

St George's, University of London

Summary of 2026/27 – 2029-30 Access and Participation Plan

What is an access and participation plan?

Access and participation plans set out how universities will improve equality of opportunity for underrepresented groups, as determined by the Office for Students, to access higher education, achieve good degrees, and progress into the careers they desire.

See the full [St George's access and participation plan](#).

City St Georges Merger

Following the merger of City, University of London and St George's, University of London on August 1st 2024, a new plan for all City St George's provisions will be in effect from 2026-2027, as agreed by the OfS. The current APP applies only to Tooting Campus of City St George's, whilst the Clerkenwell and Moorgate campuses of City St George's, University of London are covered by the [City University of London plan](#). The St George's plan therefore sets out our intentions and commitments, as well as fee levels and financial support, for students applying to St George's courses for the period 2025-26 to 2028-29.

Key points

St George's, University of London has a prestigious history of providing excellent education in medicine, healthcare and science, and is co-located with St George's Hospital in Tooting, south west London. We aim to ensure that our student body is as diverse and successful as possible, producing a healthcare workforce that reflects the population it serves and that is committed to improving health for everyone.

We have looked at data on different groups of students at our university, and identified that for some, we are not yet providing a truly equal education. Our analysis shows that:

- students from the most socio-economically deprived areas are less likely to access our university than students from other areas.
- although we have found no consistent patterns of inequality in students successfully completing their first year of study, we must continue to monitor our data particularly for disabled students and those from socio-economically disadvantaged areas.
- although most of our students are from global majority backgrounds, students from White backgrounds tend to continue to be awarded higher degree outcomes.
- although, relative to the sector, rates of progression into graduate level employment tend to be strong for our students, for our science programmes which have the greatest proportion of Black and Asian students these rates are lower.

We are determined to address these inequalities.

For more information on differences highlighted by our data see pages 26-33 of our Access and Participation Plan.

Fees we charge

At St George's, University of London the maximum fees for home (UK) students are:

- £9,250 for full time students
- £6,930 for part time students.

Please note, fees for 2025/26 will rise in line with the maximum chargeable fees permitted by the government. Home students will not usually need to pay the tuition fee upfront as non-means tested tuition fee loans are available from Student Finance.

For more information on fees we charge see page 11 of our Access and Participation Plan.

Financial help available

[St George's Opportunity Fund Grant](#) is an annual bursary for students from lower-income backgrounds. You don't need to apply for this bursary separately: it is automatically calculated based on your student finance information. This grant includes bursaries for care leavers and estranged students.

[Access to Learning Funds](#) are available if you experience financial difficulties during your course.

Information for students

- [Undergraduate study](#) includes a full list of our undergraduate courses, what studying at St George's is like, and how to apply.
- [Visit us](#) tells you about opportunities to take part in an Open Day or Campus Tour.
- [Widening participation](#) tells you about our Contextual Admissions approach, the support we provide for students, and the work we do with schools.
- [Fees and funding 2025/26](#) includes guidance on how to apply for a tuition fee loan, a maintenance loan and extra help if you have a disability, or if you financially support other people.

What we are aiming to achieve

Our aim is to be a diverse and inclusive university, where a person's demographic and protected characteristics (such as their ethnicity, economic background or whether they are disabled) do not influence their likely success. Based on our analysis of the risks of not achieving this aim, we have identified the following objectives:

1. **Support primary and secondary school pupils** in Wandsworth and surrounding areas to gain the knowledge and skills needed for positive career and educational steps, prioritizing those facing barriers to higher education.
2. **Improve access rates** for students from areas of high deprivation.
3. **Enable success** for students from global majority backgrounds, disabled students, and those from deprived areas to succeed in their courses by improving continuation and attainment rates.
4. **Support progress** to highly skilled employment or postgraduate study for students from global majority backgrounds and deprived areas.
5. **Create an environment** that proactively supports students' mental health, welfare, and well-being.
6. **Enable students** who may face ongoing, persistent societal, cultural, educational, and personal barriers throughout their educational journey to complete their course, achieve good grades, and progress to graduate-level employment or further study.

See page 5 of the Access and Participation Plan for more information.

What we are doing to address key risks to equality of opportunity

These are some examples of how we will achieve our objectives across Access and Participation.

Before joining us

- Working with school students from primary through to sixth form to improve study skills and confidence, boost GCSE attainment in science, increase knowledge of healthcare careers and build positive perceptions of higher education.
- Working to improve access rates by providing targeted information and advice to students from underrepresented groups, making offers that consider an individual's circumstances, and providing bursaries for travel to open days.
- Strengthening our induction and transition arrangements, including pre-arrival information and peer support, and a programme of activities around halls of residence.

Whilst learning with us

- Personalising support and addressing barriers early through the use of analytics to monitor student engagement with their Virtual Learning Environment, assessments, and attendance.

- Introducing an academic mentoring scheme for first-year students in which senior students support their junior peers.
- Expanding counselling and welfare teams to provide timely and tailored support to students with specific needs.
- Creating an environment that proactively supports students' mental health, welfare, and well-being, including embedding Mental Health and Student Self-care in the curriculum.
- Reforming our assessment policies and processes to ensure they are supportive of students and their learning.
- Ensuring financial and housing support for care leavers, and raising awareness of barriers faced by students who are carers.

Into employment and further study

- Embedding Careers and Employability into the curriculum.
- Providing work shadowing research placements and funded research studentships for those interested in pursuing a career in academia, particularly from global majority backgrounds and living in the most deprived areas.
- Providing one-to-one careers coaching for graduating students, as well as workshops and panel events with alumni and professionals from industry and alumni, covering themes like imposter syndrome and racism in the workplace.

See pages 6-20 of the Access and Participation Plan for more information

How students can get involved

There are a number of ways in which students can actively participate in shaping the university's approach to diversity, inclusion, and support for disadvantaged groups.

- **Student Surveys:** Students can participate in surveys to provide feedback on St George's performance and priorities in supporting underrepresented or disadvantaged groups.
- **Committees and Groups:** Students can join various groups and committees, such as the Inclusive Education Monitoring and Advisory Group, to contribute to the development and monitoring of access and participation activities.
- **Paid Advisor and Equity Champion roles:** Students can be paid for their contributions to widening participation, inclusive education, and curriculum development, ensuring diverse viewpoints are represented.
- **Paid Ambassador roles:** undertaking a variety of hands-on activities and interactions including working with pupils in schools, welcoming potential applicants and their families, supporting events across the university.
- **Student-staff partnership grants:** in collaboration on a project that will have a positive impact on education at the university.

Evaluation – how we will measure what we have achieved

Interventions are evaluated from the planning stage, using theories of change and proportionate evaluation methods that include the collection and analysis of qualitative and quantitative data. The OfS financial support evaluation toolkit is used for evaluating financial support schemes, and independent evaluation by external partners like ImpactEd is commissioned for certain programmes. Progress reports are scrutinised by the Inclusive Education and Student Outcomes Monitoring and Advisory Groups, with oversight by the Quality Assurance and Enhancement Committee. There is a commitment to developing evaluative capacity within the university, including training academic staff in educational evaluation.

See pages 21-24 of the access and participation plan for more information.

Contact details for further information

Please contact Sally Mitchell, Head of Centre for Innovation and Development in Education (smitchel@sgul.ac.uk) for more information.