undertaken training to better support neurodivergent students.

#### ***Student Achievement***

Regent's takes a whole university approach to student success, with students, academics and professional services working closely together. The Student Experience team includes a Student Success team, comprising two Student Achievement Officers (2.0 FTE), who liaise with academics, and who offer dedicated support to students through tailored learning support plans and 1:1 support.

#### ***Academic Skills***

The Student Success team also has three Academic Skills Officers (2.0 FTE) who provide both support to cohorts of students, and personalised and tailored academic support to individual students (for

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<sup>3</sup> The Guardian (2020) *Methodology behind the Guardian University Guide 2021*. Available at <https://www.theguardian.com/education/2020/sep/05/methodology-behind-the-guardian-university-guide-2021>

example around assessments), to ensure that students have every opportunity to succeed on their chosen courses.

### **3.3. Student Support**

Our Student Support teams provide mental health and wellbeing support to our student population, including specialist support depending on the needs of the student.

#### ***Wellbeing and Mental Health***

The Student Support team has Student Support and Welfare Officers (1.0 FTE) and a Senior Student Support and Welfare Officer (1.0 FTE) who are a first port of call for students with questions or concerns around health, mental health, wellbeing, and any other pastoral issues which arise during the student journey. Regent's partners with the Marylebone Health Centre and refers students for specialist treatment where appropriate.

#### ***Disability Support***

Regent's Senior Student Support and Welfare Officer (1.0 FTE) works, alongside their welfare duties, to support the participation and success of students with disabilities. On behalf of students, our Senior Student Support and Welfare Officer works to:

- Provide information, advice, and guidance for disability related concerns
- Liaise closely with teaching staff to communicate students' needs
- Set up Student Support Agreements
- Organise exam concessions such as extra time and specialist equipment
- Assist with applications for the Disabled Students' Allowance (DSA)
- Arrange screenings for specific learning difficulties (SpLDs) such as dyslexia and dyspraxia
- Advise staff on reasonable adjustments so disabled students are not disadvantaged
- Arrange 1:1 sessions with the SpLD specialist
- Arrange in class support (Non-Medical Helpers) such as note takers.

All teaching staff at Regent's are advised by the Student Support team in relation to declared disabilities and necessary adjustments.

Regent's also appoints a SpLD specialist on a part-time basis (0.2 FTE) to work with students with diagnosed and non-diagnosed specific learning difficulties in the completion of their assessments.

#### ***International SOS***

Regent's partners with International SOS to provide a 24/7 medical, security and emotional advice and support line for all students. Regent's students can access this service from anywhere in the world and in their own language. International SOS is a world leader in medical and security advice services that provides in-country expertise and emergency response.

### **3.4. Student consultation and the Student Union**

Regent's has an active Student Union, through which the student body are involved in decision making. The President of Regent's University London Student Union is an elected position and a paid part-time role held by a Regent's student. Their remit is to consult with and lead the student body and enhance the student experience. The postholder sits on committees and working groups. The Student Union reaches

all aspects of student life, from enhancing sports services and supporting new student clubs and societies to contributing, through the committee structure, to decision making within the University.

Students can make their voice heard through a number of mechanisms at Regent's, including Module Evaluation Surveys, Programme Evaluation Surveys, the NSS (for undergraduate final year students only), through the Student Union, and Student Voice meetings.

### **3.5. Supportive technology**

For each module, there is a significant amount of content available for students to access on Blackboard. Students can download content in multiple formats using Blackboard Ally. Additional assistive software is available on a designated computer in the library. Students with a declared learning difficulty and/or disability can work with the Senior Support and Welfare Officer to identify any software needs.

### **3.6. Careers, Enterprise and Industry support**

Our Careers, Enterprise and Industry team supports students and alumni throughout their academic journey and beyond. This includes:

- Career exploration and development – embedded throughout the curriculum with the support of industry – for students and alumni at all stages of their journeys
- Character development and skills transferability through online and offline sessions
- Digital careers support to build relationship capital and active self-learning, which can support with placements and internships
- Career coaching
- Mentoring and peer mentoring
- Insight sessions with support from industry
- Integrated and closely aligned with Student Support to positively encourage action on mental health and wellbeing as well as with disability and counselling
- Entrepreneurial learning throughout, both within and outside the curriculum
- A specific entrepreneurial extra-curricular programme to support our most enterprising students
- Bookable co-working space for start-ups, as well as for those interested in this arena (even if they don't have a specific start-up idea)
- Support and advice on entrepreneurship visas where needed

The Careers, Enterprise and Industry team also works closely with the Student Union on all aspects of career and enterprise development. We have a coworking space for the University's centre for entrepreneurship, offering students an ideation and development space and masterclasses, as well as advice sessions and competitions.

### **3.7. Alumni mentoring**

Regent's Mentoring Programme connects students with professional alumni, to help nurture and guide students at graduation and beyond. The programme is open to final-year undergraduate, postgraduate and research students. Students are paired with one of our alumni (or a friend of Regent's) who can share their industry experience. Students can gain a highly valuable understanding of the skills, knowledge, networks, career progression and experience relevant to a particular industry or sector.

### **3.8. Student ambassador programme**

Regent's Student Ambassador scheme is currently managed by Regent's Premium Channels team. It offers students the opportunity to gain valuable paid work experience around their studies and includes training and ongoing professional development.

### **3.9. Postgraduate progression scholarship**

To support progression to postgraduate studies, we offer all undergraduates at Regent's a discount should they wish to continue their studies at the University.

## **4. Ambitions and Strategy**

The University has created an ambitious Strategic Plan 2020-2025 which sets out the vision for a well-connected, future-facing, entrepreneurial, cosmopolitan and personalised university education in the heart of London. The personalised student experience will start with the individual, focussing on each student's talent, potential and aspirations. Our three first KPIs are: Student Satisfaction, Student Continuation and Graduate Level Employment.

### **4.1. Curriculum Model**

In July 2021, work began to develop a new curriculum framework. The ambition of the Regent's Model is to provide a distinctive and personalised degree experience, including leading-edge, subject-specific content, industry and entrepreneurship opportunities at every stage, a rich culture and languages offer and special electives. The framework is designed to deliver the future-facing skills that our future graduates will need to compete in an increasingly competitive and dynamic working environment.

#### ***Inclusive curriculum***

Within this model, Inclusive Design forms part of the Regent's Learning Experience Principles. To foster an inclusive curriculum, we have adopted the Advance HE principles: anticipatory, flexible, accountable, collaborative, transparent.

We're also supporting our academics with resources in the following: examining unconscious bias, decolonising the curriculum, culturally responsive teaching, intersectionality and diversity, universal design for learning and specific case studies. Our Learning Experience Designers are working with academics throughout this development to apply these principles to the design of our courses across the curriculum.

#### ***A personalised education***

The aim of this work is to fulfil our ambition to provide each student with a much more personalised and individualised curriculum offering at undergraduate level from September 2023.

#### ***Development of the foundation year***

As part of the development of our foundation courses, we will now include English for academic purposes and academic skills as standard across the foundation courses. This will equip students with the academic knowledge, skills, and language skills, and the confidence, to move from foundation level study onto undergraduate courses.

### ***Outreach work***

As part of the new curriculum framework, outward-facing opportunities will be more widely available to students. This approach is embedded within the new framework so that students will have opportunities to work with local, national and international industries, sectors and communities, and to work with charities, increasing students' connectedness during and in advance of their graduation.

### **4.2. Appointment of Director of Student Experience and Director of Learning & Teaching**

Regent's has recently created two new posts; Director of Student Experience and Director of Learning & Teaching. These new roles will enable the University to focus more effectively on access and participation, including retention, progression and addressing the attainment gap. The new Director posts will also enable the University to focus on the quality of learning experience as set out in the Strategic Plan whilst ensuring that a focus on equality, diversity and inclusion is embedded within the curriculum.

Both Directors will work closely with our Directors (People), who are responsible for developing our tutors, and with our Directors (Content), who are responsible for the content of our academic provision and for the student experience.

### **4.3. Campus strategy**

The University has recently developed a new Regent's Campus Strategy, which is now being implemented, where students are placed at the heart of our campus and have been consulted about key developments. The Strategy will affect, for example, their use of the physical space, including places for students to relax and network.

### **4.4. Equality, Diversity and Inclusion**

Regent's received a Silver Award for Equality and Inclusion from the Employers Network for Equality and Inclusion. The University is reviewing its Equality and Diversity training for all staff and, given the international make up of our student population, appropriate, up-to-date training is particularly important for those in student facing roles. The University has also started to work with the Student Union to address issues around Equality, Diversity and Inclusion, and more particularly, how we address EDI within the University to support the student body to enact this responsibility.

### **4.5. Academic Skills support for mature learners**

Our Academic Skills team has been continuing to develop a strong working relationship with courses with higher numbers of mature learners. Interventions include study skills workshops for new cohorts. Alongside this, the team is working to develop a weekly programme of workshops in conjunction with these content areas to support students in developing into self-sufficient learners when returning to formal education.

### **4.6. A review of financial support and wellbeing**

As part of the ambitious project to transform the University, and working in collaboration with the Student Union, work has begun to review the support that students can expect to receive around both financial advice and well-being.