

## RTC Education Ltd

### Access and Participation Plan (APP) 2025/26 to 2028/29

#### Introduction and strategic aim

**Mission and Vision:** RTC Education Ltd, (Regent College London, 'the College', 'we' and 'our'), was established in 2010. Our APP is shaped by the College's educational mission, priorities and pedagogical approach, which are articulated in our strategy for Learning, Teaching and Assessment.

**Overarching Strategic Aim:** Reflecting the needs of our students, predominantly mature students from backgrounds underrepresented in Higher Education (HE), and our commitment to equality of opportunity the College's educational mission statement is:

*"to provide outstanding flexible higher education to people from all backgrounds, enabling them to achieve the academic, personal, and professional development they seek at a time and place convenient to them"*

We recognise the significant challenges faced by our students. Our flexible modes of teaching, extra-curricular academic skills training and personal support have been developed collaboratively to help all our students achieve success.

The overall socio-economic profile and attendance patterns of our home undergraduate students, which made up 87% of our student population in 2022/23, demonstrates that we are achieving our widening access and participation mission. Of these students, 99% were over 21, 69% were over 31, 86% non-UK nationals<sup>1</sup> and 50% were from IMD Q1&2. Flexibility is central to our approach, we operate, from six sites, two in Central London together with Wembley, Harrow, Kingsbury, and Southall, each of which is close to good public transport links. Evening and weekend classes are scheduled so that our students can maintain daytime caring or part-time work commitments. Flexibility for students is further extended through multiple start points, dependent on the programme, there are up to four intakes per annum. The benefit of this is evident in the data, 23% of our 2022/23 IMD Q1&2 students attended classes delivered in the evenings and 40% classes delivered at weekends.

In line with our mission, we provide pathways for students to progress seamlessly from foundation programmes onto UG degree programmes and potentially on to post-graduate study. We are particularly proud of the percentage of our students who continue with their studies. According to our internal data, in 2020/21, 56% of our students progressed to further studies with us.

**Awarding partners:** The College delivers HE programmes in collaboration with three university partners, the University of Bolton (UoB), Buckinghamshire New University (BNU), and St Mary's University (SMU) and with Pearson. Some of the students we teach are admitted directly to us (DAS) whilst others are admitted indirectly via our partners (IAS). DAS are included in the College's HESA returns, and our APP, whilst IAS are included in our partners' HESA returns, and fall under their APPs. However, regardless of whether students are admitted directly or indirectly they receive the same high quality of educational experience. Over the five years from 2017/18 to 2022/23 home OUG and UG direct/indirect enrolments have moved from 89%/11% to 79%/21%.

**Size and Shape:** The College has grown significantly over the last 5 years from 715 home OUG and UG entrants in 2017/18 (633 DAS/82 IAS) to 2,260 home OUG and UG entrants in 2022/23 (1795 DAS/465 IAS). At the end of 2022/23 the College had 5,153 home OUG and UG students registered (3,249 DAS/1,904 IAS). By awarding partner at the end of 2022/23 home OUG and UG student numbers are: UoB: 4,768; BNU: 215; SMU: 408; and Pearson: 93. The College comprises

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<sup>1</sup> Our students who are non-UK nationals are mostly from countries who joined the European Union in the last decade and are classified as home students

three Schools: the School of Business and Law (SOBL); the School of Health and Sports Science (SOHSS); the School of Engineering and Computing (SOEC). At the end of 2022/23 the total numbers of home OUG and UG DAS & IAS students by school were: SOBL:3,751; SOHSS: 924; and SOEC 472<sup>2</sup>.

## **Risks to equality of opportunity**

In developing our access and participation plan we have assessed our performance on access, continuation, completion, attainment and progression. We have used the OfS indicator data on our direct entrants (DAS) (2017-2021) as well as internally generated data on our DAS up to, and including, 2022/23<sup>3</sup>. We have disaggregated student groups and explored how the characteristics of our students intersect to develop a meaningful and granular understanding of our students and indications of risk. The College is a developing and growing institution, and over recent years the balance of our portfolio has moved from OUG to UG and taught postgraduate which means that our data is more limited for full UG programmes. In Annex A, where datasets are small (<10), we also report on the level of statistical uncertainty. Nevertheless, trends in our attainment and progression data are emerging and inform the APP. As more of our students reach these stages in the student lifecycle, we will continue to monitor those trends closely (see Annex A).

The review of data showed differences in outcomes between student groups that may indicate a particular student group is experiencing a risk to equality of opportunity. To understand the potential risks to equality of opportunity more fully, we further interrogated the Equality of Opportunity Risk Register (EORR), internal data, information from student and staff feedback and, in 2024, used in-depth focus group consultations with students in key 'at risk' groups. We have also drawn on relevant literature published by, amongst others, the OfS, Transforming Access and Student Outcomes in Higher Education (TASO) and the Department for Education.

A comprehensive data analysis is provided in Annex A. From this analysis, and our understanding of sector-wide risks to equality of opportunity, we have prioritised five significant risks that the College will prioritise through the commitments made in this APP. We provide further information on both our six priorities and our wider APP commitments in Annex A.

In summary, our focus on mitigating the risks to equality of opportunity, drawn from the EORR are: providing entry routes into HE to those students who may not be able to access HE elsewhere (risk 4); providing flexible modes of delivery to enable students with competing priorities to access HE (risk 5); providing exemplary extra-curricular academic and pastoral support to help students achieve a positive outcome (risks 6 and 7); helping to alleviate cost pressures (risk 10) and providing support and guidance to help students progress to an outcome that is a positive reflection on their HE experience (risk 12).

## **Summarising the assessment of performance**

In its mission, the College already prioritises providing equality of opportunity to HE to student groups that, nationally, are likely to be at risk. We will continue to prioritise providing opportunities to the at-risk student groups identified in the last APP, continuing to prioritise access to HE for students with disabilities, ethnic minorities and mature students who may historically have experienced inequality in respect to accessing and continuing in HE. The College will also continue to prioritise supporting students with few financial resources who may need financial aid, students who may need to acquire additional skills and those who may need additional support to successfully engage with HE; we provide flexible provision to enable students to fulfil family commitments or continue with part-time work while studying.

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<sup>2</sup> There were also 239 students in the then School of Law. This School has now been subsumed within the School of Business and Law.

<sup>3</sup> Annex A includes complete internal data in the main tables and, separately, data on 2023/24 entrants, which will include entrants from September, January and April, but not all of those who joined in June 2024.

Through the analysis undertaken for this APP we have identified several indications of risk, which we have chosen to focus on in our APP:

- OUG and UG students declaring a disability (8% in 2022/23 which is lower than those with declared disabilities in the local population).
- The proportion of UG ethnic minority entrants (32% in 2022/23), given our geographical location this is somewhat low.
- The difference in continuation rates and attainment outcomes between UG mature students from IMD Q1 and Q2 and those from less deprived backgrounds (continuation rate of 74% v 79% in 2022/23).
- The difference in continuation, and, potentially, completion rates, regardless of IMD quintile, between our younger mature UG students (21-25) and those UG students who are 25+ (continuation rate of 67% v 80% in 2022/23). At the time of writing (July 2024) completion data is only available for a very small number (<10) of 21-25-year-olds who have completed top-up degree programmes. Nevertheless, the gap in continuation rates in this group means that a gap in completion rates may emerge if it is not mitigated against.
- The continuation and completion rates for both OUG and UG Black heritage students compared with other ethnic groups. At the time of writing, (July 2024), disaggregating OUG and UG datasets results in very small numbers. Nevertheless, the trend is clear, Black heritage student continuation and completion rates are consistently lower than for other ethnic groups. Given that thresholds for OUG and UG students are different, we have separate OUG and UG continuation and completion targets for Black heritage students.
- Our overall progression numbers are small, n=430 for 2020/21, the latest year for which data is currently available. The response rate for the Graduate Outcome survey was 53% (n=230) and therefore does not, provide a good basis for detailed analysis. Additionally, as a relatively new provider of HE, especially of full UG programmes, the disaggregated progression datasets are very small (<10) and therefore much of the detailed progression data is suppressed. However, the data that is available suggests that there is potential for improvement in the progression rates of our specific target group of mature IMD Q1 and Q2 students.

By reference to analysis of office for Students (OfS) supplied and internal datasets, National Student Survey (NSS) data, internally generated student and staff feedback collated, the EORR, relevant literature, focus groups with current students and surveys of our students, the College has established that:

- (i) the proportion of OUG and UG home students who are declaring a disability may be related to four specific risks identified in the EORR. These are insufficient information and guidance, insufficient personal support, cost pressures and capacity issues. In addition, student focus groups and surveys have identified that our typical students' age and previous life experiences, may be making them reluctant to declare disabilities at the point of application.
- (ii) the proportion of ethnic minority entrants, particularly given the demographic profile of London and the South-East, may be related to three specific risks identified in the EORR. These are: insufficient information and guidance, perception of higher education and cost pressures.
- (iii) the difference in continuation and attainment rates between mature UG students from Index of Multiple Deprivation (IMD) Quintile 1 and Quintile 2 (Q1 and Q2) and those from less deprived backgrounds may be attributed to any/all of the risks identified in the EORR. Due to the College's existing expertise in supporting significant numbers of mature students from IMD Q1 and Q2 in this at-risk category, and regular consultation with students via student focus groups, surveys and student representative forums, the College has identified six specific risks to equality of opportunity that these students face. These are: insufficient academic support, insufficient personal support, mental health, cost pressures, capacity

issues (lack of flexible provision) and insufficient professional development opportunities to support students in achieving an outcome that positively reflects their HE experience.

- (iv) the difference in continuation and completion rates between our younger mature UG students (21-25) and those UG students who are aged 25+ may be attributed to four potential risks identified in the EORR: insufficient academic support, insufficient personal support, mental health and insufficient professional development opportunities to support students in achieving an outcome that positively reflects their HE experience. In addition, student focus groups and surveys have indicated that confidence building is a specific risk to equality of opportunity facing this group at the College.
- (v) the number of Black heritage students joining the College, when compared to other ethnic groups, is disproportionately low when considering the ethnic diversity of the geographic region from which the College draws most of its students. Whilst the numbers are too small for robust conclusions, the continuation, completion and attainment rates for Black students are lower than those from other ethnic groups. Drawing from the EORR and student consultations, the College has identified five primary risks to equality of opportunity that these students face: insufficient academic support, insufficient personal support, mental health, cost pressures, and insufficient professional development opportunities to support students in achieving an outcome that positively reflects their HE experience.
- (vi) as a newer provider there is so far limited data on the progression of the College's graduates. Nevertheless, improvement in progression, particularly for our large, target mature UG IMD Q1 and Q2 student group, to further study or professional careers may be related to two risks in the EORR: information and guidance and insufficient professional development opportunities to support students in achieving an outcome that positively reflects their HE experience.

## Objectives

Through our assessment of performance, the College has identified indications of risk. The College will address these across the student lifecycle, we have designed actions that support achievement of the APP across the objectives and planned interventions, such as our Headstart, Preparation for Academic Skills Success (PASS) and Personal and Professional Development (PPD) programmes, as well as designing actions specific to each intervention. Where possible we are using the same approaches to evaluation across interventions to maximise the value of the information gained.

**Objective 1:** Increase the proportion of our OUG and UG students who declare that they have a disability to us to 12% by 2026/27 and to 17% by 2028/29. See IS1 (reference number: PTA\_1)

**Objective 2:** Increase the proportion of UG Ethnic Minorities entrants to 35% by 2026/27 and to 40% by 2028/29. See IS2. (reference number: PTA\_2)

**Objective 3.1:** Increase the continuation rate for Mature UG students from IMD Q1 and Q2 to 80% by 2026/27 and to 83% by 2028/29. See IS3. (reference number: PTS\_1)

**Objective 3.2:** Improve the attainment outcomes for mature students from IMD Q1 and Q2 achieving a 2.1 or 1st to 72% in 2025/26 and maintain it at that level. See IS3. (reference number: PTS\_8)

**Objective 4.1:** Increase the continuation rate of UG 21–25-year-olds to 80% by 2026/27 and to 83% by 2028/29. See IS4. (reference number: PTS\_2)

**Objective 4.2:** Increase the completion rate of UG 21–25-year-olds to 75% by 2026/27 and to 78% by 2028/29. See IS4. (reference number: PTS\_3)

**Objective 5.1:** Increase the continuation rate of OUG black students to 75% by 2026/27 and to 78% by 2028/29. See IS5. (reference number: PTS\_4)

**Objective 5.2:** Increase the continuation rate of UG black students to 80% by 2026/27 and to 83% by 2028/29. See IS5. (reference number: PTS\_5)

**Objective 5.3:** Increase the completion rate of OUG black students to 65% by 2026/27 and to 67% by 2028/29. See IS5. (reference number: PTS\_6)

**Objective 5.4:** Increase the completion rate of UG black students to 75% by 2026/27 and to 78% by 2028/29. See IS5. (reference number: PTS\_7)

**Objective 6:** Improve progression for mature UG students from IMD Q1 and Q2 to 60% by 2026/27 and to 62% by 2028/29. See IS6. (reference number: PTP\_1)

## Intervention strategies and expected outcomes

### Intervention strategy 1: Supporting and Enabling Disabled Students (PTA\_1)

Our aim is for the College to provide outstanding support for our students with disabilities embracing specific learning difficulties, physical disabilities and mental health conditions.

**Objectives and targets:** increase the proportion of our OUG and UG students who declare that they have a disability to us, to 12% by 2026/27 and to 17% by 2028/29. (Target – PTA\_1). Secondary Objectives: PTA\_2 (IS2).

These targets, although they reflect the norms for England are significantly above those for the area in which we operate, as such they are highly ambitious targets for the College. The latest internal data records 8% of students registered with the College as having declared a disability. Student feedback, from surveys and the focus groups conducted in 2024, suggest that our more mature students are reluctant to declare disabilities, thus activities under this intervention are designed to encourage declaration, as that will enable us to extend the available support to our students with disabilities. Increased numbers of students declaring a disability will also enable us to disaggregate the data by mental health, specific learning difficulties and physical disabilities and thus better enable us to target our support interventions. See Annex A for further statistical information.

**Risks to equality of opportunity:** insufficient information and guidance, insufficient personal support, cost pressures and capacity issues.

Activity	Description	Inputs	Outcomes	Cross intervention?
<b>Target Marketing (students with disabilities)</b>	Tailored marketing strategy to raise awareness of the College's provision supporting disabled potential entrants. A collaborative activity with our existing recruitment partners to raise their awareness of our diversity and inclusivity commitments, the opportunities and support for disabled students and the benefits the College provides to this specific student group. <b>Existing activity.</b>	0.1 FTE p.a. Business Development Manager (existing)  Workshops and activities with our recruitment partners (£5k p.a.)  New and revised marketing materials providing information on the College's support for disabled	Increased number of disabled students joining the College annually.	

		students (within existing resource)		
<b>Student Enablement Fund (SEF)</b>	<p>A bursary of up to £2,000 to support disabled students with the costs of studying which their peers do not share. The College's SEF is available to students who have accessed the Disabled Student Allowance (DSA) as well as qualifying students who have not. SEF awards can be made towards the costs of special equipment, such as software or special chairs, as well as assistive technology if not already covered by the DSA, extra travel or support by a helper. The fund will not cover costs incurred by all students regardless of ability, such as tuition fees or rent. This fund replaces the College's previous disability bursary. <b>New activity.</b></p> <p>Details of the general and specific criteria for this bursary are included in Annex B (see: <b>Activity B1.2: Student Enablement Fund (SEF)</b>)</p>	<p>0.5 FTE p.a. Bursary Funds Officer (existing)</p> <p>Bursary of up to £2k p.a.</p> <p>Suite of materials using multiple channels to promote the SEF (existing channels)</p>	<p>Increased number of disabled students applying to and joining the College annually.</p> <p>Increase the % of students declaring a disability on course.</p> <p>Increased retention of disabled students.</p> <p>Decreased financial concerns.</p>	
<b>Headstart: Disability Support Stream</b>	<p>Headstart will be the College's pre-arrival induction and post-enrolment orientation programme for all students, it includes both in-person and online elements. For specific student groups Headstart will include specialist streams. Our enablement stream supports new disabled students transitioning into the College.</p> <p>Post-enrolment Headstart in-person workshops and online webinars will be available for new and existing students who are, or may consider themselves to be, disabled.</p> <p>Headstart is being designed and developed in collaboration with our academic partners. <b>New activity.</b></p>	<p>0.6 p.a. Disability Coordinator (new)</p> <p>0.2 FTE p.a. Head of Access and Widening Participation (new)</p> <p>External staff training (£21k - £12k year 1; £3k p.a. thereafter)</p> <p>Conference/sector workshop attendance for dissemination (2 x £2k)</p>	<p>Increase in % of disabled students applying to the College</p> <p>Increased % of disabled students seeking and benefiting from financial, academic or pastoral support.</p> <p>Increased sense of belonging.</p>	

			Increase the % of students declaring a disability on course.	
<b>Accessibility (online)</b>	<p>An external review of existing online content and content generation processes in collaboration with an external review agency to ensure all the College content conforms to Web Content Accessibility Guidelines (WCAG) 2.2 at level AA. <b>New activity.</b></p> <p>Following the external review, revised or extended training on accessibility requirements to ensure that all new content and content generation processes continue to meet accessibility standards and become 'accessible by design'. <b>New activity.</b></p>	<p>0.5 FTE p.a. Technical Support officer (existing)</p> <p>0.1. FTE p.a. Head of Digital Learning (existing)</p> <p>Independent one-off review of existing content and content creation processes (£30k).</p> <p>Staff development and training (£30k - £15k in year 1 and £5k p.a. in years 2-4)</p> <p>Conference/workshop attendance for dissemination (£2k)</p>	<p>Achieving A-level conformity with WCAG 2.2 for all web and learning content generated and/or controlled by the College by 2025 and AA-level conformity by 2026</p> <p>Increase in % of disabled students applying to the College</p> <p>Consistent quality of learning materials and improved academic experience and reduced impediments to learning</p> <p>Increased sense of belonging.</p>	
<b>Accessibility (on-campus)</b>	<p>Full review, in collaboration with an external agency, to re-assess disability access and enhancement opportunities of all the College buildings. <b>Existing activity.</b></p>	<p>External review and enhancement of existing sites (£3.5k).</p> <p>Conference/workshop attendance for dissemination (£2k)</p> <p>Allocation to enable any changes to access,</p>	<p>Updated building Accessibility Report.</p> <p>Implementation of Building Enhanced Accessibility Action Plan</p> <p>Enhanced Accessibility on site</p>	

		signage or navigation to be made following the external review (£50k)	Increase in % of disabled students applying to the College  Increased sense of belonging.	
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**Total cost of activities and evaluation for intervention strategy 1: Activity £482,000; approx. £4,000,000 for bursaries (dependent on demand) and £111,000 for evaluation (plus academic staff time). Total = £4,593,000 over four years**

**Summary of evidence base and rationale:** To determine our targets for disabled students we have reviewed the latest HESA data with a specific focus on HE students in London with a known disability (HESA online, 2024), the ONS 2021 census data on disability in London (ONS, 2021) and the AdvanceHE (2023) *Equality in Higher Education Students Statistical Report*. Our Student Enablement Fund strategy has been informed by the work of the Disabled Students Commission (AdvanceHE, 2022) and particularly their annual reports on enhancing the disabled student experience. When considering the design of the induction and orientation programmes for declared, and possible, disabled students we have considered the TASO (2024) report on *Supporting Disabled Students* and, in particular, the transition arrangements suggested in the report. We have used the TASO (2023) report on *What Works to Reduce Inequality Gaps for Disabled Students* to inform our online and on-campus access actions, especially those actions concerned with universal design for learning approaches and assistive technologies. We also conducted an anonymous survey sent to all students and held a focus group in summer 2024 with current students with declared disabilities.

**Evaluation:** We will use the OfS's *Financial Support Evaluation Toolkit* and internal evaluation tools as appropriate and required. We intend to establish a disabled student standing group, to support us in holistically evaluating the impact of our disabled students' intervention strategy. We will collaborate with our awarding partners to align our students' experience. We intend to evaluate the Student Enablement Fund, the Headstart (disability stream) and the accessibility (online) activity within this intervention strategy to generate OfS Type 2 standards, to establish whether they lead to an increase in the proportion of our OUG and UG students who declare that they have a disability to us. We will also examine the Headstart (disability stream) accessibility online and on-campus activities by generating OfS Type 1 data. We will pilot Headstart (disabled stream) activities in the 2025-26 academic year. We intend to disseminate interim findings every year to our internal stakeholders, including our students, staff and academic partners and to publish our annual reports on our website. We will share our findings at sector conferences, events run by representative groups we are members of and through established open forums.

More detailed information on evaluation is provided in Annex B.

## Intervention strategy 2: Ethnic Minority Entrants (PTS\_1)

When considering the ethnic profile of the College's students, we recognise that the overall ethnic profile of our student intake, the majority of whom are resident in London and the South-East, does not reflect the demographic profile of the region. Black students, for example, currently make up only a small proportion of the student population, between 8-14% of entrants across 2020/21 to 2023/24, with ethnic minority students making up 24% of our intake in 2022/23.

**Objectives and targets:** increase the proportion of ethnic minorities entrants (UG) to 35% by 2026/27 and to 40% by 2028/29 (Target - PTA\_2).  
Secondary Objectives: PTA\_1 (IS1).

**Risks to equality of opportunity:** information and guidance, perception of higher education and cost pressures.

Activity	Description	Inputs	Outcomes	Cross intervention?
<b>Target Marketing (ethnic minorities)</b>	<p>Tailored marketing strategy to raise awareness of the College's provision targeting potential ethnic minority entrants. Collaborative activity with our existing recruitment partners to raise awareness of our diversity and inclusivity commitments, the opportunities for ethnic minorities students and the benefits the College provides for these specific student groups. <b>Existing activity.</b></p> <p>Community Outreach to establish strong, collaborative partnerships with schools, community centres, and local organisations with large ethnic minority communities. Use these channels to assist the community outreach partner in achieving their HE educational aim. <b>New activity.</b></p> <p>Advertising in targeted Media Outlets: Advertise in media outlets popular within ethnic minority communities, including radio stations, magazines, and websites that cater to specific ethnic groups. <b>New activity.</b></p> <p>Social Media Campaigns: Use social media targeted to reach ethnic minority audiences, utilising data analytics to craft messages that resonate culturally and align with community values. <b>New activity.</b></p>	<p>0.2 FTE p.a. Business Development Manager (existing)</p> <p>0.2 FTE p.a. Head of Access and Widening Participation to undertake community outreach (new)</p> <p>Partnership grants and event support (£35.5k p.a.)</p> <p>Advertising and social media (£18k p.a.)</p> <p>Conference/ workshop attendance for dissemination (£2k – single event)</p>	Increase the % of ethnic minorities students joining the College annually.	

**Total cost of activities and evaluation for intervention strategy 2: Activity £330,000; and £2,000 for evaluation (plus academic staff time). Total = £332,000 over four years**

**Summary of evidence base and rationale:** To determine our targets for ethnic minorities students we have reviewed the latest HESA data with a specific focus on the ethnic backgrounds of mature HE students that make up the majority of our student body, noting that the predominately white heritage of the College's existing student base is not representative of HE enrolment figures nationally or the demographic profile of London and the South-East. We have drawn from the *Minority Ethnic Recruitment Toolkit* published by the Scottish Government (2020) which, whilst not directly related to the recruitment of ethnic minorities students, provides useful guidance on how to engage with ethnic minorities. We have conducted anonymous, all-student surveys and held a dedicated focus group in 2024 with current ethnic minorities students.

**Evaluation:** We intend to evaluate the Targeted Marketing activities within this intervention strategy to generate OfS Type 1 and 2 standards to establish whether they lead to an increase in the proportion of ethnic minorities UG students who enrol with us directly. We intend to establish an Ethnic Minorities student standing group to support us in holistically evaluating this intervention strategy. We intend to disseminate interim findings every year to our internal stakeholders, including our students, staff and academic partners and to publish our annual reports on our website. We will share our findings at sector conferences, events run by representative groups we are members of and through established open forums.

More detailed information on evaluation is provided in Annex B.

### **Intervention strategy 3: Mature UG students from IMD Q1 and Q2 (PTS\_1 and PTS\_8)**

This intervention strategy aims to improve the outcomes for our Mature UG IMD Q1 and Q2 students and will focus on continuation and attainment. In 2020/21 our IMD Q1 continuation rate was 65% and the IMD Q2 continuation rate was 70%; the attainment rate for both Q1 and Q2 mature UG students in the same year was 67%.

**Objectives and targets:** increase the continuation rate for Mature UG students from IMD Q1 and Q2 to 80% by 2026/27 and 83% by 2028/29. (Target - PTS\_1). Secondary Objectives: PTA\_1 (IS3), PTS\_5 (IS5). Improve the attainment outcomes for mature UG students from IMD Q1 and Q2 achieving a 2.1 or 1<sup>st</sup> to 72% in 2025/26 and maintain it at that level. (Target – PTS\_8). Secondary Objectives: PTP\_1 (IS6).

**Risks to equality of opportunity:** the difference in continuation rates and attainment outcomes between Mature UG students from IMD Q1 and Q2 and those from less deprived backgrounds may reflect any/all of the risks identified in the EORR. Due to the College's existing expertise in supporting significant numbers of mature students from IMD Q1 and Q2 in this at-risk category, and regular consultations with students via student focus groups, surveys and student representative forums, the College has identified six specific risks to equality of opportunity that our students face. These are insufficient academic support, insufficient personal support, mental health, cost pressures, capacity issues (lack of flexible provision) and insufficient professional development opportunities to support mature UG IMD Q1 and Q2 students in achieving an outcome that positively reflects their HE experience.

Activity	Description	Inputs	Outcomes	Cross intervention?
<b>Academic Skills Training</b>	<p>The Preparation for Academic Skills Success (PASS) programme is being designed in collaboration with our academic partners as a voluntary, self-paced online resource /course for all students upon enrolling on their academic studies with the College. Mature UG students from IMD Q1 and Q2, who accounted for approximately 42% of our student body in 2022/23, will specifically be signposted to PASS. Academic Skills Officers will, subject to their consent, also monitor students' progress through the programme. <b>New activity.</b></p> <p>Mature UG students from IMD Q1 and Q2 will be offered on-programme, 1:1 academic skills support both online and in-person. <b>Existing activity.</b></p> <p>All students are offered in-person digital skills workshops. <b>Existing activity.</b></p>	<p>1 FTE p.a. Academic Skills Officer (existing) – across IS3, IS4 and IS5</p> <p>0.5 FTE p.a. Academic Skills Officer (new)</p> <p>0.1 FTE p.a. Student Communications Officer (new)</p> <p>Promotional materials across multiple channels £1k p.a.</p> <p>Conference/ workshop attendance for dissemination (£2k)</p>	<p>Increase in % of Mature UG students from IMD Q1 and Q2 who continue to engage with their academic study.</p> <p>Increase in continuation rates for Mature UG students from IMD Q1 and Q2.</p>	IS4, IS5
<b>Individual Support</b>	<p>Enhanced personalised academic support. Mature UG students from IMD Q1 and Q2, will be supported by a dedicated, Academic Support Tutor (AST). <b>New activity.</b></p> <p>HubX (our interlinked one-stop resource for students) – named and trained Academic Support Tutors provide additional academic support and skills training for all our students and will specifically target supporting Mature UG students from IMD Q1 and Q2. Named and trained Customer Services Officer provide wider support and guidance to additional services, including those for wellbeing, for all our students and will specifically target supporting Mature UG students from IMD Q1 and Q2. <b>Existing activity.</b></p>	<p>3 FTE p.a. Academic Support Tutors (new)</p> <p>0.1 FTE Head of Academic Support (existing)</p> <p>Conference/ workshop attendance for dissemination (£1k)</p>	<p>Increase in % of Mature UG students from IMD Q1 and Q2 who continue to engage with their academic study.</p> <p>Increase in continuation rates for Mature UG students from IMD Q1 and Q2.</p>	IS4, IS5

<b>Mental Health Charter</b>	Through the Mental Health Charter Project, by 2027/28 the College will adopt the principles of good practice as specified in the University Mental Health Charter. <b>New activity.</b>	<p>0.2 FTE p.a. Head of Access and Widening Participation (new)</p> <p>0.2 FTE p.a. Disability Coordinator (New)</p> <p>Staff training and awareness £2k (total £6k split over IS3, 4 and 5)</p> <p>Mental Health Online Platform 8.5k (total £25.5k split over IS3, 4 and 5)</p> <p>Conference/ workshop attendance for dissemination (£2k – one event)</p>	Increase in student wellbeing (as measured using the Warwick-Edinburgh Mental Wellbeing Scale or similar)	IS4, IS5
<b>Hardship Fund</b>	<p>The Hardship Fund supports DAS students<sup>4</sup> who experience severe and unexpected financial difficulties during their programme with up to £1,000 financial support per annum. Each application is assessed on individual need. <b>Existing activity.</b></p> <p>Details of the general and specific criteria for this bursary are included in Annex B (see: <b>Activity B3.4: Hardship Fund</b>)</p>	<p>0.3 FTE p.a. Bursary Funds Officer (existing)</p> <p>Up to £1k bursary for students p.a. (new)</p> <p>Conference/ workshop attendance for dissemination (£2k – one event)</p>	<p>Decrease in financial concerns for Mature UG students from IMD Q1 and Q2</p> <p>Increase in continuation rates for Mature UG students from IMD Q1 and Q2.</p>	
<b>Flexible Provision</b>	Recognising that Mature UG students from IMD Q1 and Q2 may have competing responsibilities such as part-time work,	0.2 FTE p.a. Data Officer (new)	Increase in % of Mature UG students	

<sup>4</sup> IAS students may apply for Hardship Funds through the appropriate partner

	family, or caregiving obligations, we offer flexible scheduling options, including weekday, evening, weekend and online classes and hybrid formats, to accommodate the needs of Mature UG students from IMD Q1 and Q2. <b>Existing activity.</b>	Conference/ workshop attendance for dissemination (£2k – one event)	from IMD Q1 and Q2 who continue to engage with their academic study.  Increase in continuation rates for Mature UG students from IMD Q1 and Q2.	
<b>Personal and Professional Development Programmes</b>	<p>The College has an established, online extra-curricular personal growth programme, <i>Thinking into Character</i> (TiC) which is a self-paced online resource. In discussion with their Academic Support Officer, Mature UG students from IMD Q1 and Q2, will specifically be signposted to TiC. Their assigned Academic Support Officer will, subject to their consent, monitor their progress through the programme. <b>Existing activity.</b></p> <p>The College is developing an Innovation and Entrepreneurship Programme with a suite of further online extra-curricular self-paced online resources which will be available by the start of the APP. These online programmes will provide opportunities for students to gain additional skills e.g. for leading innovation in new and existing organisations. Mature UG students from IMD Q1 and Q2 will specifically be signposted to the resources appropriate for them. <b>New activity.</b></p>	<p>0.3 FTE p.a. Head of TiC (existing)</p> <p>Licences costs (10k)</p> <p>Conference/ workshop attendance for dissemination (£1k)</p>	<p>Increase in % of Mature UG students from IMD Q1 and Q2 who continue to engage with their academic study.</p> <p>Increase in continuation rates for Mature UG students from IMD Q1 and Q2.</p>	IS4, IS5

**Total cost of activities and evaluation for intervention strategy 3: Activity £1,121,000; approx. £7,840,000 for bursaries (dependent on demand) and £14,000 for evaluation (plus academic staff time). Total = £8,975,000 over four years**

**Summary of evidence base and rationale:** The TASO (2021) report – *Supporting Access and Student Success for Mature Learners* highlights that there are few rigorously evaluated studies relating to retaining mature learners. The TASO report, together with a study commissioned by the Office for Fair Access (OFA) and the Open University (OFA, 2017) conclude that the two key intervention strategies which improve mature learner continuation rates are i) transition programmes and early academic skills training and ii) online and flexible modes of delivery. Our academic skills training, individual support programme and flexible provision strategies have drawn on, and evolved from, key findings in these reports, together with the QAA's *Enabling Successful Student Transitions into University: Using Curriculum Design and Data Monitoring to provide Student Support* report (QAA, March 2024). In addition, informed by Universities UK report *Stepchange: Mentally Healthy Universities* (Universities UK, 2020) we will adopt the principles of the University Mental Health Charter to give an additional focus and impetus to our existing institution-wide priority of student and

staff mental health and wellbeing. With regard to Hardship Funds, much of the empirical work on the relationships between additional financial support and continuation is based on US data. We have used the *Finance Support Research Evaluation Research Report* based on evaluation of bursaries at Cambridge (Ilie et al., 2019), whilst recognising that it does not confirm causal relationships, to inform the College's Hardship Fund's policies and evaluation strategy. The rationale for embedding personal and professional development programmes into this intervention strategy is based on research conducted by the College's founder, Dr Selva Pankaj, and the on-going evaluation of his growth mindset-based programme, *Thinking into Character*. The continuing development of our *Thinking into Character* programme is further informed by the 2024 paper commissioned by the Social Market Foundation (SMF) *Character building: Why character is essential for career readiness* (Morgan, 2024) and the Education Endowment Foundation (EFF) funded project *The impact of non-cognitive skills on outcomes for young people*, Institute of Education, University of London (2013). We have also conducted anonymous surveys of students in 2024 and held a focus group in 2024 with current Mature UG students from IMD Q1 and Q2 students.

**Evaluation:** We will use the OfS's Financial Support Evaluation Toolkit and internal evaluation tools as appropriate and required. We will collaborate with our awarding partners to align our students' experience. We intend to evaluate the Academic Skills Training, Flexible Provision and Personal and Professional Programmes activities within this intervention strategy to generate OfS Type 2 standards to establish whether they lead to an increase in the percentage of mature IMD Q1 and Q2 students who continue with their studies. We will evaluate the Individual Support Programme, Mental Health Charter Project and the Hardship Fund activities to generate OfS Type 1 and 2 standards to establish whether these activities lead to an increase in the proportion of mature IMD Q1 and Q2 students continuing their studies. We intend to disseminate interim findings every year to our internal stakeholders, including our students, staff and academic partners and to publish our annual reports on our website. We will share our findings at sector conferences, events run by representative groups we are members of and through established open forums.

More detailed information on evaluation is provided in Annex B.

## **Intervention strategy 4: UG 21-25 year-olds Continuation and Completion (PTS\_2 and PTS\_3)**

This intervention strategy aims to improve the continuation and completion rate of UG 21–25-year-old students studying at the College. Whilst the continuation rate of this age group has improved over the last three years it continues to be lower than other age groups. Specifically, in 2022/23 the College's UG 21–25-year-old continuation rate was 67% compared with a continuation rate of 83% for UG 26–30-year-olds and 79% for 31–40-year-olds. Because the College has only been delivering full undergraduate degree programmes since 2020/21, only two years of undergraduate degree completion data is available. Nevertheless, the undergraduate degree completion rate for UG 21-25-year-olds of 60% in 2021/22 is lower than the completion rates of 76% for 26–30-year-olds and 72% for 31–40-year-olds. Therefore, both continuation and completion rate targets have been set specifically for the UG 21-25 -year-old student group who accounted in 2022/23 for 11% of the student population. In June 2024 the College had 65 home DAS students who are under 21 years of age on UG programmes.

**Objectives and targets:** Increase the continuation rate of UG 21–25-year-olds to 80% by 2026/27 and to 83% by 2028/29 (Target – PTS\_2).  
Secondary objective: PTS\_3 (IS4) Increase the completion rate of UG 21–25-year-olds to 75% by 2026/27 and to 78% by 2028/29 (Target – PTS\_3).  
Secondary objective: PTP\_1 (IS6).

**Risks to equality of opportunity:** drawing from the EORR, student consultations, internal experts and the literature, the clear difference in continuation and completion rates between 21-25-year-olds and the College's more mature students may be caused by four underlying sector-wide risks relating to insufficient academic support, insufficient personal support, mental health and insufficient professional development opportunities to support UG 21-25-year-old students in achieving an outcome that positively reflects their HE experience. In addition, student focus groups and surveys have indicated that confidence building is a specific risk to equality of opportunity facing this group at the College.

Activity	Description	Inputs	Outcomes	Cross intervention?
<b>Academic skills training</b>	<p>The Preparation for Academic Skills Success (PASS) programme is being designed in collaboration with our academic partners as a voluntary, self-paced online resource /course for all students upon enrolling on their academic studies with the College. UG 21–25-year-olds, who account for approximately 11% of our current student body, will specifically be signposted to PASS. Their assigned Academic Support Tutor will, subject to their consent, also monitor their progress through the programme. <b>New activity.</b></p> <p>UG 21–25-year-olds will be offered on-programme, 1-1 academic skills support both online and in-person. <b>Existing activity.</b></p>	<p>1 FTE p.a. Academic Skills Officer (existing) – across IS3, IS4 and IS5</p> <p>0.3 FTE p.a. Academic Skills Officer (new)</p> <p>0.1 FTE p.a. Student Communications Officer (new)</p> <p>Promotional materials across multiple channels £1k p.a.</p> <p>Conference/ workshop attendance for dissemination (£2k)</p>	<p>Increase in % of UG 21–25-year-olds who continue to engage in and complete their academic study.</p> <p>Increase in continuation and completion rates for UG 21-25-year-old students.</p>	IS3, IS5
<b>Individual Support</b>	Enhanced personalised academic support. UG 21–25-year-olds will be supported by dedicated Academic Support Tutors. <b>New activity.</b>	0.5 FTE p.a. Academic Support Tutors (new)	Increase in % of UG 21–25-year-olds who continue to engage in	IS3, IS5

	HubX – named and trained Academic Support Tutors provide additional academic support and skills training for all our students and will specifically target supporting UG 21–25-year-olds. Named and trained Customer Services Officer provide wider support and guidance to additional services, including wellbeing services, for all our students and will specifically target supporting UG 21–25-year-olds. <b>Existing activity:</b>	0.05 FTE Head of Academic Support (existing)  Conference/ workshop attendance for dissemination (£1k)	and complete their academic study.  Increase in continuation and completion rates for UG 21-25-year-old students.	
<b>Mental Health Charter</b>	Through the Mental Health Charter Project, by 2027/28 the College will adopt the principles of good practice as specified in the University Mental Health Charter. <b>New activity.</b>	0.1 FTE p.a. Head of Access and Widening Participation (new) 0.2 FTE p.a. Disability Coordinator (New)  Staff training and awareness £2k (total £6k split over IS3, 4 and 5)  Mental Health Online Platform 8.5k (total £25.5k split over IS3, 4 and 5)  Conference/ workshop attendance for dissemination (£2k – one event)	Increase in student wellbeing (as measured using the Warwick-Edinburgh Mental Wellbeing Scale or similar)	IS3, IS5
<b>Personal and Professional Development Programmes</b>	The College has an established, online extra-curricular personal growth programme, <i>Thinking into Character</i> (TiC) which is a self-paced online resource. In discussion with their Academic Support Officer, Mature UG students from IMD Q1 and Q2, will	0.1 FTE p.a. Head of TiC (existing)  Licences costs (3k)	Increase in % of UG 21–25-year-olds who continue to engage in	IS3, IS5

	<p>specifically be signposted to TiC. Their assigned Academic Support Officer will, subject to their consent, monitor their progress through the programme. <b>Existing activity.</b></p> <p>The College is developing an Innovation and Entrepreneurship Programme with a suite of further online extra-curricular self-paced online resources which will be available by the start of the APP. These online programmes will provide opportunities for students to gain additional skills e.g. for leading innovation in new and existing organisations. Mature UG students from IMD Q1 and Q2 will specifically be signposted to the resources appropriate for them. <b>New activity.</b></p>	Conference/ workshop attendance for dissemination (£1k)	<p>and complete their academic study.</p> <p>Increase in continuation and completion rates for UG 21-25-year-old students.</p>	
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**Total cost of activities and evaluation for intervention strategy 4: Activity £470,000; approx. £12,000 financial support and £8,000 for evaluation (plus academic staff time). Total = £490,000 over four years**

**Summary of evidence base and rationale:** Drawing from the UPP Foundation's funded Social Market Foundation report – *On course for success?* (2017), and the TASO (2021) report – *Supporting Access and Student Success for Mature Learners* we have identified key recommendations which have informed our intervention strategy aimed at improving the continuation and completion rates for our 21-25-year-old students. In particular, the research identified causal relationships between providing induction programmes and extra-curricular motivational support. Our academic skills training and individual support programme, together with ongoing developments in our online learning provision, have drawn on, and will evolve from, key findings in these reports. In addition, informed by Universities UK report *Stepchange: Mentally Healthy Universities* (Universities UK, 2020), we will be working towards adopting the principles of the University Mental Health Charter. This will give a further focus and impetus to our existing institution-wide priority of student and staff mental health and wellbeing. The rationale for embedding personal and professional development programmes into this intervention strategy is based on the research conducted by the College's founder, Dr Selva Pankaj, and the on-going evaluation of his growth mindset-based programme, *Thinking into Character*. The continuing development of our *Thinking into Character* programme is further informed by the 2024 paper commissioned by the Social Market Foundation (SMF) *Character building: Why character is essential for career readiness* (Morgan, 2024) and the Education Endowment Foundation (EFF) funded project *The impact of non-cognitive skills on outcomes for young people*, Institute of Education, University of London (2013). We have also conducted anonymous surveys, sent to all students, and held a dedicated focus group with 21-25-year-old students in 2024.

**Evaluation:** We will use the OfS's Financial Support Evaluation Toolkit and internal evaluation tools as appropriate and required. We will collaborate with our awarding partners to align our students' experience. We intend to evaluate the Academic Skills Training and the Personal and Professional Programmes activities within this intervention strategy to generate OfS Type 2 standards to establish whether they lead to an increase in the percentage of 21-25-year-old students who continue with, and complete, their studies. We will evaluate the Individual Support Programme and Mental Health Charter Project activities to generate OfS Type 1 and 2 standards to establish whether these activities lead to an increase in the proportion of 21-25-year-old students who continue with, and complete, their studies. We intend to disseminate interim findings every year to our internal stakeholders, including our students, staff and academic partners and to publish our annual reports on our website. We will share our findings at sector conferences, events run by representative groups we are members of and through established open forums.

More detailed information on evaluation is provided in Annex B.

## **Intervention strategy 5: Black Continuation and Completion (PTS\_4, PTS\_5, PTS\_6 and PTS\_7)**

This intervention strategy aims to improve the continuation and completion rates of OUG and UG Black heritage students. Black students currently make up a comparatively small proportion of the College's student population: 2023/24 = 9%, 2022/23 = 10%, 2021/22 = 14%, 2020/21 = 12%. This intervention strategy complements intervention strategy 2, which aims to increase the percentage of OUG and UG ethnic minority students joining the college. Data analysis shows that both OUG and UG Black students perform less well on continuation and completion than other ethnic groups, hence intervention strategy 5. Due to small numbers some of the data is suppressed; nevertheless, Black students are underperforming compared to other ethnic groups. Black continuation 2022/23: OUG 31% (n=16), UG 57% (n=161) against Asian 2022/23: OUG 64% (n= 11), UG 71% (n= 99) and White 2022/23: OUG 81% (n=134), UG 82% (n=1106). Black completion, for the latest year, 2021/22: OUG 44% (n=43), UG 66% (n=38) against Asian 2021/22: OUG 58% (n=26), UG 93% (n=58) and White 2021/22: OUG 61% (n=334), UG 73% (n=222). Black attainment in 2021/22 is suppressed due to the small datasets. Nevertheless, Black attainment on both OUG and UG programmes is lower than other ethnic groups and, whilst very small datasets mean that we have not set attainment targets for Black heritage students we anticipate that this focus on improving continuation and completion will also contribute to raising Black heritage student attainment rates. As numbers grow, we will actively monitor Black heritage student attainment rates over the life of the APP.

**Objectives and targets:** Increase the continuation rate of OUG Black students to 75% by 2026/27 and to 78% by 2028/29 (Target – PTS\_4).  
Secondary objective: PTS\_6 (IS5). Increase the continuation rate of UG Black students to 80% by 2026/27 and to 83% by 2028/29 (Target – PTS\_5).  
Secondary objective: PTS\_7 (IS5). Increase the completion rate of OUG Black students to 65% by 2026/27 and to 67% by 2028/29 (Target – PTS\_6).  
Secondary Objectives: none. Increase the completion rate of UG Black students to 75% by 2026/27 and to 78% by 2028/29 (Target PTS\_7).  
Secondary Objectives: PTP\_1 (IS6).

**Risks to equality of opportunity:** the difference in the continuation and completion rates of OUG and UG black heritage students may be attributed to 11 possible risks as identified in the EORR. Drawing from the EORR the literature and consultation with students via student focus groups, surveys and student representative forums the College has identified five specific risks to equality of opportunity that Black students studying at the College

face. These are: insufficient academic support, insufficient personal support, mental health, cost pressures, and insufficient professional development opportunities to support Black heritage students in achieving an outcome that positively reflects their HE experience.

Activity	Description	Inputs	Outcomes	Cross intervention?
<b>Student Mentoring Programmes</b>	The black mentoring programme has two elements. We will collaborate with culturally appropriate external mentors and we will deliver a programme of training for student mentors to enable peer-to-peer mentoring. Both elements will provide 1:1 mentoring for Black students. Training for student mentors will also develop additional valuable skills for those participating. <b>New activity.</b>	0.2 FTE p.a. Head of Access and WP (new) 0.2 FTE p.a. Student Support Officer to support student mentors (new) Promotional costs (£1.5k p.a.). Conference/ workshop attendance (£2k)	Increase in % of Black students who continue to engage in and complete their academic study.  Increase in Black students' sense of belonging at the College.	
<b>Academic Skills Training</b>	The Preparation for Academic Skills Success (PASS) programme is being designed in collaboration with our academic partners as a voluntary, self-paced online resource /course for all students upon enrolling on their academic studies with the College. Black students will specifically be signposted to PASS. Their assigned Academic Support Tutor will also, subject to their consent, monitor their progress through the programme. <b>New activity.</b>  Black students will be offered on-programme, 1-1 academic skills support both online and in-person. <b>Existing activity.</b>	1 FTE p.a. Academic Skills Officer (existing) – across IS3, IS4 and IS5  0.3 FTE p.a. Academic Skills Officer (new)  0.1 FTE p.a. Student Communications Officer (new)	Increase the % of Black students continuing.  Increase the % of Black students completing.  Increase the % of Black students achieving good degree outcomes.	IS3, IS4

		<p>Promotional materials across multiple channels £1k p.a.</p> <p>Conference/workshop attendance for dissemination (£2k)</p>		
<b>Individual Support</b>	<p>Enhanced personalised academic support. Black students will be supported by dedicated Academic Support Tutors. <b>New activity.</b></p> <p>HubX – named and trained Academic Support Tutors provide additional academic support and skills training for all our students and will specifically target supporting Black students. Named and trained Customer Services Officer provide wider support and guidance to additional services, including those for wellbeing, for all our students and will specifically target supporting Black students. <b>Existing activity.</b></p>	<p>0.5 FTE p.a. Academic Support Tutors (new)</p> <p>0.05 FTE Head of Academic Support (existing)</p> <p>Conference/workshop attendance for dissemination (£1k)</p>	<p>Increase the % of Black students continuing.</p> <p>Increase the % of Black students completing.</p> <p>Increase the % of Black students achieving good degree outcomes</p>	IS3, IS4
<b>Mental Health Charter</b>	<p>Through the Mental Health Charter Project, by 2027/28 the College will adopt the principles of good practice as specified in the University Mental Health Charter. <b>New activity</b></p>	<p>0.1 FTE p.a. Head of Access and Widening Participation (new)</p> <p>0.2 FTE p.a. Disability Coordinator (New)</p> <p>Staff training and awareness £2k (total £6k split over IS3, 4 and 5)</p> <p>Mental Health Online Platform 8.5k (total</p>	<p>Increase in student wellbeing (as measured using the Warwick-Edinburgh Mental Wellbeing Scale or similar)</p>	IS3, IS4

		£25.5k split over IS3, 4 and 5) Conference/ workshop attendance for dissemination (£2k – one event)		
<b>Personal Development Programmes</b>	<p>The College has an established, online extra-curricular personal growth programme, <i>Thinking into Character</i> (TiC) which is a self-paced online resource. In discussion with their Academic Support Officer, Mature UG students from IMD Q1 and Q2, will specifically be signposted to TiC. Their assigned Academic Support Officer will, subject to their consent, monitor their progress through the programme. <b>Existing activity.</b></p> <p>The College is developing an Innovation and Entrepreneurship Programme with a suite of further online extra-curricular self-paced online resources which will be available by the start of the APP. These online programmes will provide opportunities for students to gain additional skills e.g. for leading innovation in new and existing organisations. Mature UG students from IMD Q1 and Q2 will specifically be signposted to the resources appropriate for them. <b>New activity.</b></p>	<p>0.1 FTE p.a. Head of TiC (existing)</p> <p>Licences costs (3k)</p> <p>Conference/ workshop attendance for dissemination (£1k)</p>	<p>Increase the % of Black students continuing.</p> <p>Increase the % of Black students completing.</p> <p>Increase the % of Black students achieving good degree outcomes</p>	IS3, IS4
<b>Hardship Fund</b>	<p>The Hardship Fund supports all DAS students<sup>4</sup> who experience severe and unexpected financial difficulties during their programme with up to £1,000 financial support per annum. Each application is assessed on individual need and will also serve to help Black Heritage students experiencing unexpected cost pressures. Existing activity.</p> <p>Details of the general and specific criteria for this bursary are included in Annex B (see: Activity B3.4: Hardship Fund)</p>	Costings are covered under Intervention 3	<p>Decrease in financial concerns for Black Heritage students</p> <p>Increase in continuation rates for Black Heritage students</p>	

**Total cost of activities and evaluation for intervention strategy 5: Activity £552,000; financial support £12,000 and £10,000 for evaluation (plus academic staff time). Total = £574,000 over four years.** Note that a proportion of the Hardship Bursaries will meet the needs of this group but are not separately identified and costed here.

**Summary of evidence base and rationale:** Our approach to improving the continuation, completion and attainment performance of our black students has been informed by TASO's *Approaches to Addressing the Ethnicity Degree Awarding Gap* (EDAG) (2023) report which identifies 16 approaches to addressing EDAG, many of which the College already utilises. Additional approaches that the College will be adopting to support our Black students include: personalised support and mentoring (both external and peer-to-peer) together with the opportunity to be trained to act as a mentor. In addition, informed by Universities UK report *Stepchange: Mentally Healthy Universities* (Universities UK, 2020), we will be working towards adopting the principles of the University Mental Health Charter. This will give an additional focus and impetus to our existing institution-wide priority of student and staff mental health and wellbeing. To develop these plans, we have conducted anonymous surveys sent to all Black students and held a focus group in 2024 with current Black students.

**Evaluation:** We intend to evaluate the academic and personal and professional skills training activities within this intervention strategy to generate OfS Type 2 standards to establish whether they lead to an increase in the percentage of Black students who continue and complete their studies and who attain better career outcomes as a result of these actions. We will also evaluate the mentoring programme, the individual support programme, and Regent's Mental Health Charter Project activities to generate OfS Type 1 and 2 standards to establish whether or these activities lead to an increase in the percentage of Black students who continue and complete their studies and who attain better career outcomes. With regards to attainment, we will pilot using the *QAA awarding map* (2024) resource to monitor the performance of our students to help inform our understanding of any awarding gaps. We intend to disseminate interim findings every year to our internal stakeholders, including our students, staff and academic partners and to publish our annual reports on our website. We will share our findings at sector conferences, events run by representative groups we are members of and through established open forums.

More detailed information on evaluation is provided in Annex B.

## **Intervention strategy 6: Progression (PTP\_1)**

As a relatively new provider of HE with, to date, small numbers of graduating students, the data on the complete student life cycle, especially the progression of our graduates into employment or further study, makes it difficult to identify specific groups that are disproportionately at risk. Due to the small datasets that are available much of the quantitative data is necessarily suppressed. Nevertheless, the data that is available suggests that, so far, our large, target mature UG IMD Q1 and Q2 student group are not progressing at the rate we would anticipate. In 2020 our progression rates for UG IMD Q1 and Q2 students for OUG were 38% and 36% for UG students. We have established several interventions that will only be developed as graduate numbers grow and we are able to test and evaluate their effectiveness.

**Objectives and targets:** improve progression rates for mature UG students from IMD Q1 and Q2 to 60% by 2026/27 and 62% by 2028/29 (Target - PTP\_1). Secondary Objectives: none.

**Risks to equality of opportunity:** given the small datasets that are currently available to the College, the challenge that our mature UG IMD Q1 and Q2 students are experiencing with regards to achieving positive career outcomes may be attributed to 11 possible risks as identified in the EORR. Drawing from the EORR, the literature and consultation with students, via student focus groups, surveys and student representative forums, the College has identified three specific risks to equality of opportunity that students studying at the College face. These are insufficient information and guidance and insufficient professional development opportunities to support mature UG IMD Q1 and Q2 students in achieving an outcome that positively reflects their HE experience.

Activity	Description	Inputs	Outcomes	Cross intervention?
<b>Career Development Plans</b>	Enhance the career advisor support delivered via in-classroom activities and 1:1 personal support by investment in additional trained and experienced career development staff. <b>Existing activity being extended and scaled up as numbers of graduates increase.</b>	2 FTE p.a. Careers Officer (existing)  2 FTE p.a. Careers Officers (new)  Careers Information, Advice and Guidance (CIAG) training. (£12k)  Conference/workshop attendance (£2k)	Increase the % of mature UG IMD Q1 and Q2 students achieving positive career outcomes.  Improved Mature UG IMD Q1 and Q2 student engagement with the careers service.	IS3, IS4, IS5
<b>Careers Events</b>	Regular careers and job fairs. Further work to ensure that fairs are accessible to students at a range of times to accommodate students' other commitments. <b>Existing activity.</b>	1 FTE p.a. Careers Officer (existing)  Conference/workshop attendance (£2k)	Increase the % of Mature UG IMD Q1 and Q2 students achieving positive career outcomes.  Improved Mature UG IMD Q1 and Q2 student engagement	IS3, IS4, IS5

			with the careers service.	
<b>Personal and professional development</b>	Extend the availability of the College's unique suite of personal development programmes to our Alumni for two years post-graduation. On programme students are encouraged to take the <i>Thinking into Character</i> programme; this will remain available to Alumni together with <i>Learning from DAD</i> (Desire, Attitude, Decision); <i>Think and Grow Rich</i> and <i>Mindset</i> . <b>New activity.</b>	No additional costs as full self-study	Increase in the % of students developing confidence in themselves to achieve their career ambitions	
<b>Regent Alumni Network</b>	Continue to work with graduating students to support their peers as they progress in their careers through events, case studies and shared stories. <b>Existing activity.</b>	Careers staff listed above	Increase the % of graduates joining the alumni network.  Increased % of graduates supporting their peers in their career journey	
<b>Data Collection and technical development</b>	Extend and improve our processes to collect data from alumni. <b>Existing activity.</b>  Careers Connect Development. <b>New activity</b>	1 new FTE Data officer (new)  Development costs £30k	Continuous improvement of the careers service for OUG and UG.	

**Total cost of activities and evaluation for intervention strategy 6: Activity £1,097,000 and £16,000 for evaluation (plus academic staff time). Total = £1,113,000 over four years**

**Summary of evidence base and rationale:** There are few rigorously evaluated studies relating to the provision of careers support to mature learners. Therefore, in order to inform this intervention, we have conducted anonymous surveys sent to all students, held a focus group with current students and a series of focus groups with our careers guidance staff.

**Evaluation:** We will use the OfS's Financial Support Evaluation Toolkit and internal evaluation tools as appropriate and required. We will collaborate with our awarding partners to align our students' experience and during the period covered by this APP, we intend to evaluate the career development plan programme and the careers events programme to generate OfS Type 1 standards to establish whether or not they lead to an increase in progression. In addition, the College has chosen to include data collection as a targeted activity to help improve both our and the sector's understanding of interventions that positively influence mature students' progression outcomes. As a result, we aim to be able to generate Type 2 standards towards the end of, or shortly after, the lifetime of this APP. We intend to disseminate interim findings every year to our internal stakeholders, including our students, staff and academic partners and to publish our annual reports on our website. We will share our findings at sector conferences, events run by representative groups we are members of and through established open forums.

More detailed information on evaluation is provided in Annex B.

## Whole provider approach

The College has adopted a holistic approach to developing the 2025/26 to 2028/29 APP. The plan has been developed under the direction of the Provost. The development of the plan has involved staff from across all our schools and professional services working collaboratively. Students have been involved throughout. We have liaised closely with our academic partners to ensure alignment wherever possible.

The College will shortly be appointing a Head of Widening Access and Participation who will be responsible for ensuring that APP intervention activities are embedded and implemented across the student lifecycle. The APP is overseen by our Student Experience and Outcomes Committee (SEOC). The SEOC has academic representation from our three Schools, senior representation from professional services and student representatives.

In line with our responsibilities and specific duties under the Equality Act 2010, we review our overall equality objectives and APP targets bi-annually in December and June. The bi-annual review reflects our commitment to continuous improvement and to further understand and address any differential outcomes of DAS undergraduate home students in relation to access, continuation, completion, attainment and progression to a positive graduate destination in relation to disability, ethnicity, age, gender and socio-economic status. The SEOC is responsible for considering the results in depth and providing an annual report in autumn each year of progress to Academic Council (the College's highest academic authority). Following approval at Academic Council the report is formally shared with our academic partners and a reflective summary is published on our website.

Our intervention strategies taken together form a holistic approach to supporting students. In particular, Headstart, the PASS programme and the PPDP operate as integrated framework of induction, orientation, skills development and personal and professional support for at-risk students. In addition, we are working collaboratively with our recruitment and academic partners to continually improve our intervention strategies and to ensure that approaches for both IAS and DAS students are aligned where possible.

We recognised that the activities that we have and will be implementing to meet our intervention objectives may need to change and evolve over time. Therefore, we will continue to work collaboratively with our students to gain detailed insights into our students' experience. We intend to establish dedicated institution-wide student standing groups to support us in understanding and evaluating the experience of particular groups. In the first instance we will establish standing groups for young mature (21-25-year-old), disabled and Black heritage students. The standing groups may evolve over time dependent on need.

## Student consultation

The College works in partnership with its students, student representatives and has a good working relationship with the Student President. All our deliberative committees (except for the Academic Planning and Portfolio Committee) include student representatives as full members, and we have deliberative Student Voice committees dedicated to identifying and addressing issues students regard as important. The Head of Access and Widening Participation, to be appointed in 2024/25, will provide a permanent, strategic, collaborative link between the College's Access and Widening Participation initiatives and student representatives.

**Student Representatives' Working Group:** In preparing the APP we established a small working group with the Student President and student representatives from each School. This working group first met in February 2024 and then met twice during the development of the APP. The working group initially allowed us to explore student representatives' knowledge and awareness of widening participation work and help support them in gaining a stronger understanding of the APP process and specific topics and measures related to the College's existing WP work. After this, the

group provided student insights on the process by which we would gain wider feedback from students, especially those from specific at-risk groups. We also shared drafts of the APP with the student representative working group and explained how the objectives had been derived from the data and the intervention strategies developed through the working groups and student feedback.

**Student Survey:** As specific targets and possible intervention strategies were formulated, student consultation and feedback was sought through a College-wide student survey and targeted focus groups. The College-wide student survey in June 2024 saw a total of 674 students completing the survey.<sup>5(OBJ)</sup> The survey provided each identified target group with an overview of the college's objectives and the interventions included within the APP. Respondents were asked a variation of the following question: *'Based on your experience at Regent College, do you think the actions summarised above will improve students' participation and academic success?'* Responses were limited to Yes/No/Blank to gain insight into the overall sentiment of the respondents. In addition, each question invited free format text statement on the proposed interventions.

Respondents were also asked to provide a free format text on wider areas for action/improvement over and above those being proposed as part of the APP. Overall 73% of ethnic minority students, 74% of disabled students (declared and undeclared), 64% of Black heritage students and 38% of 21-25-year-olds responded positively to the proposed interventions. Interestingly, 61% of 21-25-year-olds left questions concerning interventions targeted at them blank. Free format comments were separated into comments directly relating to the APP and those concerning wider areas for action/improvement (which are being taken forward through the usual student consultation and feedback channels). Both the quantitative feedback and the APP specific qualitative, free text, feedback from the surveys was used to inform the continuing development of the APP and focus group discussion. In summary, key emerging themes were: a strong emphasis on emergency financial support, mentoring and 1:1 personal tutoring and increasing awareness about existing support provision. Some themes will be taken forward outside the APP (for example, the celebration of key culture specific national days as it is not readily translated into a measurable objective).

**Focus Groups:** Informed by the survey results four focus groups were conducted with students from specific at-risk groups: declared disabilities, ethnic minority students and IMD Q1 and Q2 mature students<sup>6</sup>. A focus group was also conducted specifically on progression as, currently, the College's progression statistics are limited (in part due to low Graduate Outcome Survey response rates). The declared disabilities focus group provided positive feedback on the APP actions targeted at disabled students. Specifically, they commended the proposal to increase the financial support available to disabled students, they welcomed the proposed Headstart: disability support stream but expressed some concerns about confidentiality (the College confirmed that confidentiality is addressed in the design of the Headstart programme). The ethnic minorities focus group provided positive feedback on the APP actions targeted at ethnic minorities: specifically, they commended the proposed peer mentoring scheme for Black heritage students, they welcomed the proposal to enhance the College's existing community outreach activities but expressed some concerns about holding cultural, religious and diversity celebrations (it was subsequently decided to take this forward outside the APP). The IMD Q1 and Q2 mature student focus group provided positive feedback on the APP actions targeted at mature IMD Q1 and Q2 students. Specifically, they commended the benefits of the flexible timetable and were very welcoming of the intention to further develop flexibility, they welcomed the enhanced academic skills training proposal but expressed some concerns regarding confidentiality when applying for hardship funds (confidentiality is fully considered when students apply for hardship funds). Nevertheless, this feedback is being acted upon and confidentiality is being more rigorously highlighted in the hardship fund and any similar communications. The progression focus group provided positive feedback on the information provided to them on how the College is enhancing the careers provision. The students were made aware that, whilst the current progression datasets are too small to allow targeted interventions to specified in the APP, the College has significant

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<sup>5</sup> Due to a technical matter students were not able to respond on IMD

<sup>6</sup> No students were able to attend the planned focus group with 21-25-year-olds.

investment plans for the careers provision and a career development strategy, which include enhancing the engagement with alumni to support students into their careers and to improve Graduate Outcome Survey response rates.

**Student President statement:** *'As Student President, I find our Access and Participation Plan's goals realistic and achievable. Motivating students takes time and patience, but they must grasp the benefits of inclusion and higher education. This strategy equips students with the skills and knowledge needed for real-world success.'*

## Evaluation of the plan

In developing the APP evaluation strategy we have used the OfS self-assessment of evaluation tool to review our approach to evaluation across the five phases of the student lifecycle: access, continuation, completion, attainment and progression. Our assessment is that there are emerging areas of good practice as well as opportunities for evaluation strategies to be implemented and further improved. The introduction of underlying theories of change for all the interventions strategies will provide a good foundation to develop and strengthen our evaluation practice.

**Dimension 1 – Strategic Context:** The College's APP Monitoring and Implementation Group (APPMIG) coordinates and provides oversight of the monitoring and evaluation of the College's APP. It is responsible for reviewing the on-going evaluations of the intervention actions, identifying strengths, building capacity and disseminating lessons learnt. The Head of Widening Access and Participation is responsible for collating evaluation data for reporting to APPMIG for onward reporting to SOEC and Academic Council.

Evaluation is being embedded into the research agenda of the College. Under the direction of the Deputy Provost for Research and Scholarship, small teams of academics are being formed to undertake education research aligned to the key intervention actions.

**Dimensions 2 and 3 – Programme and Evaluation Design:** All intervention actions are underpinned by clear, measurable objectives. The actions are based on existing evidence of good practice informed from research literature. Evaluation design has considered practical data collection constraints and is, as far as possible, based on type 2 empirical evaluations.

**Dimension 4 – Evaluation Implementation:** To implement the evaluation strategies the College will be making a significant investment in new data collection and survey software. Prior to implementation procedures will be put in place to ensure ethical considerations are addressed, especially with regards to any data sharing with our collaborative recruitment and academic partners. The data management software will be capable of holding and analysing data at an individual participant level as well as capturing changes in the circumstances and outcomes of individuals. The planned evaluations will ask students to provide feedback on multiple aspects of their student experience. To avoid survey overload we will minimise the number of questionnaires that are distributed to students by seeking feedback on several intervention actions via multidimensional questionnaires.

**Dimension 5 – Learning:** The College is aware that self-reported data, especially from questionnaires, may be subject to cognitive bias and will therefore undertake a bi-annual review and risk assessment of the evaluation strategies and, if required, change or evolve the evaluation strategies during the lifetime of the APP. Annual reflection on the evaluation results will inform the continual development and improvement of intervention activities themselves. Evaluation results will be shared at informal internal research meetings and roundtables, at our in-house learning and teaching conference and workshops, through evaluation reports sent to the APPMIG, SOEC and Academic Council, through sharing outcomes with collaborative recruitment and academic partners and by wider dissemination at external sector groups and conferences.

## **Provision of information to students**

The Fees and Funding pages on our website provides clear and comprehensive information for UK domiciled applicants about tuition fees and maintenance loans as well as the various forms of financial support available.

Students apply for all our financial support schemes through an online application form, which provides further information and guidance about the specific fund they are applying for including what information and evidence they need to provide, how applications are assessed and how and when outcomes will be communicated. The application form also tells them how they can get further advice. Our fees and funding homepage is routinely reviewed and updated on an annual basis to ensure that it is accurate, clear and accessible.

In addition to the information on the website, we produce an annual Student Finance leaflet in downloadable and hardcopy format to be used at events for prospective students and their supporters. The leaflet includes information on tuition fees, government support, College support and the estimated cost of living for full-time students.

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

### **Process**

In developing our Access and Participation Plan we have used the nine protected characteristics of the Equality Act 2010 and intersections of protected characteristics to interrogate the OfS indicator data and our own internal datasets to identify the main areas where differential performance is evident. Additionally, the College's main student body consists of learners from lower IMD quintiles, many of whom are mature and who may not previously have had the opportunity to engage with higher education. As a result of our analysis, we have particularly focused on the protected characteristics of disability, age, race/ethnicity and gender together with IMD quintile. We have considered religion and sexual orientation at the initial analysis stage to enrich our understand of the profile of our students however no discernible differences have been identified against these characteristics as more detailed analysis has taken place. We have not considered gender reassignment, marital and civil partnership status or pregnancy and maternity status during our initial analysis as, currently, our data collection processes do not robustly collect such data and, where data has been collected, datasets are very small. The systematic collection of gender reassignment, marital and civil partnership status and pregnancy and maternity status will evolve as the College develops its data collection processes.

We have assessed our performance with regards to access, continuation, completion, attainment and progression. We have used the OfS indicator data on our home direct entrants (DAS) (2017 to 2021) as well as internally generated data on our DAS entrants up to and including 2022/23 (together with partial data for 2023/24). The size and shape of the College continues to evolve towards predominately UG provision. In 2021/22 the College admitted a total of 1467 home DAS students with 467 OUG and 1000 UG; in 2022/23 of 1799 DAS entrants 182 were OUG and 1617 UG. Therefore, whilst noting the OfS indicator data, we have based our APP decisions primarily on internally generated data. For both OfS indicator data and internally generated data we also report on the level of statistical uncertainty.

Additionally, due to being a relatively new provider of HE, and in particular of full UG programmes, datasets on the attainment and progression of our UG students are still small. Nevertheless, trends in our attainment and progression data are emerging and inform the APP. Where datasets are small we either provide aggregated data (over 2–4-year periods) or suppress the data. We have set a suppression threshold of  $N < 10$ . As more of our students reach the latter stages in the student lifecycle, we will continue to develop our attainment and progression targets and intervention strategies.

We have disaggregated student groups and explored how the characteristics of our students intersect to develop a meaningful and granular understanding of our students and indications of risk. Where data variations show differences in outcomes between student groups that may indicate one student group is experiencing a risk to equality of opportunity, we have used the EORR, data generated internally and drawn on relevant literature to inform our analysis (literature published by, amongst others, the OfS, Transforming Access and Student Outcomes in Higher Education (TASO) and the Department for Education).A1. Access

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## Data and Analysis

The College has three academic Schools: the School of Business and Law (SOBL); the School of Health and Sports Science (SOHSS); the School of Engineering and Computing (SOEC). The majority of students are enrolled with SOBL. However, the strategic plan is to change the pattern of intake over the coming years (currently, in 2023/24 the split between Schools is SOBL 75%, SOEC 13% and SOHSS 12% although this data does not include the June 2024 intake). The College intends to grow its student numbers over the life of the APP.

The student population underlying the data is the relevant sub-set of our students i.e. is home, direct entry undergraduate and other undergraduate students. Data is provided both from the OfS and from our internal data and records system. Throughout this analysis, OfS datasets are identified by a single year (e.g. 2017) whereas internal datasets are by academic year (e.g. 2021/22)

**Tables 1.1, 1.2 and 1.3: Home DAS entrant numbers by School 2017/18 to 2022/23 (internal datasets) and partial internal data for 2023/24**

Entrants by school						
School	SOBL		SOEC		SOHSS	
Academic Year	n	%	n	%	n	%
2017/18	633	100%	0	0%	0	0%
2018/19	469	100%	0	0%	0	0%
2019/20	842	100%	0	0%	0	0%

Entrants by School						
School	SOBL		SOEC		SOHSS	
Academic Year	n	%	n	%	n	%
2020/2021	1754	84%	82	4%	240	12%
2021/2022	1302	77%	166	10%	232	14%
2022/2023	1373	76%	180	10%	246	14%

Entrants by School						
School	SOBL		SOEC		SOHSS	
Academic Year	n	%	n	%	n	%
2023/2024	1537	75%	250	12%	257	13%

\*

\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

**Tables 1.4, 1.5 and 1.6: Home DAS OUG/UG entrant numbers 2017/18 to 2022/23 (internal datasets) and partial internal data for 2023/24**

Entrants by Level				
Level	OUG		UG	
Academic Year	n	%	n	%
2017/18	633	100%	0	0%
2018/19	469	100%	0	0%
2019/20	842	100%	0	0%

Entrants by Level				
Level	OUG		UG	
Academic Year	n	%	n	%
2020/2021	467	22%	1609	78%
2021/2022	481	28%	1219	72%
2022/2023	182	10%	1617	90%

Entrants by Level				
Level	OUG		UG	
Academic Year	n	%	n	%
2023/2024	125	6%	1919	94%

\*

\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

The data and commentary below examine entry data across four protected characteristics: disability, age, ethnicity and gender and also IMD quintiles.

### A1.1. Entrants by declared disability

**Table 1.7 Entrants by Disability 2017-2021 (OfS dataset)**

## Tables 1.8 and 1.9 Entrants by declared disability 2020/21 to 2022/23 (internal datasets) and partial internal data for 2023/24

Note that throughout this analysis, OfS datasets are identified by a single year (e.g. 2017) whereas internal datasets are by academic year (e.g. 2021/22)

Entrants by declared disability				
declared disability	N		Y	
Academic Year	n	%	n	%
2017	626	99%	sd	sd
2018	464	99%	sd	sd
2019	827	98%	15	2%
2020	1866	98%	41	2%
2021	1438	98%	29	2%

Entrants by declared disability				
declared disability	N		Y	
Academic Year	n	%	n	%
2020/2021	1973	95%	103	5%
2021/2022	1573	93%	127	7%
2022/2023	1660	92%	139	8%

Entrants by declared disability				
declared disability	N		Y	
Academic Year	n	%	n	%
2023/2024	1943	95%	101	5%

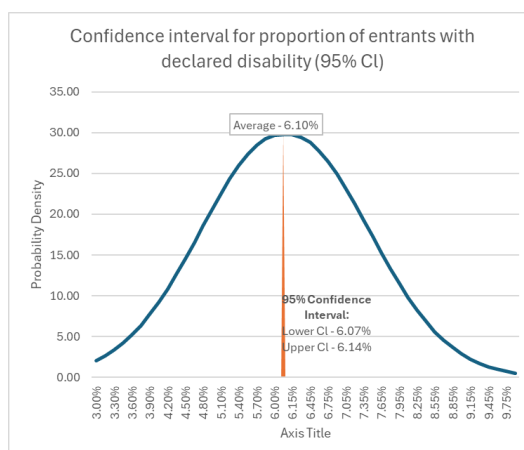
\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

The 2017 and 2018 OfS indicator has been suppressed due to small numbers (<10). The number of students declaring a disability has been improving. However, the percentage is still low at 8% in 2022/23. The partial 2023/24 data is lower at 5%, however this does not include the June 2024 intake. Additionally, experience has shown that some students enrol and declare disabilities within a few months of enrolment. Therefore, we expect more students from the 2023/24 intakes to declare disabilities. Declared disabilities in our region are lower than national averages, however we have chosen to set targets at the more ambitious national level. We have, therefore, identified our first access objective as:

**Objective 1: Increase the proportion of our OUG and UG students who declare that they have a disability to us to 12% by 2026/27 and to 17% by 2028/29. (Target PTA\_1).**

Increasing declarations of disability will increase our ability to refine our support interventions and, with more extensive datasets, to disaggregate them in future by mental health, specific learning and physical disabilities and thus further target support interventions.

**Figure A: Confidence level of OUG and UG students declaring a disability 2020/21 to 2022/23**



To date, there has been no significant change to the proportion of students studying at the College with a declared disability. Increasing the percentage of students with a declared disability at studying with us to 12% by 2026/27 and to 17% by 2028/29 is highly aspirational and will be a significant change for the College.

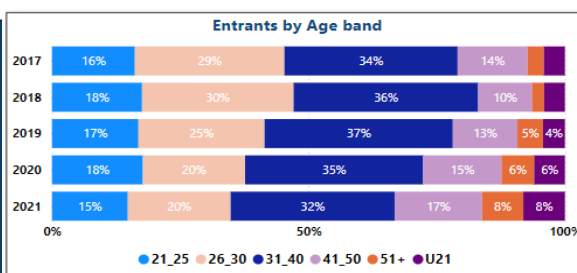
## A1.2 Entrants by age band

The College targets mature learners who may not previously had the opportunity to enter higher education. In 2022/23 99% of the College's entrants were classed at mature (21+). Since inception, no more than 8% of entrants in a given year have been U21 (2021). However, to date in 2023/24, there has been a slight rise in the percentage of students who are U21 (currently 4%). Nevertheless, the overwhelming majority of the College's students continue to be mature (21+). Therefore, we have further disaggregated 21+ throughout our APP data analysis process as we are aware that younger mature learners, mid-life mature learners and older mature learners may have differing support requirements. Therefore, in preparing the APP a priority has been to disaggregate data relevant to continuation, completion, attainment and progression by age band to identify any potential intersectional at-risk groups.

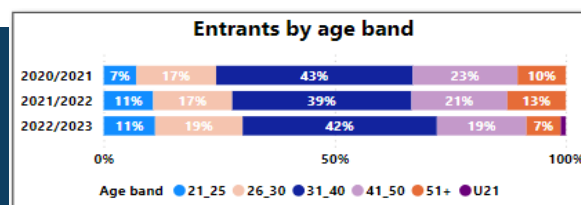
### Table and chart 1.10 Entrants by age band 2017 to 2021 (OfS dataset)

Tables and charts 1.11 and 1.12 Entrants by age band 2020/21 to 2022/23 (internal dataset) and partial internal data for 2023/24

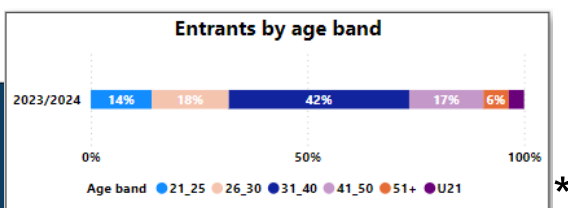
Entrants by Age band												
Age band	21_25		26_30		31_40		41_50		51+		U21	
Academic Year	n	%	n	%	n	%	n	%	n	%	n	%
2017	102	16%	184	29%	213	34%	86	14%	20	3%	26	4%
2018	82	18%	138	30%	168	36%	49	10%	11	2%	19	4%
2019	142	17%	207	25%	309	37%	106	13%	42	5%	36	4%
2020	338	18%	380	20%	662	35%	291	15%	122	6%	114	6%
2021	217	15%	294	20%	469	32%	250	17%	118	8%	119	8%



Entrants by age band												
Age band	21_25		26_30		31_40		41_50		51+		U21	
Academic Year	n	%	n	%	n	%	n	%	n	%	n	%
2020/2021	146	7%	359	17%	883	43%	471	23%	217	10%		
2021/2022	182	11%	291	17%	659	39%	353	21%	215	13%		
2022/2023	200	11%	341	19%	756	42%	349	19%	133	7%	20	1%



Entrants by age band												
Age band	21 25		26 30		31 40		41 50		51+		U21	
Academic Year	n	%	n	%	n	%	n	%	n	%	n	%
2023/2024	287	14%	364	18%	851	42%	350	17%	120	6%	72	4%



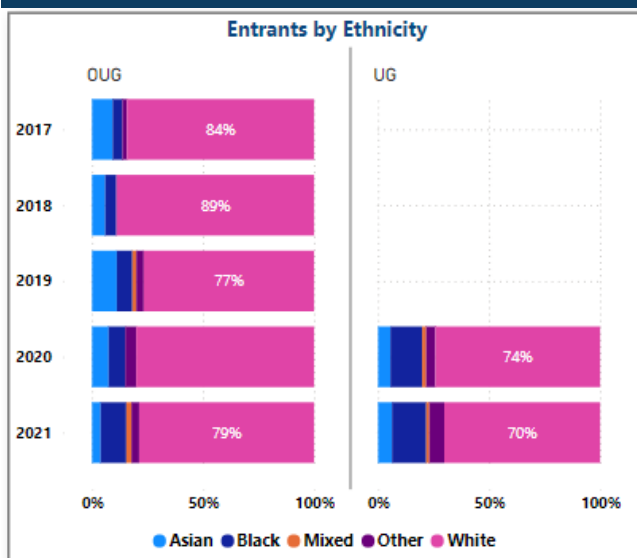
\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

## A1.3 Entrants by ethnicity

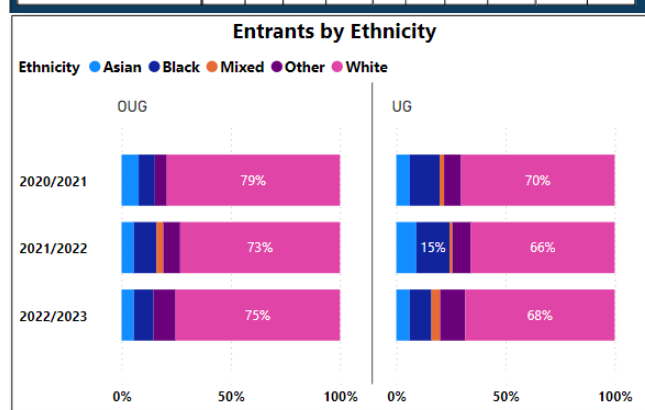
### Table and chart 1.13: Entrants by Ethnicity 2017 to 2021 (OfS dataset)

Tables and charts 1.14 and 1.15: Entrants by Ethnicity 2020/21 to 2022/23 (internal dataset) and partial internal data for 2023/24

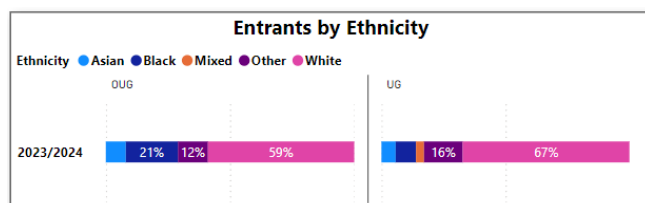
Entrants by Ethnicity										
Ethnicity	Asian		Black		Mixed		Other		White	
Academic Year	n	%	n	%	n	%	n	%	n	%
2017										
OUG	58	9%	27	4%	sd	sd	13	2%	525	83%
2018										
OUG	27	6%	23	5%	sd	sd	sd	sd	405	87%
2019										
OUG	94	11%	59	7%	15	2%	28	3%	646	77%
2020										
OUG	36	7%	36	7%	sd	sd	24	5%	386	79%
UG	79	6%	202	14%	26	2%	59	4%	1051	74%
2021										
OUG	18	4%	54	12%	11	2%	16	3%	368	79%
UG	63	6%	154	15%	14	1%	67	7%	702	70%



Entrants by ethnicity										
Ethnicity	Asian		Black		Mixed		Other		White	
Academic Year	n	%	n	%	n	%	n	%	n	%
2020/2021										
OUG	36	8%	34	7%	sd	sd	25	5%	364	78%
UG	100	6%	219	14%	33	2%	125	8%	1132	70%
2021/2022										
OUG	27	6%	50	10%	15	3%	37	8%	352	73%
UG	112	9%	185	15%	16	1%	103	8%	803	66%
2022/2023										
OUG	10	5%	16	9%	sd	sd	18	10%	134	74%
UG	99	6%	161	10%	65	4%	185	11%	1107	68%



Entrants by ethnicity										
Ethnicity	Asian		Black		Mixed		Other		White	
Academic Year	n	%	n	%	n	%	n	%	n	%
☐ 2023/2024										
OUG	10	8%	26	21%	sd	sd	15	12%	73	58%
UG	110	6%	157	8%	62	3%	299	16%	1291	67%



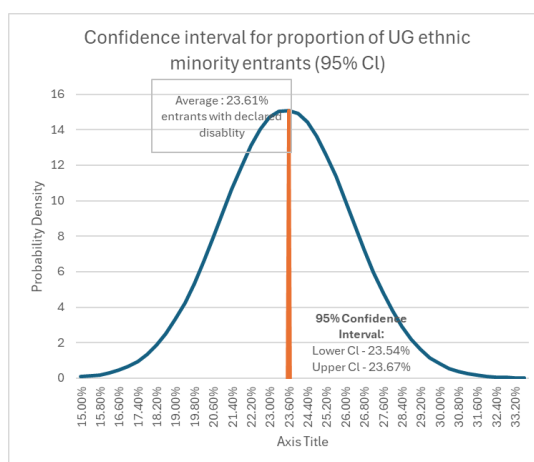
\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

Some OfS indicator data in 2017 and 2018 has been suppressed due to small numbers (<10). The latest data for 2023/24 shows that the ethnic diversity of the College's entrants has been improving slightly. However, entrants declaring their ethnicity as White are still the dominant ethnic group with 67% of entrants declaring as White to date in 2023/24 with Black and Asian percentages similar to the previous year.

Therefore, ethnic minority entrants have been identified as an at-risk to equality of opportunity group. Given our future focus on UG provision we have identified our second access objective as:

**Objective 2: Increase the proportion of UG Ethnic Minorities entrants to 35% by 2026/27 and to 40% by 2028/29. (Target PTA\_2).**

**Figure B: Confidence level of UG entrants from ethnic minorities 2020/21 to 2022/23**



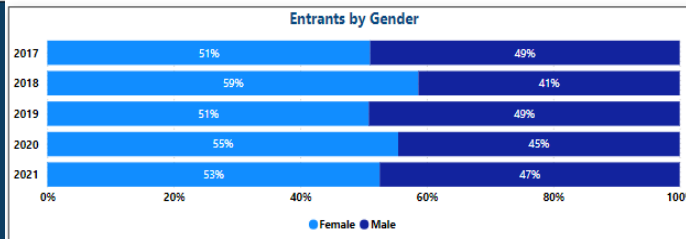
To date, there has been no significant change to the proportion of ethnic minority students studying at the College. Increasing the percentage of ethnic minority students studying with us to 35% by 2026/27 and to 40% by 2028/29 is highly aspirational and will be a significant change for the College.

#### A1.4 Entrant by gender

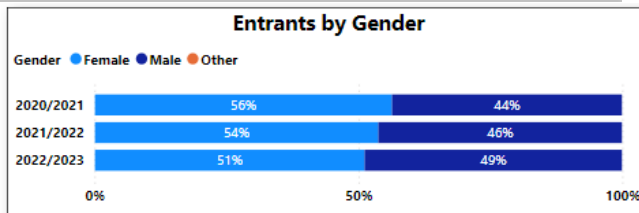
Table and chart 1.16: Entrants by gender 2017 to 2021 (OfS dataset)

Tables and charts 1.17 and 1.18: Entrants by gender 2020/21 to 2022/23 (internal dataset) and partial internal data for 2023/24

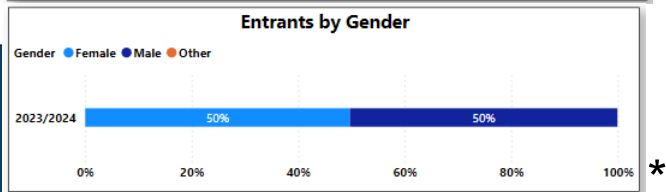
Entrants by Gender					
Gender	Female		Male		
Academic Year	n	%	n	%	
2017	322	51%	309	49%	
2018	274	59%	193	41%	
2019	428	51%	414	49%	
2020	1058	55%	849	45%	
2021	779	53%	688	47%	



Entrants by Gender						
Gender	Female		Male		Other	
Academic Year	n	%	n	%	n	%
2020/2021	1169	56%	905	44%	sd	sd
2021/2022	914	54%	785	46%	sd	sd
2022/2023	920	51%	877	49%	sd	sd



Entrants by Gender						
Gender	Female		Male		Other	
Academic Year	n	%	n	%	n	%
2023/2024	1013	50%	1026	50%	sd	sd



\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

Table 1.19 Entrants by gender and School 2022/23 (internal dataset)

Entrants by Gender						
Gender	Female		Male		Other	
Academic Year	n	%	n	%	n	%
2020/2021						
SOBL	947	54%	805	46%	sd	sd
SOEC	19	23%	64	77%		
SOHSS	203	85%	37	15%		
2021/2022						
SOBL	682	52%	620	48%		
SOEC	34	20%	131	79%	sd	sd
SOHSS	198	85%	34	15%		
2022/2023						
SOBL	684	50%	688	50%	sd	sd
SOEC	37	21%	142	79%	sd	sd
SOHSS	199	81%	47	19%		

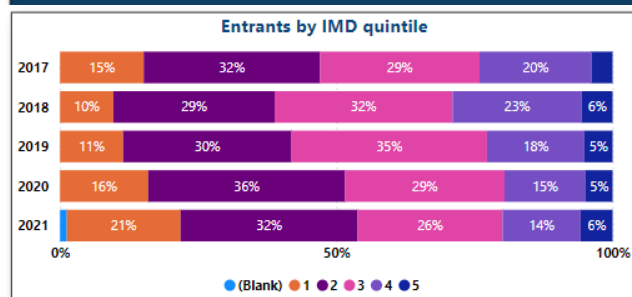
Some internal data in 2020/21, 2021/22, 2022/23 and 2023/24 has been suppressed due to small numbers (<10). The College entrant gender split is well balanced for SOBL but reflects the commonly found imbalances in SOHSS towards female entrants and, in SOEC towards male entrants.

## A1.5 Entrants by IMD quintile

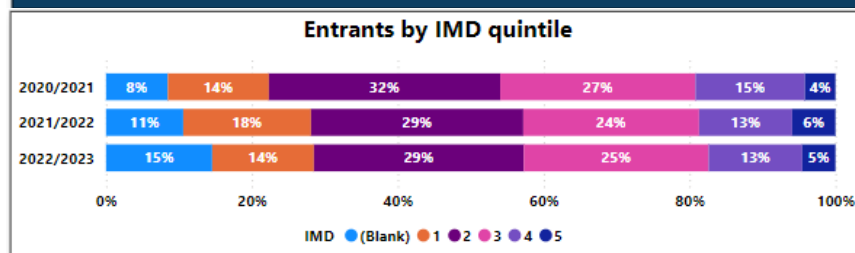
Table and chart 1.20: Entrants by IMD quintile 2017 to 2021 (OfS dataset)

Table and chart 1.21: Entrants by IMD quintile 2020/21 to 2022/23 (internal dataset)

Entrants by IMD quintile													
IMD			1		2		3		4		5		
Academic Year	n	%	n	%	n	%	n	%	n	%	n	%	
2017	sd	sd	95	15%	200	32%	181	29%	127	20%	24	4%	
2018	sd	sd	45	10%	136	29%	150	32%	109	23%	26	6%	
2019	sd	sd	96	11%	256	30%	297	35%	148	18%	43	5%	
2020			304	16%	680	36%	550	29%	280	15%	93	5%	
2021	18	1%	302	21%	470	32%	385	26%	207	14%	85	6%	



Entrants by IMD quintile													
IMD			1		2		3		4		5		
Academic Year	n	%	n	%	n	%	n	%	n	%	n	%	
2020/2021	176	8%	287	14%	658	32%	556	27%	312	15%	87	4%	
2021/2022	180	11%	298	18%	495	29%	409	24%	217	13%	101	6%	
2022/2023	262	15%	251	14%	517	29%	456	25%	231	13%	82	5%	



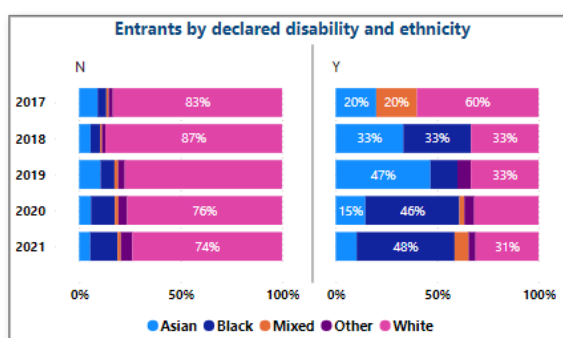
Some OfS indicator data in 2017, 2018 and 2019 has been suppressed due to small numbers (<10). Also, there is a small percentage (4%) of students where the OfS dataset does not provide an IMD categorisation. The College seeks to recruit learners from lower IMD backgrounds who may not previously had the opportunity to enter higher education. We are aware that learners from IMD Q1 and Q2 may have differing support requirements from those in higher IMD categories. Therefore, in addition to analysing OfS indicator data and internal data on disability, age, race and gender in preparing the APP, IMD data has also been analysed. The proportion of where the student's IMD category is unknown (between 8 to 15% in Table 1.14) does impact on the statistical certainty underlying our analysis.

## A1.6 Access: Declared disability and ethnicity

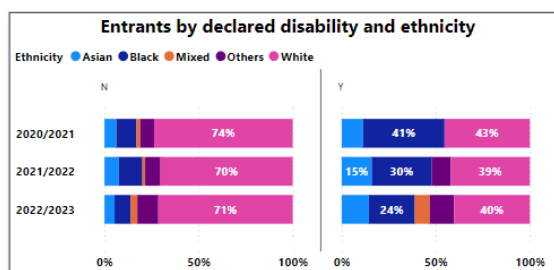
**Table and chart 1.22: Intersection of declared disability and ethnicity 2017 to 2021 (OfS dataset)**

**Tables and charts 1.23 and 1.24: Intersection of declared disability and ethnicity 2020/21 to 2022/23 (internal dataset) and partial internal data for 2023/24**

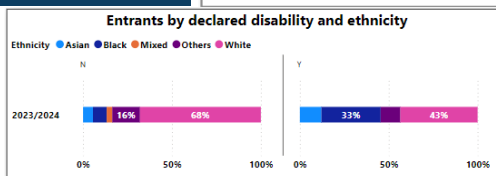
Entrants by declared disability and ethnicity										
Ethnicity	Asian		Black		Mixed		Other		White	
Academic Year	n	%	n	%	n	%	n	%	n	%
2017										
N	57	9%	27	4%	sd	sd	13	2%	522	83%
Y	sd	sd	sd	sd	sd	sd	sd	sd	sd	sd
2018										
N	26	6%	22	5%	sd	sd	sd	sd	404	87%
Y	sd	sd	sd	sd	sd	sd	sd	sd	sd	sd
2019										
N	87	11%	57	7%	15	2%	27	3%	641	78%
Y	sd	sd	sd	sd	sd	sd	sd	sd	sd	sd
2020										
N	109	6%	219	12%	33	2%	81	4%	1424	76%
Y	sd	sd	19	46%	sd	sd	sd	sd	13	32%
2021										
N	78	5%	194	13%	23	2%	82	6%	1061	74%
Y	sd	sd	14	48%	sd	sd	sd	sd	sd	sd



Entrants by declared disability and ethnicity										
Ethnicity	Asian		Black		Mixed		Others		White	
Academic Year	n	%	n	%	n	%	n	%	n	%
2020/2021										
N	125	6%	211	11%	40	2%	145	7%	1452	74%
Y	11	11%	42	41%	sd	sd	sd	sd	44	43%
2021/2022										
N	120	8%	197	13%	23	1%	128	8%	1105	70%
Y	19	15%	38	30%	sd	sd	12	9%	50	39%
2022/2023										
N	89	5%	143	9%	58	3%	185	11%	1185	71%
Y	20	14%	34	24%	11	8%	18	13%	56	40%



Entrants by declared disability and ethnicity										
Ethnicity	Asian		Black		Mixed		Others		White	
Academic Year	n	%	n	%	n	%	n	%	n	%
2023/2024										
N	108	6%	150	8%	61	3%	303	16%	1321	68%
Y	12	12%	33	33%	sd	sd	11	11%	43	43%



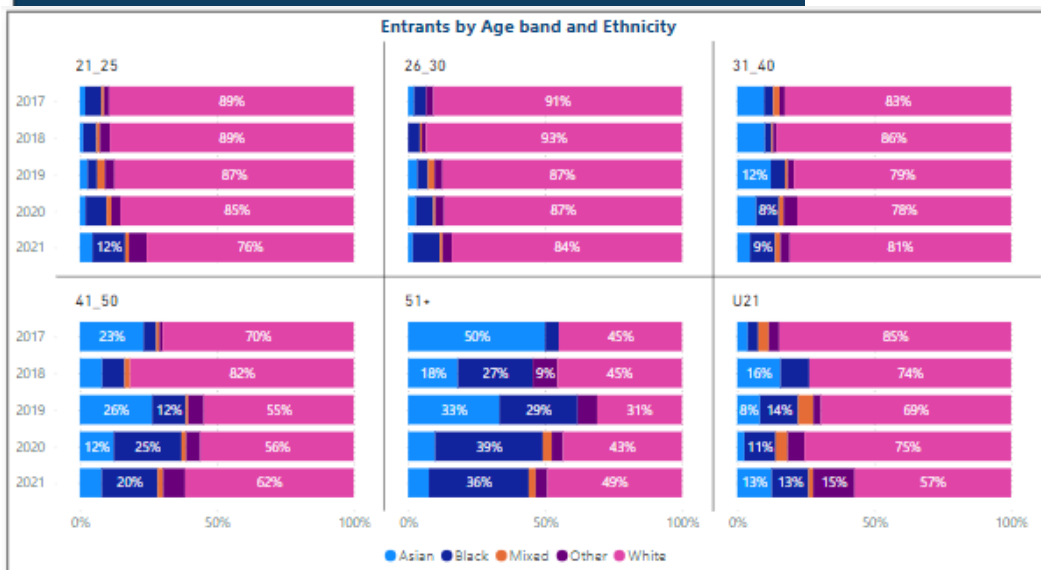
\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

Some OfS indicator data across 2017 to 2021 has been suppressed due to small numbers (<10). Some internal data in 2020/21, 2021/22 and 2023/24 has been suppressed due to small numbers (<10). Whilst significant differences were identified with regards to the intersection of entrants by declared disability and ethnicity the numbers are very small. In addition, the College recognises that this may be due to the low numbers declaring a disability and will continue to monitor this data closely. We expect to see changes in this data as the intervention to increase the percentage of entrants declaring a disability has impact.

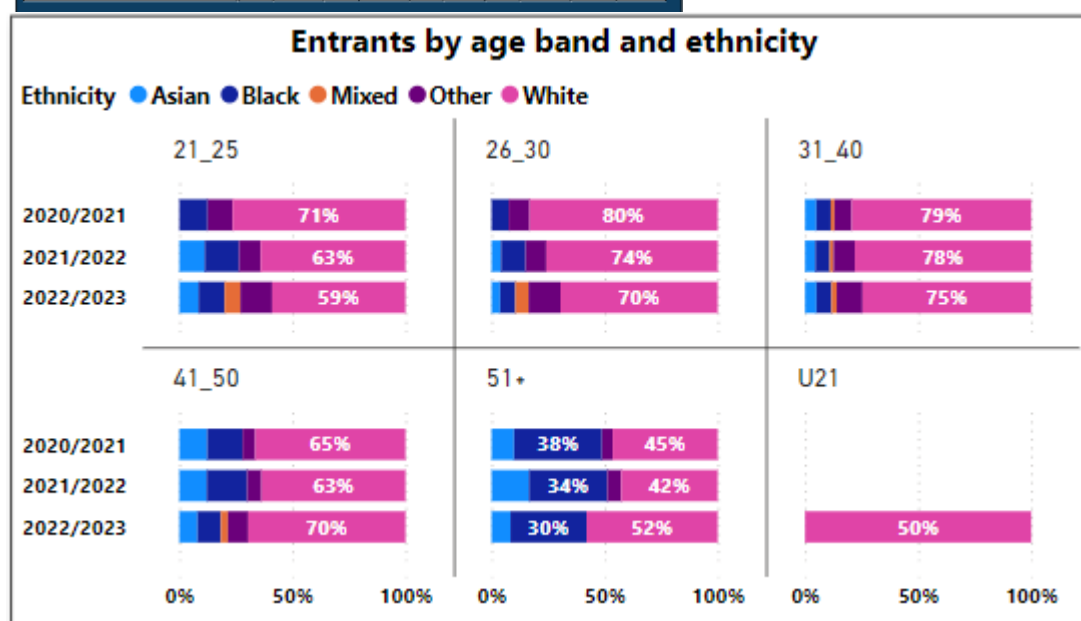
## A1.7 Access: Age and ethnicity


Table and chart 1.25: Intersection of age and ethnicity 2017 to 2021 (OfS dataset) Tables and charts 1.26 and 1.27: Intersection of age and ethnicity 2020/21 to 2022/23 (internal dataset) and partial internal data for 2023/24

Entrants by Age band and Ethnicity										
Academic Year	Asian		Black		Mixed		Other		White	
	n	%	n	%	n	%	n	%	n	%
2017										
21_25	sd	sd	sd	sd	sd	sd	sd	sd	91	89%
26_30	sd	sd	sd	sd	sd	sd	sd	sd	167	91%
31_40	21	10%	sd	sd	sd	sd	sd	sd	176	83%
41_50	20	23%	sd	sd	sd	sd	sd	sd	60	70%
51+	10	50%	sd	sd			sd	sd	sd	sd
U21	sd	sd	sd	sd	sd	sd	sd	sd	22	85%
2018										
21_25	sd	sd	sd	sd	sd	sd	sd	sd	73	89%
26_30	sd	sd	sd	sd	sd	sd	sd	sd	129	93%
31_40	17	10%	sd	sd	sd	sd	sd	sd	144	86%
41_50	sd	sd	sd	sd	sd	sd	sd	sd	40	82%
51+	sd	sd	sd	sd			sd	sd	sd	sd
U21	sd	sd	sd	sd	sd	sd	sd	sd	14	74%
2019										
21_25	sd	sd	sd	sd	sd	sd	sd	sd	124	87%
26_30	sd	sd	sd	sd	sd	sd	sd	sd	181	87%
31_40	38	12%	16	5%	sd	sd	sd	sd	245	79%
41_50	28	26%	13	12%	sd	sd	sd	sd	58	55%
51+	14	33%	12	29%			sd	sd	13	31%
U21	sd	sd	sd	sd	sd	sd	sd	sd	25	69%
2020										
21_25	sd	sd	26	8%	sd	sd	11	3%	288	85%
26_30	11	3%	24	6%	sd	sd	12	3%	330	87%
31_40	46	7%	55	8%	11	2%	33	5%	517	78%
41_50	36	12%	72	25%	sd	sd	15	5%	163	56%
51+	12	10%	48	39%	sd	sd	sd	sd	53	43%
U21	sd	sd	13	11%	sd	sd	sd	sd	86	75%
2021										
21_25	10	5%	26	12%	sd	sd	14	6%	164	76%
26_30	sd	sd	29	10%	sd	sd	10	3%	247	84%
31_40	22	5%	43	9%	sd	sd	16	3%	379	81%
41_50	20	8%	51	20%	sd	sd	20	8%	154	62%
51+	sd	sd	43	36%	sd	sd	sd	sd	58	49%
U21	15	13%	16	13%	sd	sd	18	15%	68	57%



Entrants by age band and ethnicity										
Ethnicity	Asian		Black		Mixed		Other		White	
Academic Year	n	%	n	%	n	%	n	%	n	%
☐ 2020/2021										
21_25	sd	sd	17	12%	sd	sd	15	10%	104	71%
26_30	sd	sd	26	7%	sd	sd	32	9%	286	80%
31_40	44	5%	56	6%	15	2%	67	8%	701	79%
41_50	57	12%	72	15%	sd	sd	26	6%	307	65%
51+	21	10%	82	38%	sd	sd	10	5%	98	45%
☐ 2021/2022										
21_25	20	11%	27	15%	sd	sd	17	9%	114	63%
26_30	12	4%	31	11%	sd	sd	26	9%	216	74%
31_40	30	5%	42	6%	11	2%	62	9%	514	78%
41_50	42	12%	62	18%	sd	sd	22	6%	221	63%
51+	35	16%	73	34%	sd	sd	13	6%	90	42%
☐ 2022/2023										
21_25	17	9%	23	12%	14	7%	28	14%	118	59%
26_30	13	4%	23	7%	20	6%	48	14%	237	70%
31_40	38	5%	50	7%	18	2%	86	11%	564	75%
41_50	28	8%	36	10%	11	3%	31	9%	243	70%
51+	10	8%	40	30%	sd	sd	sd	sd	69	52%
U21	sd	sd	sd	sd	sd	sd	sd	sd	10	50%



Entrants by age band and ethnicity											
Ethnicity		Asian		Black		Mixed		Other		White	
Academic Year		n	%	n	%	n	%	n	%	n	%
	2023/2024										
	21_25	26	9%	29	10%	sd	sd	64	22%	160	56%
	26_30	13	4%	17	5%	11	3%	66	18%	257	71%
	31_40	38	4%	56	7%	29	3%	115	14%	613	72%
	41_50	27	8%	45	13%	sd	sd	35	10%	237	68%
	51+	11	9%	28	23%	sd	sd	17	14%	60	50%
	U21	sd	sd	sd	sd	sd	sd	17	24%	37	51%

Entrants by age band and ethnicity

Ethnicity

Asian

Black

Mixed

Other

White

21\_25

26\_30

31\_40

2023/2024

41\_50

2023/2024

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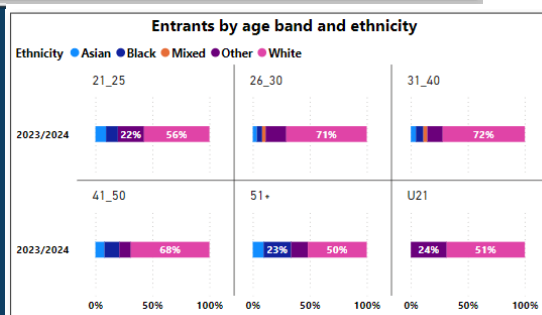
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\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

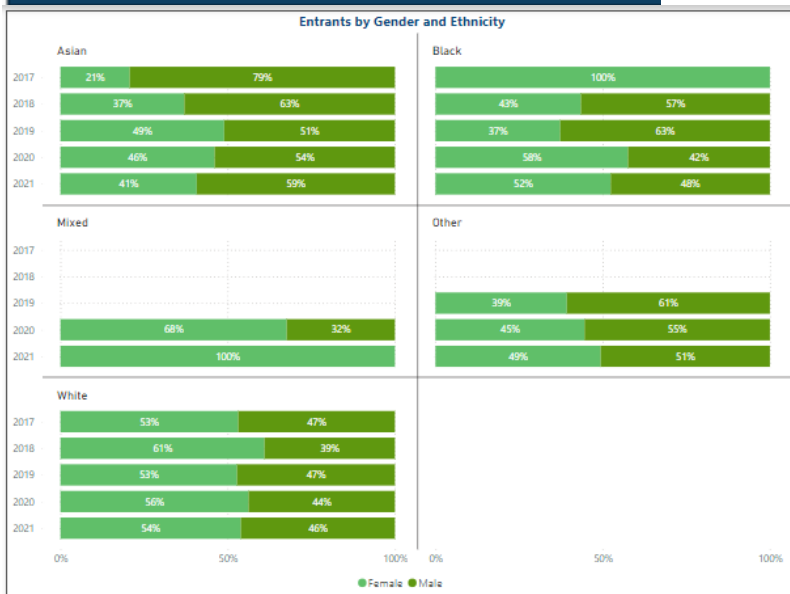
Across these tables data has been suppressed due to small numbers (<10). The necessary suppression of data is due to the small numbers of ethnic minority entrants within what is a still relatively small student body. However, the proportion of ethnic minority entrants does not reflect the demographics of London and the Southeast and Objective 2 will aim to address this imbalance. In addition, when examining the data by age and ethnicity a potential trend for older Black entrants as compared with other age groups by ethnicity is emerging. Whilst numbers are small, going

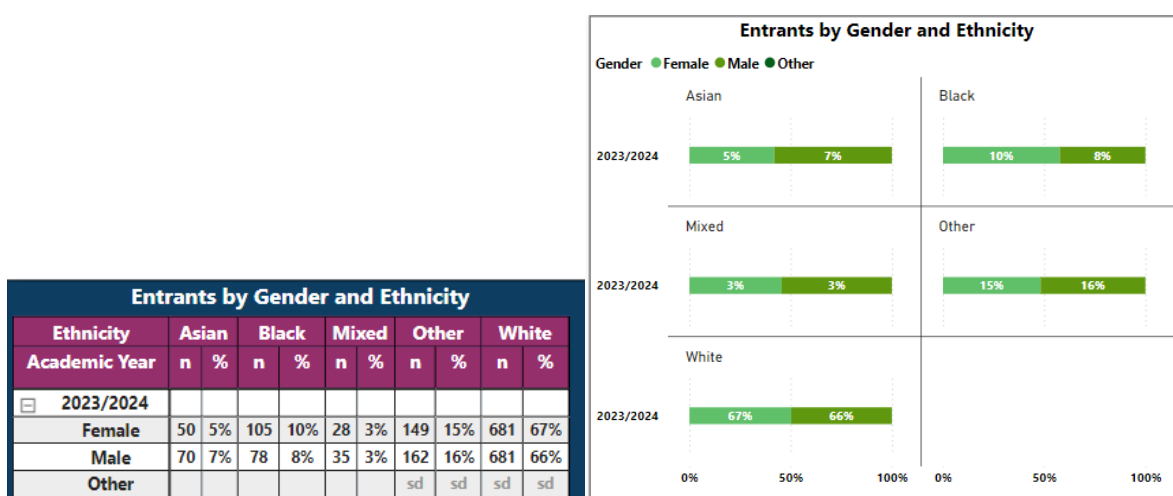
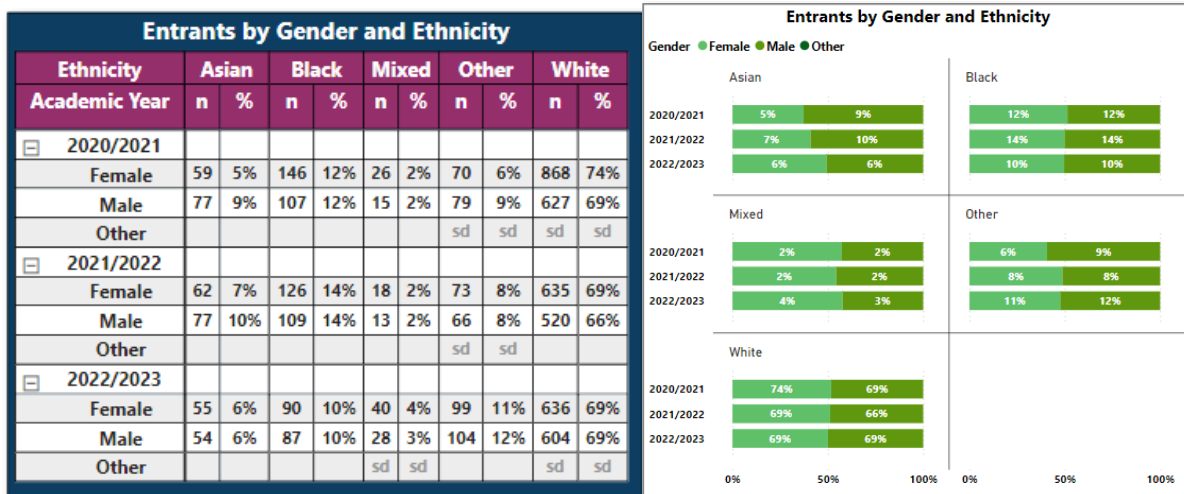
forward the College will monitor the performance of Black heritage students who are over 51 years of age separately and take action as needed.

### A1.8 Access: Gender and ethnicity

**Table and chart 1.28: Intersection of gender and ethnicity 2017 to 2021 (OfS dataset) Tables and chart 1.29 and 1.30: Intersection of gender and ethnicity 2020/21 to 2022/23 (internal dataset) and partial internal data for 2023/24**

Entrants by Gender and Ethnicity											
Ethnicity		Asian		Black		Mixed		Other		White	
Academic Year		n	%	n	%	n	%	n	%	n	%
 2017											
	Female	12	21%	19	70%	sd	sd	sd	sd	279	53%
	Male	46	79%	sd	sd	sd	sd	sd	sd	246	47%
 2018											
	Female	10	37%	10	43%	sd	sd	sd	sd	247	61%
	Male	17	63%	13	57%	sd	sd	sd	sd	158	39%
 2019											
	Female	46	49%	22	37%	sd	sd	11	39%	341	53%
	Male	48	51%	37	63%	sd	sd	17	61%	305	47%
 2020											
	Female	53	46%	137	58%	23	68%	37	45%	808	56%
	Male	62	54%	101	42%	11	32%	46	55%	629	44%
 2021											
	Female	33	41%	109	52%	19	76%	41	49%	577	54%
	Male	48	59%	99	48%	sd	sd	42	51%	493	46%





2023/24 entrant data is incomplete, it does not include the June 2024 intake

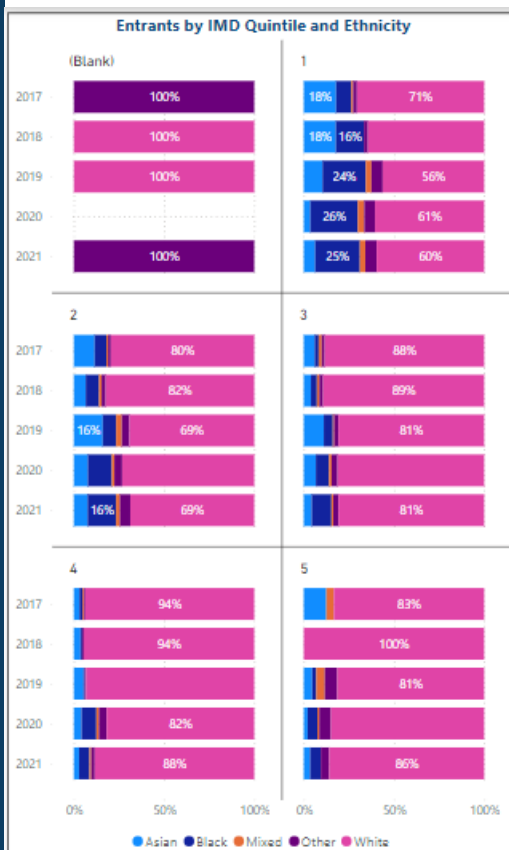
Some OfS indicator data in 2017, 2018, 2019 and 2021 has been suppressed due to small numbers (<10). Some internal data across all years have been suppressed due to small numbers (<10). No significant differences were identified with regards to entrants by gender and ethnicity.

## A1.9 Access: IMD quintile and ethnicity

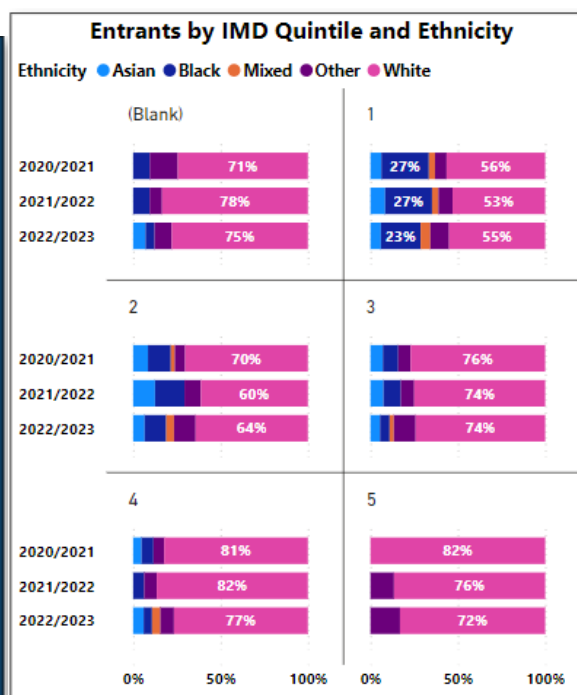
Table and chart 1.31: Intersection of IMD quintile and ethnicity 2017 to 2021 (OfS dataset)

Tables and charts 1.32 and 1.33: Intersection of IMD quintile and ethnicity 2020/21 to 2022/23 (internal dataset) and partial internal data for 2023/24

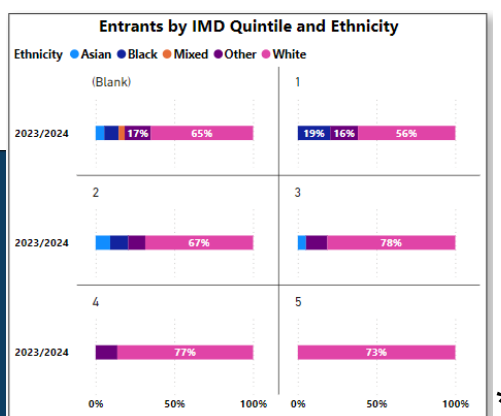
Entrants by IMD Quintile and Ethnicity										
Academic Year	Asian		Black		Mixed		Other		White	
	n	%	n	%	n	%	n	%	n	%
2017										
							sd	sd		
1	17	18%	sd	sd	sd	sd	sd	sd	67	71%
2	23	11%	13	6%	sd	sd	sd	sd	159	79%
3	11	6%	sd	sd	sd	sd	sd	sd	160	88%
4	sd	sd	sd	sd	sd	sd	sd	sd	119	94%
5	sd	sd	sd	sd	sd	sd	sd	sd	20	83%
2018										
							sd	sd	sd	sd
1	sd	sd	sd	sd	sd	sd	sd	sd	29	64%
2	sd	sd	10	7%	sd	sd	sd	sd	112	82%
3	sd	sd	sd	sd	sd	sd	sd	sd	134	89%
4	sd	sd	sd	sd	sd	sd	sd	sd	103	94%
5	sd	sd	sd	sd	sd	sd	sd	sd	26	100%
2019										
									sd	sd
1	10	10%	23	24%	sd	sd	sd	sd	54	56%
2	41	16%	19	7%	sd	sd	11	4%	177	69%
3	33	11%	15	5%	sd	sd	sd	sd	240	81%
4	sd	sd	sd	sd			sd	sd	138	93%
5	sd	sd	sd	sd	sd	sd	sd	sd	35	81%
2020										
1	11	4%	80	26%	11	4%	18	6%	184	61%
2	53	8%	90	13%	10	1%	29	4%	498	73%
3	37	7%	40	7%	sd	sd	18	3%	447	81%
4	12	4%	23	8%	sd	sd	12	4%	229	82%
5	sd	sd	sd	sd	sd	sd	sd	sd	79	85%
2021										
							18	100%		
1	19	6%	75	25%	sd	sd	19	6%	180	60%
2	36	8%	74	16%	10	2%	27	6%	323	69%
3	17	4%	42	11%	sd	sd	11	3%	311	81%
4	sd	sd	12	6%	sd	sd	sd	sd	183	88%
5	sd	sd	sd	sd	sd	sd	sd	sd	73	86%



Entrants by IMD Quintile and Ethnicity										
Academic Year	Asian		Black		Mixed		Other		White	
	n	%	n	%	n	%	n	%	n	%
2020/2021										
	sd	sd	16	9%	sd	sd	27	15%	125	71%
1	18	6%	78	27%	10	3%	19	7%	162	56%
2	56	9%	86	13%	15	2%	39	6%	462	70%
3	39	7%	48	9%	sd	sd	39	7%	422	76%
4	15	5%	21	7%	sd	sd	19	6%	254	81%
5	sd	sd	sd	sd	sd	sd	sd	sd	71	82%
2021/2022										
	sd	sd	16	9%	sd	sd	12	7%	141	78%
1	25	8%	80	27%	11	4%	24	8%	158	53%
2	61	12%	82	17%	sd	sd	46	9%	298	60%
3	30	7%	40	10%	sd	sd	31	8%	302	74%
4	sd	sd	13	6%	sd	sd	15	7%	179	82%
5	sd	sd	sd	sd	sd	sd	12	12%	77	76%
2022/2023										
	18	7%	13	5%	sd	sd	25	10%	197	75%
1	15	6%	57	23%	14	6%	27	11%	138	55%
2	34	7%	64	12%	23	4%	64	12%	332	64%
3	25	5%	25	5%	11	2%	57	13%	338	74%
4	14	6%	11	5%	11	5%	18	8%	177	77%
5	sd	sd	sd	sd	sd	sd	12	15%	59	72%



Entrants by IMD Quintile and Ethnicity										
Academic Year	Asian		Black		Mixed		Other		White	
	n	%	n	%	n	%	n	%	n	%
2023/2024										
1	80	5%	133	9%	56	4%	242	17%	946	65%
2	sd	sd	14	19%	sd	sd	12	16%	42	56%
3	17	9%	21	11%	sd	sd	20	11%	126	67%
4	10	5%	sd	sd	sd	sd	26	13%	156	78%
5	sd	sd	sd	sd			12	12%	75	77%
5	sd	sd	sd	sd			sd	sd	19	73%



\*2023/24 entrant data is incomplete, it does not include the June 2024 intake

Both some OfS indicator data and internal data has been suppressed due to small numbers (<10)<sup>7</sup>. No significant differences were identified with regards to entrants by IMD and ethnicity. However, although numbers are small there are a higher proportion of Black heritage entrants in IMD Q1 and Q2 that in other quintiles and this intersectional data has helped inform our decision when setting objectives concerning improving the continuation, completion and attainment of our Black heritage students presented later in this annex.

## A2. Continuation, Completion and Attainment (CCA)

The College is a small and newer provider of higher education. The balance of students has been towards increasing the recruitment of UG students, with proportionately fewer OUGs. The OfS indicator data on continuation, completion and attainment, which focuses on earlier years when there was a higher proportion of OUG students, is not representative of our more recent, predominately UG student intakes. In addition, as few student cohorts have finished their UG courses, completion and, especially, attainment data draws on smaller datasets (and is reflective of the smaller intakes that took place 2017-20).

### A2.1 Continuation by declared disability

Table 2.1: Continuation rate by declared disability 2017 to 2021 (OfS dataset)

Table 2.2: Continuation rate by declared disability 2020/21 to 2022/23 (internal dataset)

Continuation Rate by declared disability				
declared disability	N		Y	
Academic Year	n	%	n	%
2017				
OUG	622	89%	sd	sd
2018				
OUG	458	90%	sd	sd
2019				
OUG	819	92%	15	87%
2020				
OUG	476	85%	sd	sd
UG	1362	77%	31	65%

Continuation Rate by declared disability				
Declared Disability	N		Y	
Academic Year	n	%	n	%
2020/2021				
OUG	450	80%	17	82%
UG	1525	74%	86	84%
2021/2022				
OUG	447	75%	33	85%
UG	1130	72%	94	84%
2022/2023				
OUG	168	77%	10	30%
UG	1489	78%	131	78%

Some 2017 2018 and 2020 OfS indicator data has been suppressed due to small numbers (<10). Since 2020/21 continuation rates have consistently been higher for both OUG and UG students with a declared disability than those without a declared disability except for the small (n=10) cohort of OUG students declaring a disability in 2022/23. Although numbers are small, the positive

<sup>7</sup> Suppressed data also means that percentages do not always add up to 100

continuation rates of students with declared disabilities is pleasing to report. In line with the College's objective to increase the percentage of students with declared disabilities and to improve continuation rates overall we will continue closely to monitor the continuation rates of our students with declared disabilities.

## A2.2 Completion by declared disability

**Table 2.3: Completion by declared disability 2019/20 to 2021/22 (internal dataset)**

Completion Rate by declared disability					
Declared Disability		N		Y	
Academic Year		n	%	n	%
2019/2020					
OUG		566	82%	sd	sd
UG		sd	sd		
2020/2021					
OUG		450	72%	17	71%
UG		402	78%	14	64%
2021/2022					
OUG		444	57%	33	67%
UG		316	76%	15	67%

Across 2017 to 2020 OfS indicator data has been suppressed due to small numbers (<10) and therefore no OfS table for this intersection is presented. The 2019/20 internal data for UG has been suppressed due to small numbers (<10). The number of OUG and UG students with a declared disability in the 2020/21 and 2021/22 datasets are very small and, usually, students with a declared disability are completing as well or marginally behind students with no declared disability. Although numbers are small, in line with the College's objectives to increase the percentage of students with declared disabilities and to improve completion rates overall, we will continue to monitor the completion rates of our students with declared disabilities closely.

## A2.3 Attainment by declared disability

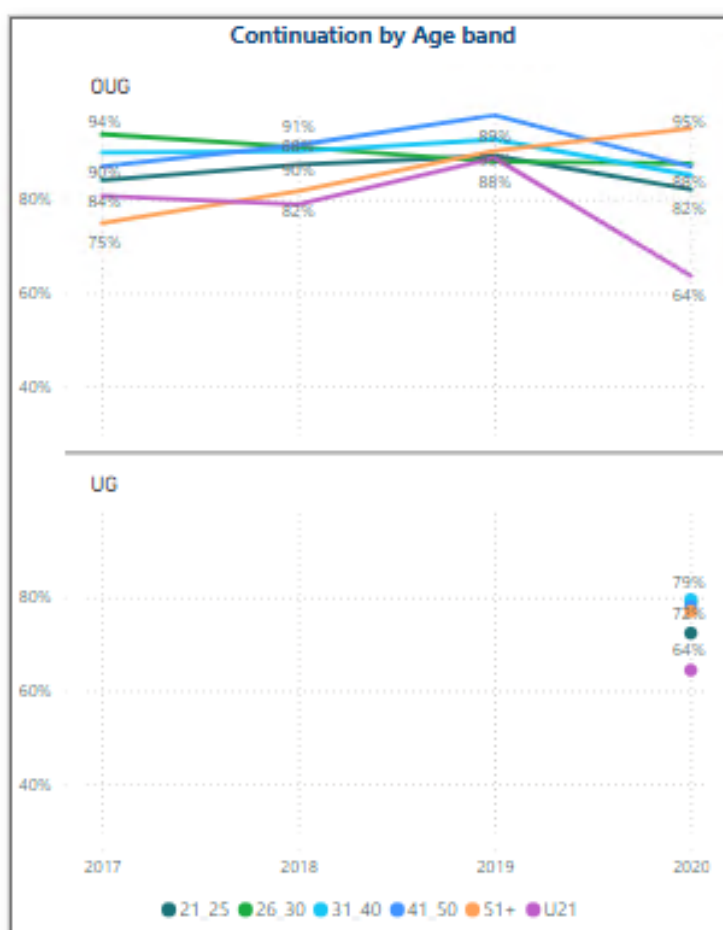
There is no OfS indicator data for 2017 and 2018. For 2019 and 2020 OfS indicator data has been suppressed due to small numbers (<10). The internal data for all years except 2020/21 (n=14) has been suppressed due to small numbers (<10). Therefore, attainment by declared disability has not been considered during the development of this APP.

## A2.4 Continuation by age

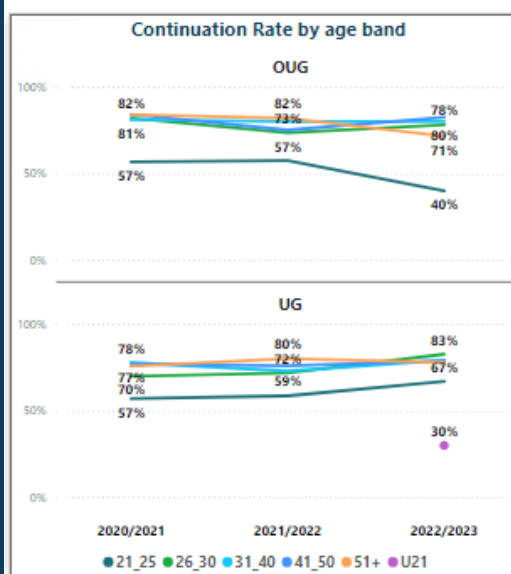
**Table and chart 2.4: Continuation by age 2017 to 2021 (OfS dataset)**

**Table and chart 2.5: Continuation by age 2020/21 to 2022/23 (internal dataset)**

Continuation by Age band					
IPLEVEL		OUG		UG	
Year		n	%	n	%
☐	2017				
	21_25	101	84%		
	26_30	183	94%		
	31_40	212	90%		
	41_50	85	87%		
	51+	20	75%		
	U21	26	81%		
☐	2018				
	21_25	80	88%		
	26_30	137	91%		
	31_40	166	90%		
	41_50	48	92%		
	51+	11	82%		
	U21	19	79%		
☐	2019				
	21_25	141	89%		
	26_30	203	88%		
	31_40	307	93%		
	41_50	105	98%		
	51+	42	90%		
	U21	36	89%		
☐	2020				
	21_25	73	82%	257	72%
	26_30	131	88%	244	79%
	31_40	176	85%	479	80%
	41_50	62	87%	223	78%
	51+	21	95%	100	77%
	U21	22	64%	90	64%



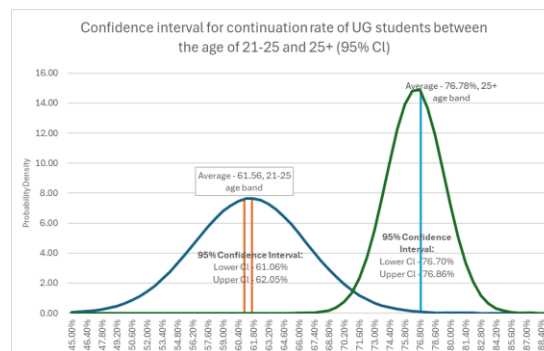
Continuation Rate by age band					
Course Type		OUG		UG	
Academic Year		n	%	n	%
2020/2021					
	21_25	30	57%	116	57%
	26_30	77	82%	282	70%
	31_40	235	81%	649	78%
	41_50	88	84%	384	77%
	51+	37	84%	180	76%
2021/2022					
	21_25	47	57%	135	59%
	26_30	90	73%	202	72%
	31_40	194	80%	467	73%
	41_50	88	75%	266	76%
	51+	61	82%	154	80%
2022/2023					
	21_25	25	40%	172	67%
	26_30	32	78%	309	83%
	31_40	80	80%	678	79%
	41_50	34	82%	315	79%
	51+	sd	sd	126	78%
	U21			20	30%



The age 51+ OUG internal data in 2022/23 has been suppressed due to small numbers (<10). In 2022/23 99% of the College's entrants were classed as mature (21+). Since inception, no more than 8% of entrants in a given year have been U21 (2021). However, to date in 2023/24 there has been a slight rise in the percentage of entrants who are U21 (currently 4%). Nevertheless, the overwhelming majority of the College's students continue to be mature (21+). Therefore, we have further disaggregated 21+ throughout our APP data analysis process. We note that recent, 2022/23, data on UG U21 continuation rates is lower than others, however this is a small group, the College will take forward investigation into the performance of this small group outside of the main APP process. In addition, when considering the larger 21-25-year-old datasets presented in tables and charts 2.4 and 2.5 above, the 21-25-year-old continuation rate is consistently lower than other age groups. Hence, because the College has evolved from delivering both OUG and UG programmes to focus more on UG provision, moving forward we have identified our first continuation objective as:

**Objective 4.1:** Increase the continuation rate of UG 21–25-year-olds to 80% by 2026/27 and to 83% by 2028/29.

**Figure C: Confidence level of continuation rates between young mature students (21-25) and those UG students who are 25+ 2020/21 to 2022/23**



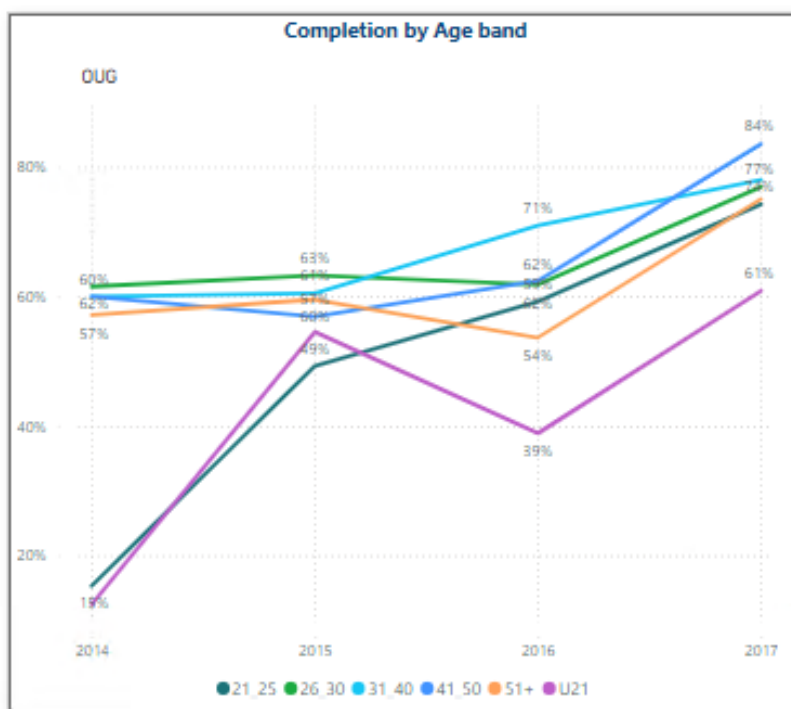
The smaller 21-25-year-old dataset consistently continue at a lower rate than those students who are 25+. Increasing the percentage of UG students who continue their studies to 80% by 2026/27 and to 83% by 2028/29 is highly aspirational and will be a significant change for the College.

## A2.5 Completion by age

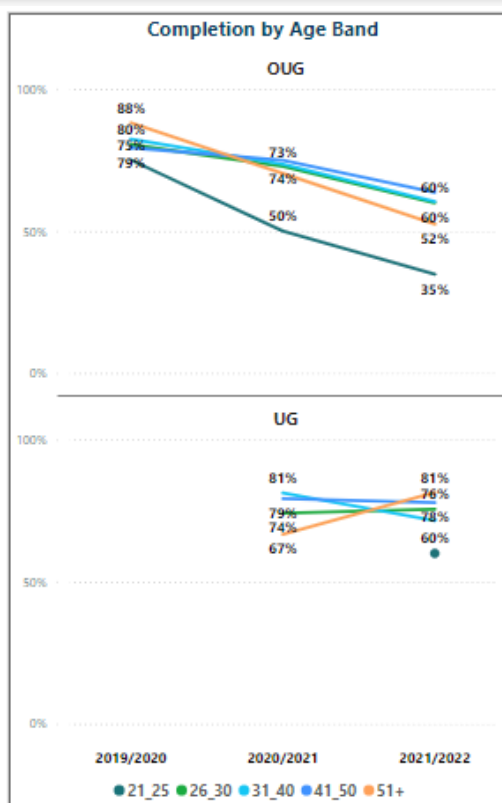
**Table and chart 2.6 Completion by age 2014-2017 (OfS dataset)**

**Table 2.7: Completion by age 2019/20 to 2021/22 (internal dataset)**

Completion by Age band			
Level	OUG		
Academic Year	n	%	
2014			
21_25	13	15%	
26_30	26	62%	
31_40	35	60%	
41_50	15	60%	
51+	sd	sd	
U21	sd	sd	
2015			
21_25	67	49%	
26_30	98	63%	
31_40	152	61%	
41_50	109	57%	
51+	42	60%	
U21	22	55%	
2016			
21_25	76	59%	
26_30	131	62%	
31_40	217	71%	
41_50	117	62%	
51+	41	54%	
U21	18	39%	
2017			
21_25	97	74%	
26_30	182	77%	
31_40	209	78%	
41_50	85	84%	
51+	20	75%	
U21	23	61%	



Completion by Age Band					
Level	OUG		UG		
Academic Year	n	%	n	%	
2019/2020					
21_25	16	75%			
26_30	87	80%			
31_40	279	82%	sd	sd	
41_50	126	79%			
51+	67	88%			
2020/2021					
21_25	30	50%	sd	sd	
26_30	77	73%	31	74%	
31_40	235	74%	197	81%	
41_50	88	75%	130	79%	
51+	37	70%	57	67%	
2021/2022					
21_25	46	35%	sd	sd	
26_30	90	60%	49	76%	
31_40	192	60%	137	72%	
41_50	88	64%	86	78%	
51+	61	52%	54	81%	



The age 51+ and U21 OfS indicator data in 2014 has been suppressed due to small numbers (<10). Internal data including UG 31-40-year-old 2019/20, 21-25-year-old 2020/21 and 2021/22 data has been suppressed due to small numbers (<10). The OfS dataset consists of OUG data as this reflects of the College's recruitment at the time. As shown in the internal dataset table, the

transition from an OUG to UG recruitment strategy is evident from 2020/21. Additionally, when considering the 21-25-year-old datasets, numbers are small and therefore data is suppressed. Nevertheless, whilst actual numbers are suppressed, we can report that, to date, completion rates for the 21-25-year-old group are under 60%. Hence, we have considered the continuation challenges already identified for this age group and, due to the evidence emerging regarding continuation, wish to also mitigate against potential future completion challenges for the 21-25-year-old age group. Therefore, because the College has evolved towards a primary focus on UG provision, we have identified our first completion objective as:

**Objective 4.2 – Increase the completion rate of UG 21–25-year-olds to 75% by 2026/27 and to 78% by 2028/29.**

With regards to OUG continuation rates, the College recognises that these rates have been falling. However, as OUG is a falling proportion of intake for the College, whilst we will continue to work towards raising the continuation rates of our remaining OUG students we are not setting this as an APP target.

## **A2.6 Attainment by age**

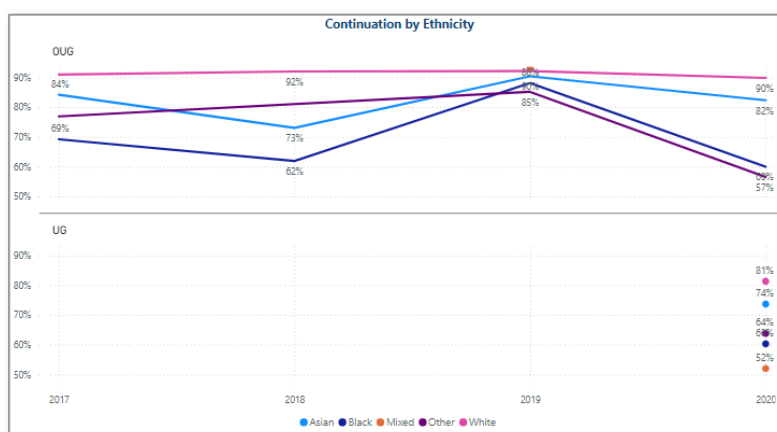
There is no OfS indicator data for attainment by age 2017, 2018 and 2019. For 2020 some OfS indicator data for attainment by age has been suppressed due to small numbers (<10). The internal data for several age categories in the UG dataset, especially in 2020/21 has also been suppressed due to small numbers (<10). However, whilst more data from earlier years is available for OUG, datasets in recent more recent years are small (reflecting the College's move towards UG). Therefore, attainment by age has not been included as an objective for this APP.

## **A2.7 Continuation by ethnicity**

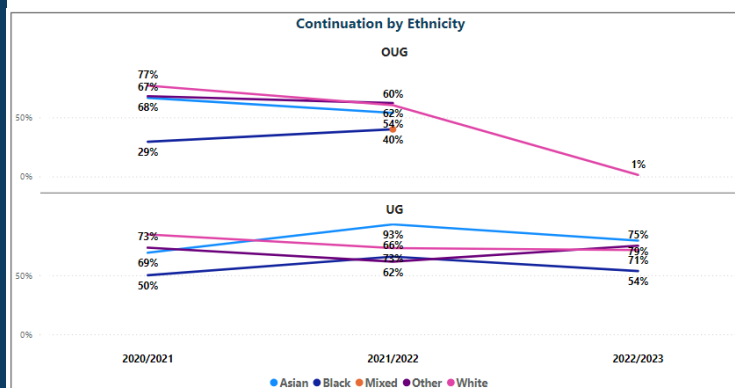
**Table and chart 2.8: Continuation by ethnicity 2017 to 2020 (OfS dataset)**

**Table and chart 2.9: Continuation by ethnicity 2020/21 to 2022/23 (internal dataset)**

Continuation by Ethnicity					
Level	OUG		UG		
Academic Year	n	%	n	%	
2017					
Asian	57	84%			
Black	26	69%			
Mixed	sd	sd			
Other	13	77%			
White	524	91%			
2018					
Asian	26	73%			
Black	21	62%			
Mixed	sd	sd			
Other	sd	sd			
White	402	92%			
2019					
Asian	94	90%			
Black	59	88%			
Mixed	15	93%			
Other	27	85%			
White	639	92%			
2020					
Asian	34	82%	76	74%	
Black	35	60%	194	60%	
Mixed	sd	sd	25	52%	
Other	23	57%	58	64%	
White	385	90%	1040	81%	



Continuation by Ethnicity					
Level	OUG		UG		
Academic Year	n	%	n	%	
2020/2021					
Asian	36	72%	100	68%	
Black	34	56%	221	56%	
Mixed	sd	sd	33	55%	
Other	25	80%	125	83%	
White	364	84%	1132	78%	
2021/2022					
Asian	26	85%	112	76%	
Black	50	60%	187	63%	
Mixed	15	60%	16	44%	
Other	37	92%	103	81%	
White	352	76%	806	74%	
2022/2023					
Asian	sd	sd	99	71%	
Black	16	31%	161	57%	
Mixed	sd	sd	68	59%	
Other	18	78%	185	81%	
White	134	81%	1107	82%	



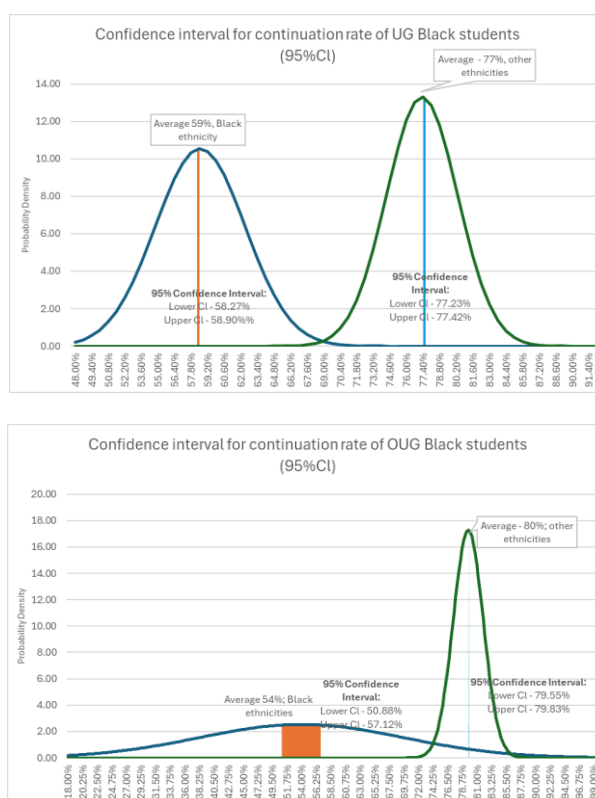
In both the OfS indicator data and the internal dataset some ethnic group data has been suppressed due to small numbers (<10). Considering the datasets presented in tables and charts 2.8 and 2.9 above, continuation for the Black heritage ethnic group is consistently lower than other ethnic groups. Whilst the College has evolved from delivering primarily OUG to primarily UG

programmes there are still a significant number of Black heritage students studying OUG courses with us and we will be continuing to recruit to OUG programmes. Because of this and the different thresholds, we distinguish between OUG and UG in our continuation objectives:

**Objective 5.1. Increase the continuation rate of OUG black entrants to 75% by 2026/27 and to 78% by 2028/29.**

**Objective 5.2 Increase the continuation rate of UG black entrants to 80% by 2026/27 and to 83% by 2028/29.**

**Figure D: Confidence level of continuation rates between Black heritage UG students and UG students who belong to other ethnic groups 2020/21 to 2022/23**



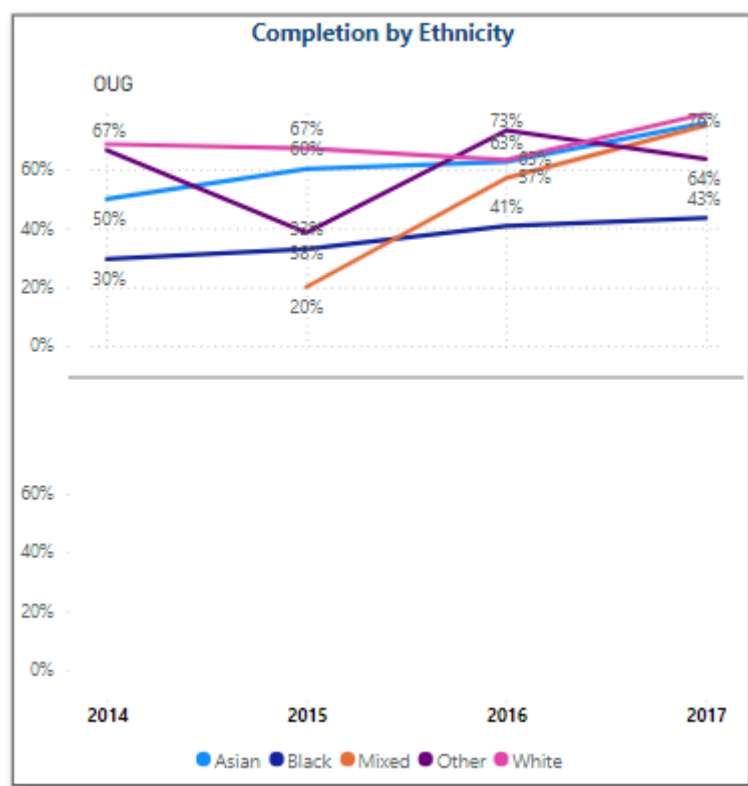
The smaller UG Black heritage student dataset consistently continue at a lower rate than those students who are not of Black heritage. There is less consistency in the continuation rates of OUG Black heritage students and the number of OUG Black heritage students is very small. Nevertheless, increasing the percentage of OUG Black heritage students to 75% by 2026/27 and to 78% by 2028/29 as well as increasing the percentage of UG Black heritage students who continue their studies to 80% by 2026/27 and to 83% by 2028/29 are highly aspirational targets and will represent a significant positive change for the College.

## A2.8 Completion by ethnicity

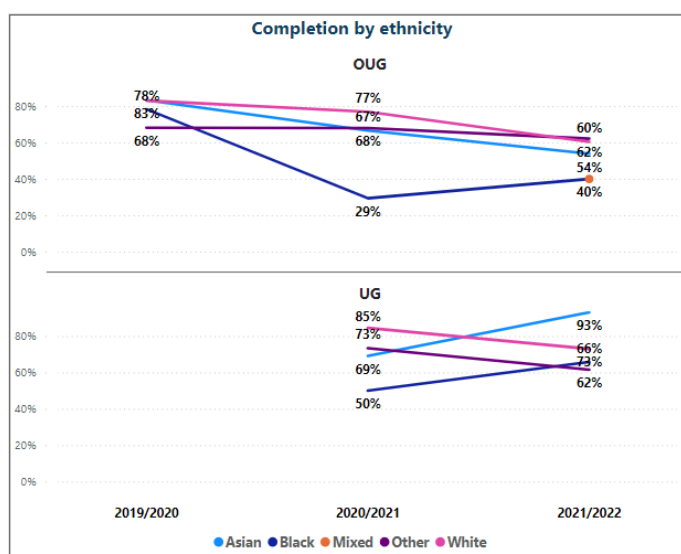
**Table 2.10: Completion by ethnicity 2014 to 2017 (OfS dataset)**

**Table 2.11: Completion by ethnicity 2019/20 to 2021/22 (internal dataset)**

Completion by Ethnicity			
Level	OUG		
Academic Year	n	%	
2014			
Asian	sd	sd	
Black	44	30%	
Mixed	sd	sd	
Other	sd	sd	
White	51	69%	
2015			
Asian	113	60%	
Black	85	33%	
Mixed	sd	sd	
Other	13	38%	
White	274	67%	
2016			
Asian	123	63%	
Black	49	41%	
Mixed	sd	sd	
Other	146	73%	
White	275	63%	
2017			
Asian	58	76%	
Black	23	43%	
Mixed	sd	sd	
Other	11	64%	
White	516	79%	



Completion by ethnicity					
Level	OUG		UG		
Academic Year	n	%	n	%	
2019/2020					
Asian	66	83%			
Black	37	78%			
Mixed	sd	sd			
Other	22	68%			
White	443	83%	sd	sd	
2020/2021					
Asian	36	67%	55	69%	
Black	34	29%	48	50%	
Mixed	sd	sd	sd	sd	
Other	25	68%	15	73%	
White	364	77%	291	85%	
2021/2022					
Asian	26	54%	58	93%	
Black	50	40%	38	66%	
Mixed	15	40%	sd	sd	
Other	37	62%	13	62%	
White	349	60%	222	73%	



In both the OfS indicator data and the internal dataset some ethnic group data has been suppressed due to small numbers (<10). Considering the datasets presented in tables and charts 2.10 and 2.11 above, the Black heritage ethnic group is consistently completing at a lower rate than other ethnic groups. Whilst the College has evolved from delivering both OUG and UG programmes to focus on UG provision there are still a significant number of Black heritage

students studying OUG courses with us and we will continue to recruit to these programmes. Therefore, we distinguish between OUG and UG in our continuation objectives:

**Objective 5.3: Increase the completion rate of OUG black entrants to 65% by 2026/27 and to 67% by 2028/29.**

**Objective 5.4: Increase the completion rate of UG black entrants to 75% by 2026/27 and to 78% by 2028/29.**

For attainment the dataset is very small (2 years) and, therefore, the confidence intervals are insufficiently robust for meaningful objectives and targets to be set.

## A2.9 Attainment by ethnicity

There is no OfS indicator data for attainment by ethnicity for 2017, 2018 and 2019 and, for 2020, the OfS indicator data for attainment by ethnicity has been suppressed due to small numbers (<10). Most of the internal data for attainment by ethnicity in both the OUG and UG datasets, apart from for white students has also been suppressed due to small numbers (<10). However, whilst actual numbers are <10 the attainment rates for Black heritage students are weaker than other ethnic groups. Given the continuation and completion challenges already identified for this ethnic group we will monitor these data closely and take action, including developing further interventions and objectives later in the life of this APP if appropriate.

## A2.10 Continuation by gender

**Table 2.12: Continuation by gender 2017 to 2020 (OfS dataset)**

**Table 2.13: Continuation by gender 2020/21 to 2022/23 (internal dataset)**

Continuation by Gender					Continuation by Gender				
Level	OUG		UG		Level	OUG		UG	
Academic Year	n	%	n	%	Academic Year	n	%	n	%
2017					2020/2021				
Female	321	91%			Female	258	83%	912	79%
Male	306	87%			Male	208	77%	698	69%
2018					2021/2022				
Female	272	91%			Female	243	83%	676	75%
Male	189	87%			Male	238	68%	547	70%
2019					2022/2023				
Female	424	93%			Female	90	78%	830	79%
Male	410	90%			Male	92	73%	786	76%
2020					Other	sd	sd		
Female	263	88%	779	81%					
Male	222	82%	614	71%					

Females consistently continue their studies at marginally higher rates than males. Whilst the College has decided not to identify males as an at-risk group we will continue to closely monitor the continuation rates of male students.

## A2.11 Completion by gender

Table 2.14: Completion by gender 2014 to 2017 (OfS dataset)

Table 2.15: Completion by gender 2019/20 to 2021/22 (internal dataset)

Completion by Gender

Level	OUG	
Academic Year	n	%
☐ 2014		
Female	59	66%
Male	45	31%
☐ 2015		
Female	246	59%
Male	244	58%
☐ 2016		
Female	279	69%
Male	321	59%
☐ 2017		
Female	313	81%
Male	303	73%

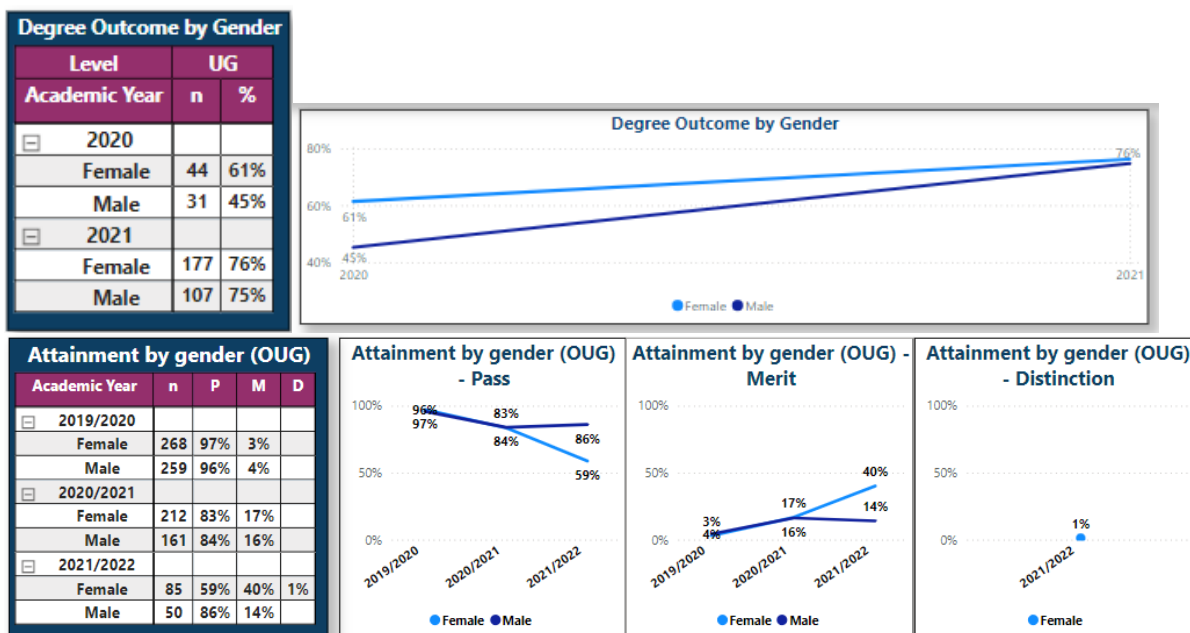
Completion by Gender

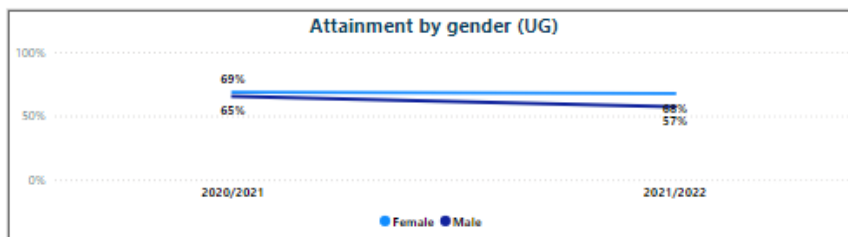
Level	OUG		UG	
Academic Year	n	%	n	%
☐ 2019/2020				
Female	289	87%	sd	sd
Male	286	77%		
☐ 2020/2021				
Female	258	78%	247	82%
Male	208	65%	169	72%
☐ 2021/2022				
Female	242	68%	197	77%
Male	235	47%	134	73%

The internal 2019/20 UG data has been suppressed due to small numbers (<10). Females consistently complete their studies at higher rates than males. Whilst the College has decided not to identify males as an at-risk group we will continue to closely monitor the completion rates of male students.

## A.1.12 Attainment by gender

Table and chart 2.16: Attainment by gender 2020 and 2021 (OfS dataset UG only), Table and chart 2.17: Attainment by gender OUG 2019/20 to 2021/22 (internal dataset) Table and chart 2.18: Attainment by gender UG 2020/21 and 2021/22 (internal dataset)





Attainment by gender (UG)		
Academic Year	n	1st or 2:1
2020/2021		
Female	200	69%
Male	121	65%
2021/2022		
Female	40	68%
Male	28	57%

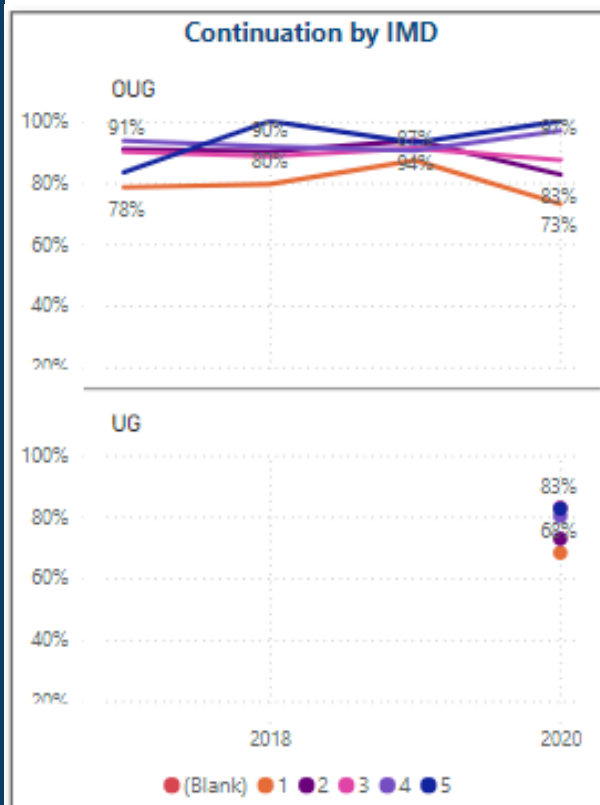
The OfS does not provide attainment data for OUG. The OfS data for UG and internal data for OUG and UG shows variations in attainment between male and female students, however, the data on UG attainment is insufficient to provide a conclusive picture, thus, the College has decided not to identify males as an at-risk group, but we will continue to closely monitor the attainment rates of male students and initiate actions if necessary.

## A2.12 Continuation by IMD

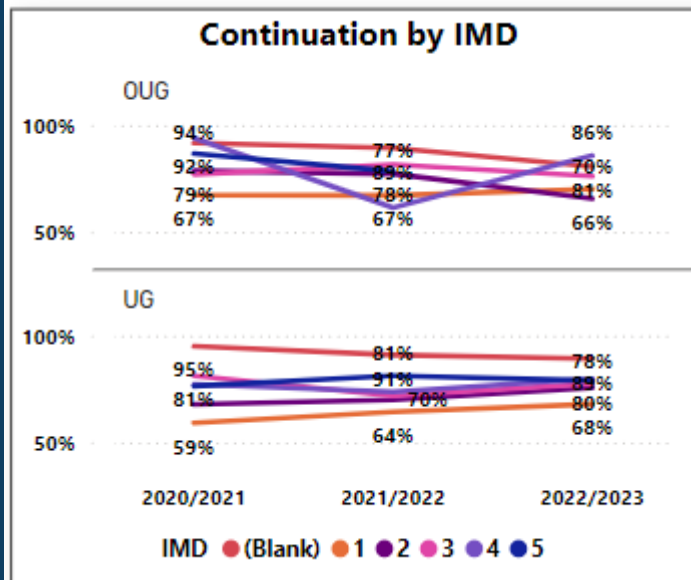
Table and chart 2.19: Continuation by IMD 2017 to 2020 (OfS dataset)

Table and chart 2.20: Continuation by IMD 2020/21 to 2022/23 (internal dataset)

Continuation by IMD				
Level	OUG		UG	
Academic Year	n	%	n	%
2017				
	sd	sd		
1	93	78%		
2	199	91%		
3	181	90%		
4	126	94%		
5	24	83%		
2018				
	sd	sd		
1	44	80%		
2	132	90%		
3	149	89%		
4	109	92%		
5	26	100%		
2019				
	sd	sd		
1	94	87%		
2	254	94%		
3	294	91%		
4	147	90%		
5	43	93%		
2020				
1	67	73%	227	68%
2	202	83%	468	73%
3	134	87%	411	83%
4	65	97%	212	80%
5	17	100%	75	83%



Continuation by IMD				
Level	OUG		UG	
Academic Year	n	%	n	%
2020/2021				
	36	92%	140	95%
1	58	67%	230	59%
2	178	79%	481	68%
3	113	77%	443	81%
4	67	94%	245	77%
5	15	87%	72	76%
2021/2022				
	47	89%	133	91%
1	73	67%	227	64%
2	123	77%	372	70%
3	130	82%	280	72%
4	70	61%	148	74%
5	37	78%	64	81%
2022/2023				
	31	81%	231	89%
1	20	70%	231	68%
2	61	66%	455	76%
3	46	76%	410	78%
4	14	86%	217	80%
5	sd	sd	76	79%



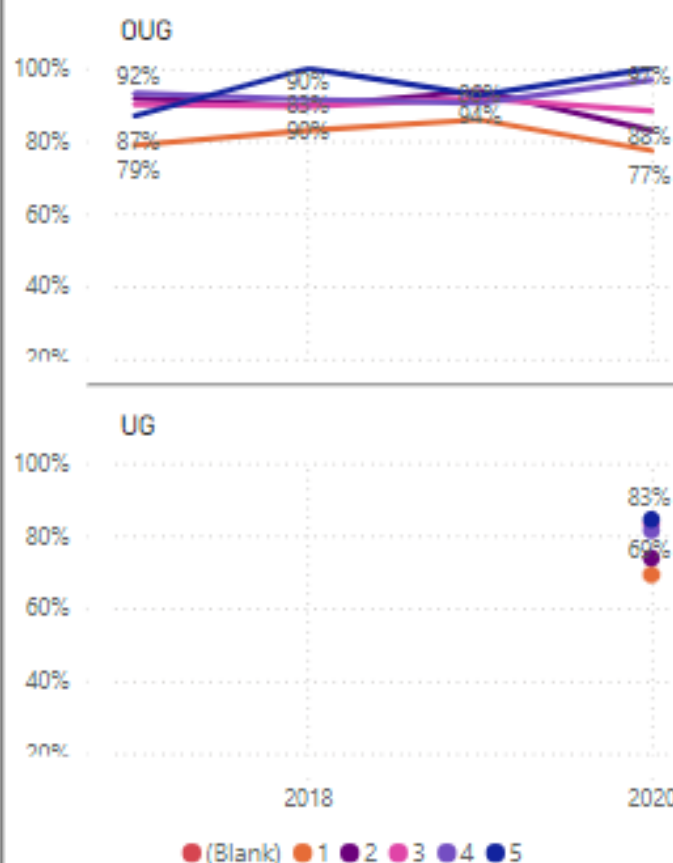
Some OfS indicator data in 2017 to 2019 has been suppressed due to small numbers (<10). Internal data for 2022/23 IMD5 data has been suppressed due to small numbers (<10). There is a clear separation in continuation rates between IMD Q1 and Q2, especially Q1, and other quintiles, however, the proportion of students where IMD is blank impacts on the robustness of conclusions.

Because the College consists of predominantly mature students the data was further disaggregated to remove U21 students (tables and charts below)

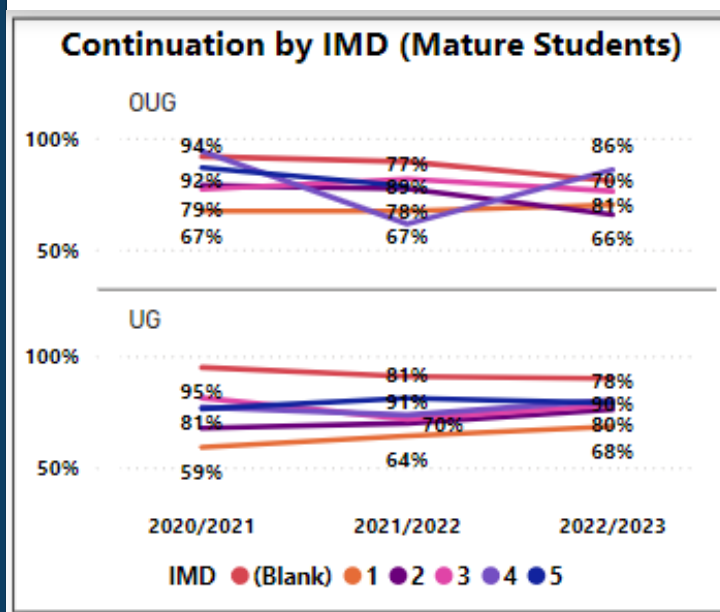
**Table and chart 2.21 Continuation by Mature Student and IMD 2017 to 2020 (OfS dataset)**  
**Table and chart 2.22 by Continuation by Mature Student and IMD 2020/21 to 2022/23 (internal dataset)**

**Continuation by IMD (Mature Students)**

Level	OUG		UG	
Academic Year	n	%	n	%
2017				
	sd	sd		
1	90	79%		
2	195	92%		
3	172	90%		
4	117	93%		
5	23	87%		
2018				
	sd	sd		
1	41	83%		
2	126	90%		
3	144	90%		
4	106	92%		
5	25	100%		
2019				
	sd	sd		
1	85	86%		
2	243	94%		
3	280	92%		
4	147	90%		
5	41	93%		
2020				
1	62	77%	218	69%
2	193	83%	432	74%
3	128	88%	388	83%
4	63	97%	194	81%
5	17	100%	71	85%

**Continuation by IMD (Mature Students)**


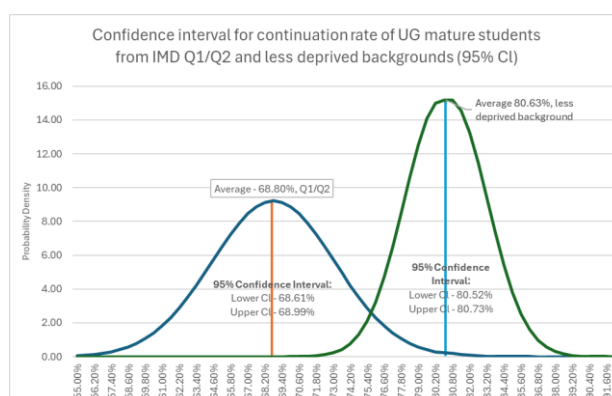
Continuation by IMD (Mature Students)				
Level	OUG		UG	
Academic Year	n	%	n	%
2020/2021				
	36	92%	140	95%
1	58	67%	230	59%
2	178	79%	481	68%
3	113	77%	443	81%
4	67	94%	245	77%
5	15	87%	72	76%
2021/2022				
	47	89%	133	91%
1	73	67%	227	64%
2	123	77%	372	70%
3	130	82%	280	72%
4	70	61%	148	74%
5	37	78%	64	81%
2022/2023				
	31	81%	229	90%
1	20	70%	225	68%
2	61	66%	451	76%
3	46	76%	405	78%
4	14	86%	214	80%
5	sd	sd	76	79%



The removal of the small number of U21 students from the IMD continuation datasets has not resulted in a significant change to continuation rates. However, recognising that U21 and 21+ students require different types of intervention we identified a continuation objective specifically targeting mature students:

**Objective 3.1: Increase the continuation rate for mature UG students from IMD Q1 and Q2 to 80% by 2026/27 and to 83% by 2028/29.**

**Figure E: Confidence level of continuation rates between UG mature students from IMD Q1 and Q2 and those from less deprived backgrounds 2020/21 to 2022/23**



The UG mature IMD Q1 and Q2 student dataset consistently continue at a lower rate than those students who are in IMD Q3, Q4 and Q5. Increasing the percentage of UG mature IMD Q1 and Q2 students who continue their studies to 80% by 2026/27 and to 83% by 2028/29 is highly aspirational and will be a significant change for the College.

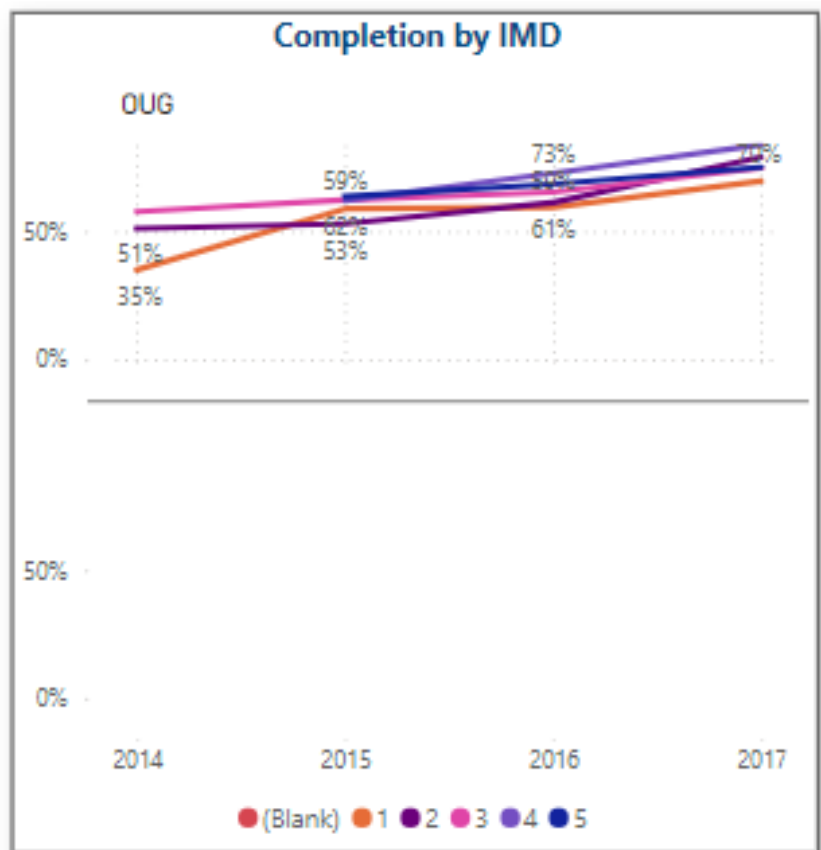
## A2.13 Completion by IMD

Table and chart 2.23: Completion by IMD 2014 to 2017 OUG (OfS dataset)

Table and chart 2.24: Completion by IMD 2014 to 2017 OUG (Mature students) (OfS dataset)

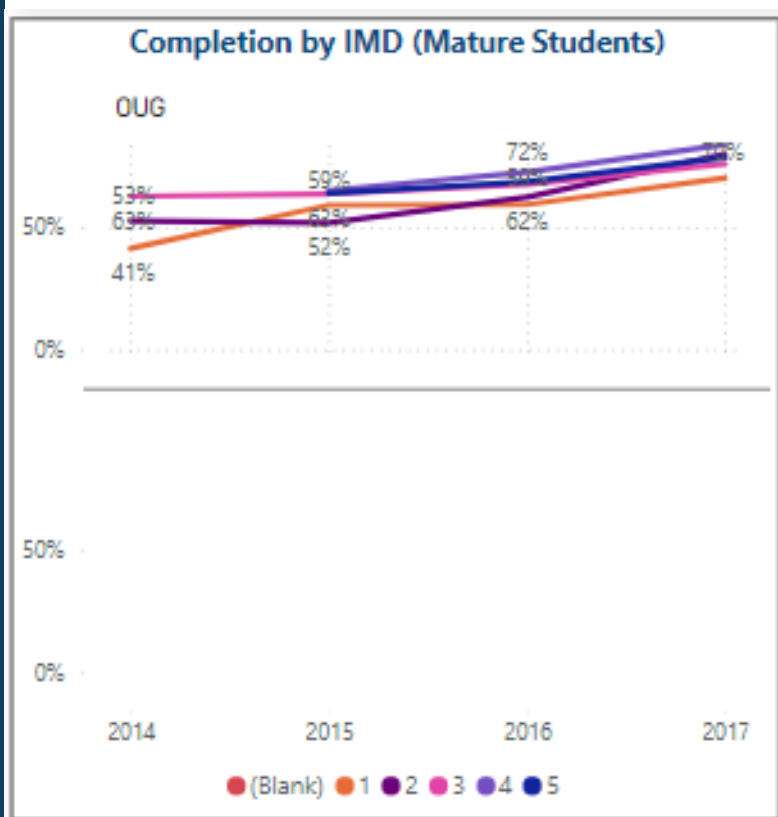
Table and chart 2.25: Completion by IMD OUG and UG 2019/20 to 2021/22 (internal dataset)

Completion by IMD		
Level	OUG	
Academic Year	n	%
2014		
	sd	sd
1	20	35%
2	43	51%
3	26	58%
4	sd	sd
5	sd	sd
2015		
	sd	sd
1	102	59%
2	168	53%
3	135	62%
4	58	62%
5	22	64%
2016		
	sd	sd
1	133	59%
2	219	61%
3	144	65%
4	84	73%
5	19	68%
2017		
	sd	sd
1	92	70%
2	195	79%
3	178	75%
4	123	84%
5	24	75%



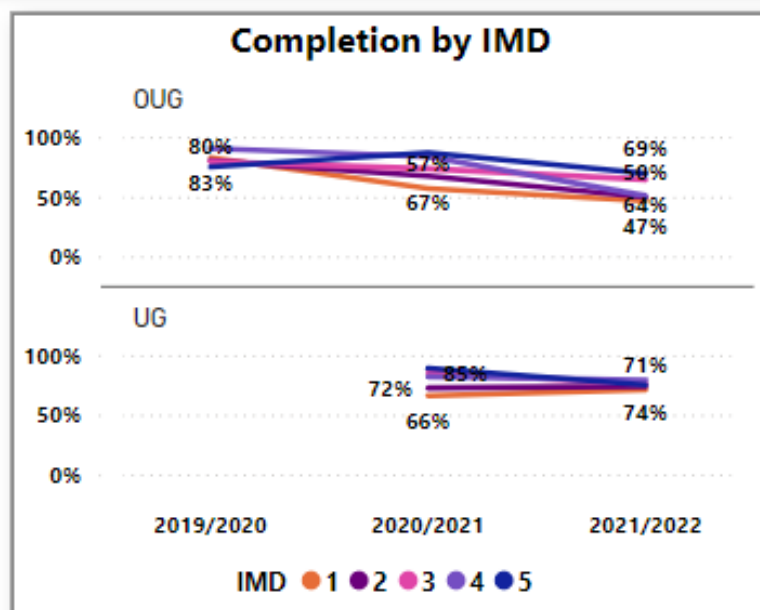
### Completion by IMD (Mature Students)

Level	OUG	
Academic Year	n	%
2014		
	sd	sd
1	17	41%
2	40	53%
3	24	63%
4	sd	sd
5	sd	sd
2015		
	sd	sd
1	102	59%
2	159	52%
3	126	63%
4	54	65%
5	22	64%
2016		
	sd	sd
1	127	59%
2	214	62%
3	138	67%
4	83	72%
5	19	68%
2017		
	sd	sd
1	90	70%
2	192	80%
3	169	76%
4	115	83%
5	23	78%



### Completion by IMD

Level	OUG		UG	
Academic Year	n	%	n	%
2019/2020				
1	63	83%		
2	157	80%		
3	183	79%		
4	104	90%		
5	40	75%		
2020/2021				
1	58	57%	53	66%
2	178	67%	145	72%
3	113	73%	108	85%
4	67	84%	72	82%
5	15	87%	27	89%
2021/2022				
1	73	47%	52	71%
2	123	50%	111	74%
3	129	64%	83	76%
4	69	51%	43	79%
5	36	69%	24	75%



Some OfS indicator data in 2014 and 2017 has been suppressed due to small numbers (<10). The OfS dataset has also been separated into two datasets, all OUG and mature OUG only. For the years covered by the internal dataset there were no U21 students. Therefore, a single table and chart are presented. No consistent gaps were identified in completion rates by IMD. Looking across the data, the decision was reached that, by putting substantive continuation and completion interventions in place for i) 21-25yr old mature students (objectives 4.1 and 4.2), ii) Black heritage students (objectives 5.1, 5.2, 5.3 and 5.4), and iii) continuation interventions for mature students in IMD Q1 and Q2 (objective 3.1), these interventions would also positively affect completion rates (rates for mature IMD Q1 and Q2 students).

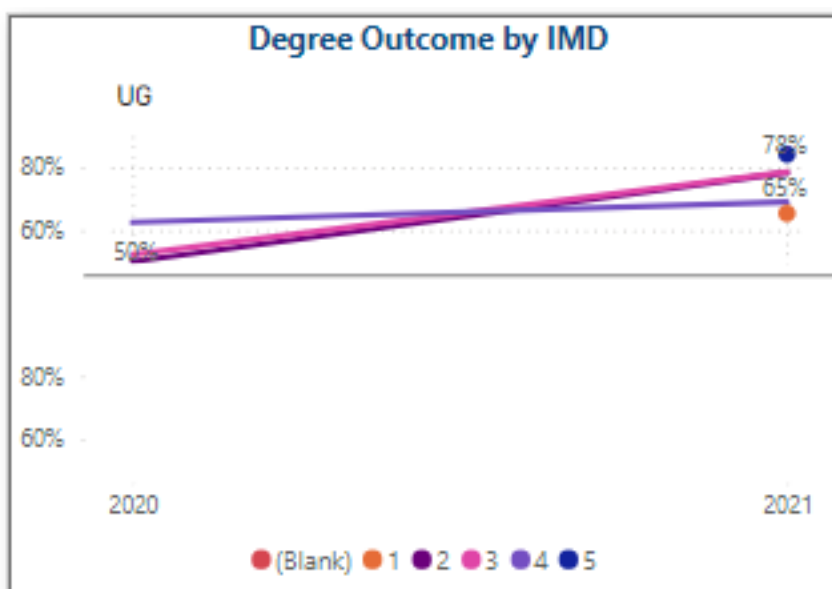
## A2.14 Attainment by IMD

Table and chart 2.26: Attainment by IMD 2020 and 2021 (OfS dataset)

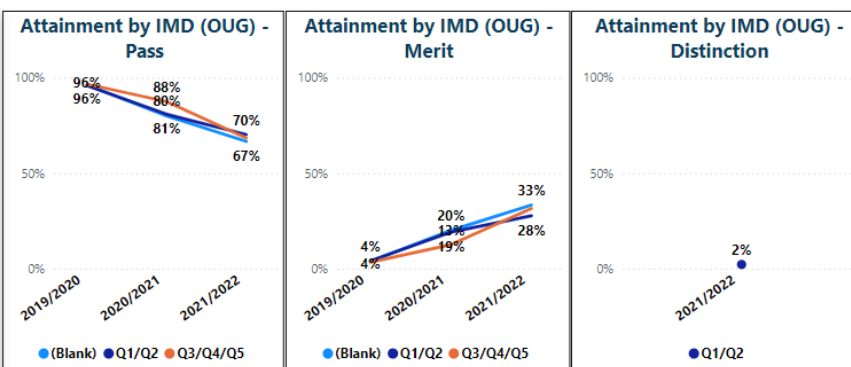
Table and chart 2.27: OUG Attainment by IMD 2019/20 to 2021/22 (internal dataset) and

Table and chart 2.28: UG Attainment by IMD 2020/21 and 2021/22 (internal dataset)

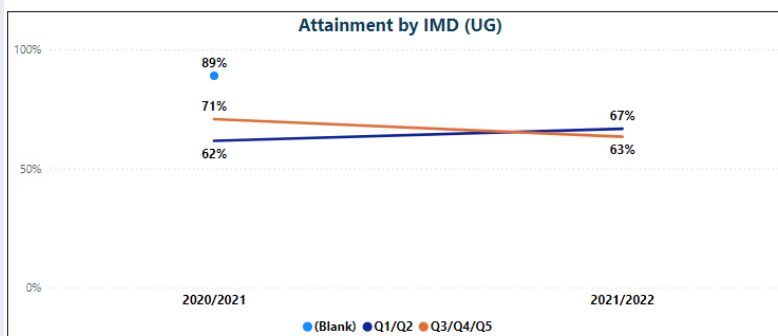
Degree Outcome by IMD			
Level		UG	
Academic Year	n	%	
☐ 2020			
1	sd	sd	
2	24	50%	
3	23	52%	
4	16	63%	
5	sd	sd	
☐ 2021			
	sd	sd	
1	26	65%	
2	97	78%	
3	84	79%	
4	58	69%	
5	19	84%	



Attainment by IMD (OUG)				
Academic Year	n	P	M	D
2019/2020				
(Blank)	27	96%	4%	
Q1/Q2	198	96%	4%	
Q3/Q4/Q5	302	97%	3%	
2020/2021				
(Blank)	30	80%	20%	
Q1/Q2	183	81%	19%	
Q3/Q4/Q5	160	88%	13%	
2021/2022				
(Blank)	15	67%	33%	
Q1/Q2	47	70%	28%	2%
Q3/Q4/Q5	73	68%	32%	



Attainment by IMD (UG)		
Academic Year	n	1st or 2:1
2020/2021		
(Blank)	sd	sd
Q1/Q2	138	62%
Q3/Q4/Q5	174	71%
2021/2022		
(Blank)	sd	sd
Q1/Q2	36	67%
Q3/Q4/Q5	30	63%



Some OfS indicator data in 2020 and 2021 has been suppressed due to small numbers (<10). The OfS reports degree outcomes and not OUG attainment data. For the internal datasets quintiles have been grouped to help identify differential performance between Q1 and Q2 and those from less deprived backgrounds. For the years covered by the internal datasets, there were no U21 students (i.e. all the students are mature). No consistent gaps were identified in attainment rates by IMD. It is reassuring that OUG attainment rates have been improving and we will continue to focus our teaching and learning effort on trying to further improve these rates. However, as we are moving away from OUG recruitment and most of our student body are now undergraduate, we have focused on those students in setting an attainment target:

**Objective 3.2: Improve the attainment outcomes of mature students from IMD Q1 and Q2 achieving a 2.1 or 1<sup>st</sup> to 72% in 2025/26 and maintain it at that level.**

## A3. Progression

The College is a small and newer provider of higher education and, to date, while we have fuller data for OUG, we have very limited progression data for UG graduates and therefore much of the UG progression data is suppressed. The OfS indicator data on progression, as presented in this section, is lower than it should be.

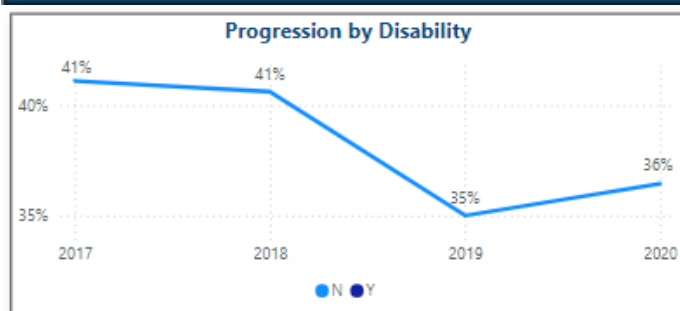
However, as we are increasing our recruitment of UG students the OfS indicator data on progression, which focuses on OUG students, is not representative of our more recent, predominately UG student intakes. Progression data has been drawn from smaller datasets reflective of the smaller intakes that took place 2017 to 2020. For 2020/21, the last year for which data is available, there were 424 graduates. Response rates to the graduate outcome survey have, so far been poor: 2017/18 - 42% (N=90), 2018/19 - 50% (N=130), 2019/20 - 48% (N=80) and 2020/21 - 53% (N=230). As we move forward, the College will be investing in staff and technology to more proactively manage engagement with, and the collection of, progression data from our alumni.

Nevertheless, as with the access, continuation, completion and attainment indicators, we have analysed the available OfS indicator data against the protected characteristics of disability, age, race, gender and also against the IMD quintile indicators.

### A3.1 Progression by declared disability

#### Table and chart 3.1 Progression by declared disability OUG 2017 to 2020 (OfS dataset)

Progression by Declared Disability				
declared disability	N		Y	
Academic Year	n	%	n	%
2017	90	41%	sd	sd
2018	128	41%	sd	sd
2019	80	35%	sd	sd
2020	225	36%	sd	sd

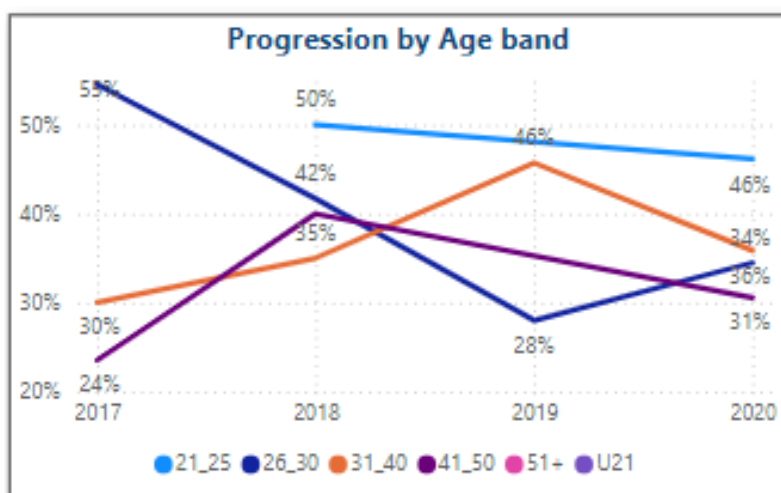


The 2017, 2018, 2019 and 2020 OfS indicator data has been suppressed due to small numbers (<10). The College we will continue to closely monitor the progression rates of students with declared disabilities and initiate actions if necessary.

### A3.2 Progression by age band

Table and chart 3.2: Progression by Age band OUG 2017 to 2020 (OfS dataset)

Progression by Age band											
Age band	21_25		26_30		31_40		41_50		51+		U21
Academic Year	n	%	n	%	n	%	n	%	n	%	n %
2017	sd	sd	22	55%	30	30%	17	24%	sd	sd	sd sd
2018	10	50%	24	42%	60	35%	25	40%	sd	sd	sd sd
2019	sd	sd	25	28%	35	46%	sd	sd	sd	sd	sd sd
2020	26	46%	58	34%	92	36%	36	31%	sd	sd	sd sd

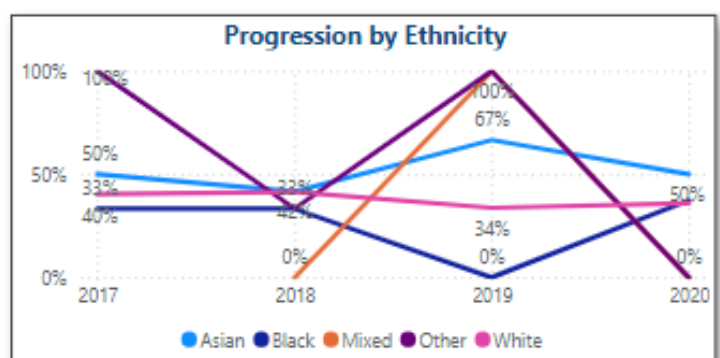


In three of the age bands in 2017, two age bands in 2018, four age bands in 2019 and two age bands in 2020 OfS indicator data has been suppressed due to small numbers (<10). Whilst the OfS indicator data shows an overall decline in progression there are no clear trends based on age. Therefore, the College we will continue to closely monitor the progression rates of students by age and initiate actions if necessary.

### A3.3 Progression by ethnicity

Table and chart 3.3 Progression by Ethnicity OUG 2017 to 2020 (OfS dataset)

Progression by Ethnicity										
Ethnicity	Asian		Black		Mixed		Other		White	
Academic Year	n	%	n	%	n	%	n	%	n	%
2017	14	50%	24	33%	sd	sd	sd	sd	52	40%
2018	24	42%	sd	sd	sd	sd	sd	sd	94	41%
2019	sd	sd	sd	sd	sd	sd	sd	sd	74	34%
2020	20	50%	sd	sd	sd	sd	sd	sd	197	36%



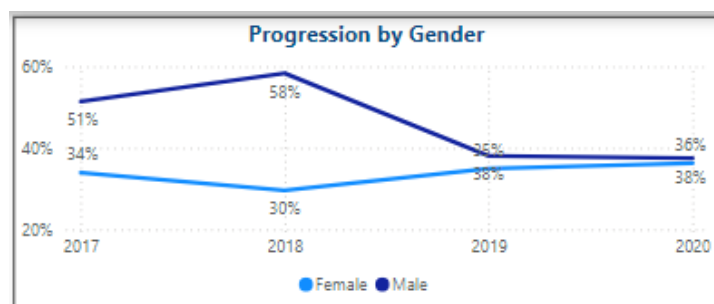
Three of the ethnicity groups in 2017, four ethnicity groups in 2018, five ethnicity groups in 2019 and four ethnicity groups in 2020 OfS indicator data has been suppressed due to small numbers (<10). The suppressed data means that we can only present data for the dominant ethnic group at the College, white students. The progression rate for this group has declined slightly. In addition, whilst actual numbers are suppressed, we can report similar trends in other ethnic groups.

The slight decline in progression rates overall is noted however there are no clear trends based on ethnicity. Therefore, the College we will continue to closely monitor the progression rates of students by ethnicity and initiate actions if necessary.

### A3.4 Progression by gender

Table and chart 3.3 Progression by Gender OUG 2017 to 2020 (OfS dataset)

Progression by Gender				
Gender	Female		Male	
Academic Year	n	%	n	%
2017	56	34%	35	51%
2018	81	30%	48	58%
2019	60	35%	21	38%
2020	157	36%	72	38%



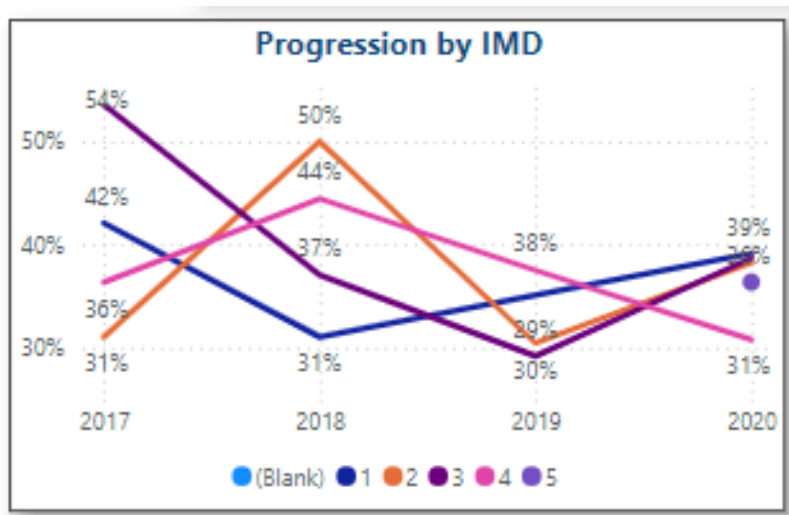
The gap between male and female progression rates in 2017 has now closed. However, this is unfortunately due to a fall in male progression rates rather than a particular improvement in female progression rates. It is anticipated that the substantive continuation and completion interventions that are being put in place will also positively affect progression rates for both male and female students.

### A3.5 Progression by IMD quintile

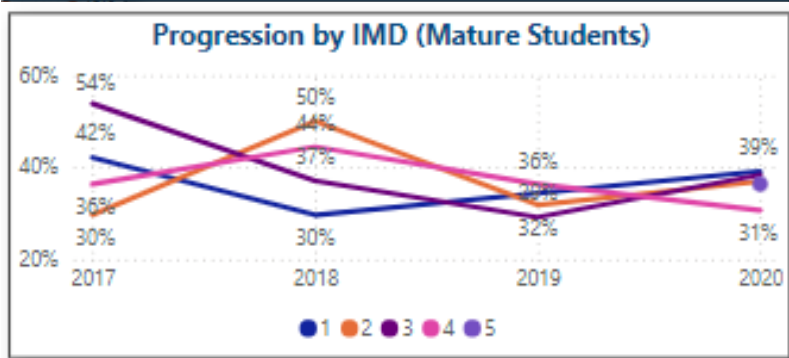
Table and chart 3.5 Progression by IMD OUG 2017 to 2020 (OfS dataset)

Table and chart 3.6 Progression by IMD OUG Mature students 2017 to 2020 (OfS dataset)

Progression by IMD												
IMD			1		2		3		4		5	
Academic Year	n	%	n	%	n	%	n	%	n	%	n	%
2017	sd	sd	19	42%	29	31%	28	54%	11	36%	sd	sd
2018	sd	sd	29	31%	46	50%	27	37%	18	44%	sd	sd
2019	sd	sd	sd	sd	23	30%	24	29%	24	38%	sd	sd
2020			23	39%	68	38%	75	39%	52	31%	11	36%



IMD			1		2		3		4		5	
Academic Year	n	%	n	%	n	%	n	%	n	%	n	%
2017	sd	sd	19	42%	27	30%	26	54%	11	36%	sd	sd
2018	sd	sd	27	30%	46	50%	27	37%	18	44%	sd	sd
2019	sd	sd	sd	sd	22	32%	24	29%	22	36%	sd	sd
2020			23	39%	65	37%	73	38%	49	31%	11	36%



Data in IMD quintiles 1 and 5 include suppressed OfS indicator data due to small numbers (<10). When considering IMD Q2, Q3 and Q4 available data, there is no significant difference in progression rates between these quintiles. However, when considering our large target group of Mature UG IMD Q1 and Q2, although the data is limited, we have set a targeted progression objective: this group:

**Objective 6: Increase the progression rate for mature UG students from IMD Q1 and Q2 to 60% in 2026/27 and to 62% by 2028/29.**

## **Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.**

### **B1 – Intervention Strategy 1: Supporting Disabled Students**

We have used the TASO core theory of change template (TASO, 2024b) as the conceptual framework for structuring our evaluation strategy for intervention strategy 1.

**Situation and Aims:** Detailed data analysis on disabled entrants together with the rationale for intervention strategy 1 is available in Annex A. In the last year for which we have full data (2023/23) 8% of the College's students had a declared disability against a national HE figure of 17% (AdvanceHE, 2023). Our potential and enrolled mature student base, many of whom are non-UK nationals, may not be fully aware of the importance of, or the process to declare disabilities. Potential students who are disabled may be reluctant to apply to HE due to their perception of the support that will be available to them (TASO, 2023, 2024a).

To improve the percentage of students with declared disabilities enrolled at the College we will improve our existing marketing to raise awareness of the College's provision for disabled entrants, create a new student enablement fund, launch a new induction and post-enrolment orientation programme, "Headstart". Headstart will include a dedicated stream, targeting both students with declared disabilities and those who have yet to declare a disability. In addition, we will fully review our online content and content creation processes to ensure they meet accessibility standards and re-review disability access to the College's buildings.

**Evidence Used:** To determine our targets for disabled students we have reviewed the latest HESA data with a specific focus on HE students in London with a known disability (HESA online, 2024), the ONS 2021 census data on disability in London (ONS, 2021) and the AdvanceHE (2023) *Equality in Higher Education Students Statistical Report*. Our Student Enablement Fund strategy has been informed by the work of the Disabled Students Commission (AdvanceHE, 2022) and particularly their annual reports on enhancing the disabled student experience. When considering the design of the induction and orientation programmes for declared, and possible disabled, students we have considered the TASO (2024) report on *Supporting Disabled Students* and, in particular, the transition arrangements suggested in the report. We have used the TASO (2023) report on *What Works to Reduce Inequality Gaps for Disabled Students* to inform our online and on-campus access actions, especially those actions concerned with universal design for learning approaches and assistive technologies. We have conducted and an anonymous survey sent to all students and held a focus group in summer 2024 with current students with declared disabilities.

#### **Activities, expected impact and assumptions related to the underpinning theory of change:**

##### **Activity B1.1: Target Marketing: Students with Disabilities**

**Assumption:** Improving our marketing messages and specifically highlighting the bursary offer and student support available for students with disabilities will increase the percentage of students with disabilities applying to and enrolling with the College and declaring their disabilities.

**Inputs:** Our existing Business Development Manager will be dedicating 10% of their time, in collaboration with our existing recruitment partners, to creating a more strategic and targeted approach to marketing the opportunities that the College provides for potential students with disabilities.

**Process 1:** Review and improve marketing materials including: (i) promoting our new Student Enablement Fund, (ii) promoting our new induction and post-enrolment activities dedicated to students with declared disabilities and students who may be considering declaring disabilities that were not declared at enrolment (Headstart: Disability Support Stream), (ii) raising awareness of the

accessibility of our online teaching and learning content, and (iii) raising awareness of the accessibility of our physical infrastructure.

**Process 2:** Awareness raising activity with our recruitment partners to ensure that they are fully aware of our commitment to inclusivity and promote the support we provide to prospective applicants.

**Output:** An increase in the percentage of applications and enrolments from students with declared disabilities. An increase in the percentage of students declaring disabilities post-enrolment.

**Output measurable objective:**

**Objective 1 – Access Risk:** increase the proportion of our OUG and UG students who declare that they have a disability to us to 12% by 2026/27 and to 17% by 2028/29. (PTA\_1)

**Impact:** Disabled students are comfortable declaring their disability and engage actively with the support the College provides. As a result, more disabled students complete their studies and go on to fulfil their career ambitions. The long-term goal is for the College to become a positive destination of choice for potential students with declared or undeclared disabilities.

**Impact evaluation:** Type 1: On-enrolment data for students declaring a disability via pre-enrolment routes to enable assessment of the impact of the effectiveness of our recruitment partners in impacting on this target.

**Dissemination:** Target marketing will be undertaken with the aim of increasing the number of entrants with declared disabilities. The results of our target marketing activities for entrants declared disabilities will be disseminated by:

- (1) Target Marketing: Students with Disabilities annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (2) Approved AR-APP (Target Marketing: Students with Disabilities section) to be shared with recruitment partners
- (3) Approved AR-APP (all sections) to be shared with recruitment partners
- (4) AR-APP update summary to be published on the website (Winter).
- (5) Reflective summary report on Target Marketing: Students with Disabilities at the end of the 4-year period

### **Activity B1.2: Student Enablement Fund (SEF)**

**Assumption:** Providing a bursary scheme for students with disabilities will increase the percentage of students with declared disabilities applying to, enrolling with and continuing their studies with the College.

**Inputs:** Half of an existing Bursary Funds Officer's time will be dedicated to managing the new Student Enablement Fund (SEF). A bursary of up to £2k p.a. to support disabled students with the costs of studying which their peers do not share. Multi-channel communications to promote the SEF.

**Process 1:** The College's SEF is available to students who have accessed the Disabled Student Allowance (DSA) as well as qualifying students who have not. SEF awards can be made towards the costs of special equipment, such as software or special chairs, as well as assistive technology if not already covered by the DSA, extra travel or support by a helper. The fund will not cover costs incurred by all students regardless of ability, such as tuition fees or rent. This fund replaces the College's previous disability bursary.

### **Eligibility criteria for all Regent College London bursaries**

Students must:

- Be a home student
- Be registered directly with the College and paying tuition fees directly to Regent College London
- Be enrolled on a higher education programme at levels 4 to 6. That is a Higher National Diploma or a Bachelor's degree (including top-up degrees)
- Have an approved tuition fee loan
- Apply directly to RCL through the relevant links on its website, supply full and complete information, and meet any published deadline
- Have a sustained record of attendance of at least 90%
- Where assessments have been undertaken, these must have been submitted on time

### **In addition to the general criteria**

Students must:

- Have a declared disability that meets the definition of a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities
- Be able to demonstrate that anything that they are applying for has not already been funded through the DSA
- Support their application with details of the additional costs of items that they require to support them in their learning

**Process 2:** We will use established confidential processes for applying for bursaries, for processing applications and to disburse funds. All elements will be re-checked as meeting relevant accessibility guidelines (e.g. Web Content Accessibility Guidelines 2.2 at AA level). The process involves: an online application form; a Guidance document which incorporates definitions and examples; and clearly published deadlines. Applications are considered by a Bursary Panel which, for this fund, meets twice a year (once per semester). Successful awards are paid directly into the student's bank account normally within 14 days of a decision.

Students must re-apply for each year of study.

This fund replaces the scheme in operation to the end of the 2024/25 academic year. This new scheme has significantly increased the level of the award.

**Output:** An increase in the percentage of applications and enrolments from students with declared disabilities. An increase in the percentage of students declaring disabilities post-enrolment. An increase in the percentage of students continuing with and completing their studies.

### **Output measurable objective:**

**Objective 1 – Access Risk:** increase the proportion of our OUG and UG students who declare that they have a disability to us to 12% by 2026/27 and to 17% by 2028/29. (PTA\_1)

**Impact:** The long-term goal is for the College to become a positive destination of choice for potential students with declared or undeclared disabilities. The SEF aims to encourage potential students to apply to the College, increase the percentage of students declaring a disability on-enrolment at the College, increase rate of retention of disabled students and reduce impediments to effective learning. Increase the percentage of disabled students seeking and benefiting from financial support. Decrease financial concerns.

**Impact evaluation:** Type 2: On-enrolment survey of bursary holders to determine if the student would have joined the College if the SEF had not been available. Type 2: On-course and post-completion surveys of bursary holders to determine if the student would have continued with the

College if the SEF had not been available. These surveys may be implemented as sub-sections of wider student feedback surveys. Type 2: Annual focus group with disabled students who received a bursary (on joining and on-course) to evaluate the longer-term benefits of receiving the bursary. Type 2: Continuation, completion, attainment and progression comparative data analysis.

**Dissemination:** Student Enablement Fund (SEF) bursaries will be used to support the recruitment of students with disabilities. The results of providing these bursaries will be disseminated by:

- (i) Student Enablement Fund (SEF) annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Student Enablement Fund (SEF) at the end of the 4-year period
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).

In addition, the results of using our Student Enablement Fund to support the recruitment of students with disabilities will also be disseminated by:

- (i) Developing and sharing an impact evaluation case study with our recruitment, community outreach and academic partners by Dec 2027.
- (ii) Presenting the impact evaluation case study at a relevant sector conference such as Westminster Insights Student Recruitment and Admissions annual conference by Dec 2028.

### **Activity B1.3: Headstart (Disability Support Stream)**

**Assumption:** Providing a tailored induction and orientation programme, both in person and online, for students with declared disabilities which is also available for students who are already enrolled and are considering declaring a disability, will increase the percentage of students with declared disabilities applying to, enrolling with and continuing their studies with the College.

**Inputs:** We will invest in a new Disability Coordinator position, 60% of their time will be dedicated to co-ordinating and delivering the Headstart: Disability Support Stream. We will invest in a new Head of Access and Widening Participation position, 20% of their time will be dedicated to managing the Headstart: Disability Support Stream. In year one we will invest in comprehensive staff training delivered by an external provider to help staff improve their understanding of the requirements of students with declared disabilities and those considering declaring a disability and we will invest re-fresher/update training in years two to four. We will provide funding to allow staff to attend sector workshops or conferences to explore effective practice and disseminate the results of implementing the Headstart: Disability Support Stream.

**Process 1:** Headstart is being designed and developed in collaboration with our academic partners

**Process 2:** Headstart will be a pre-arrival induction programme for all students, it will include both in-person and online elements. Headstart will include specialist streams for specific student groups. Our disabled stream will support new disabled students transitioning into the College.

**Process 3:** Post-enrolment Headstart in-person workshops and online webinars will be available for new and existing students who are, or may consider themselves to be, disabled.

**Output:** An increase in the percentage of applications and enrolments from students with declared disabilities. An increase in the percentage of students declaring disabilities post-enrolment. An increase in the percentage of students benefiting from increased academic or pastoral support and guidance.

**Output measurable objective:**

**Objective 1 – Access Risk:** increase the proportion of our OUG and UG students who declare that they have a disability to us to 12% by 2026/27 and to 17% by 2028/29. (PTA\_1)

**Impact:** The long-term goal is for the College to become a positive destination of choice for potential students with declared or undeclared disabilities. The Headstart: Disability Support Stream aims to encourage potential students to apply to the College, increase the percentage of students declaring a disability on-enrolment at the College annually, increase rates of retention of disabled students and reduce impediments to effective learning. It aims to increase the percentage of students declaring a disability on course, the percentage of disabled students seeking and benefiting from academic or pastoral support and increase a sense of belonging.

**Impact evaluation:** Type 2: On-enrolment, on-course and post-completion surveys of disabled students to determine efficacy of the in-person and online induction, orientation and disability workshop events. Type 2: Comparative continuation, completion, attainment and progression comparative data analysis of those who did/did not engage with the Headstart programme. Type 1: internal sources for evaluation: focus group with staff and students (feedback, impact and reflections); annual survey of targeted student group to gauge workshop/webinar/taster event engagement; Internal data on applications and enrolments; track progress against student declaration benchmark data. These surveys may be implemented as sub-sections of wider student feedback surveys.

**Dissemination:** The results of implementing Headstart (Disability Support Stream) will be disseminated by:

- (i) Headstart (Disability Support Stream) annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Headstart (Disability Support Stream) at the end of the 4-year period
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) Developing and sharing an impact evaluation case study with our academic partners by Dec 2027.
- (vii) Presenting the impact evaluation case study at a relevant sector conference such as GuildHE's annual Student Support Network event by Dec 2028.

#### **Activity B1.4: Accessibility (online)**

**Assumption:** Ensuring all course content conforms to Web Content Accessibility Guidelines (WCAG) 2.2 will increase the percentage of students with declared disabilities applying to, enrolling with and continuing their studies with the College and will improve the quality of students' academic experience on programme.

**Inputs:** An existing Technical Support officer will spend one day per week on implementing changes required to ensure that the College's content conforms to WCAG 2.2. The existing Head of Digital will spend one day per week on managing changes required to ensure that the College's content conforms to WCAG 2.2. We will commission an independent one-off review of existing content and content creation processes to support this work. We will deliver a training programme so that all new content is 'accessible by design.' We will provide funding to allow staff to attend a conference or workshop to disseminate the results of implementing WCAG 2.2.

**Process 1:** An external review of existing online content and content generation processes in collaboration with an external review agency to ensure all the College content conforms to Web Content Accessibility Guidelines (WCAG) 2.2 at level AA.

**Process 2:** Following the external review, revised or extended training on accessibility requirements to ensure that all new content and content generation processes continue to meet accessibility standards and content becomes accessible by design.

**Output:** Achieving A-level conformity with WCAG 2.2 for all web and learning content generated and/or controlled by the College by 2025 and AA-level conformity by 2026. Improved academic experience with consistent quality of learning materials. Increased sense of belonging.

**Output measurable objective:**

**Objective 1 – Access Risk:** increase the proportion of our OUG and UG students who declare that they have a disability to us to 12% by 2026/27 and to 17% by 2028/29. (PTA\_1)

**Impact:** The long-term goal is for the College to become a positive destination of choice for potential students with declared or undeclared disabilities. The Accessibility (online) activity aims to encourage potential students to apply to the College, increase rates of retention of disabled students and reduce impediments to effective learning and create an increased sense of belonging.

**Impact evaluation:** Type 2 - Achieving A-level conformity with WCAG 2.2 for all web and learning content generated and/or controlled by the College by 2025 and AA-level conformity by 2026. Type 1 – Disability student standing group feedback on the accessibility of the College’s website and the College-generated teaching and learning content and on the impact on the sense of belonging.

**Dissemination:** Accessibility initiatives (online and on-campus) will be used to support the recruitment of students with disabilities. The results of enhancing our existing accessibility support activities will be disseminated by:

- (i) Accessibility (online) annual report on the previous year’s activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Accessibility (online) at the end of the 4-year period

In addition, the results of enhancing our accessibility to our online content will also be disseminated by:

- (i) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter)
- (ii) Developing and presenting an impact evaluation case study at a relevant sector conference such the University of Nottingham’s annual [Digital Accessibility conference](#) by Dec 2028.

### **Activity B1. 5: Accessibility (on-campus)**

**Assumption:** Ensuring that all of the College’s buildings are ‘accessibility friendly’ with good signage and navigation as well as physical accessibility, will increase the percentage of students with declared disabilities applying to, enrolling with and continuing their studies with the College.

**Inputs:** We will commission an independent, external review to re-assess disability access and accessibility of our existing sites. We will allocate funds to enable any changes to access, signage or navigation to be made (£50k – noting that we will increase this as necessary<sup>8</sup>). We will provide

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<sup>8</sup> It is anticipated that no substantial physical changes will be required but that matters such as signage and navigation within buildings may need to be improved and updated.

funding to allow staff to attend a conference or workshop to disseminate the results of the review process.

**Process 1:** Updated building Accessibility Report.

**Process 2:** Implementation of programme of works to meet any recommendations

**Output:** Implementation of Building Enhanced Accessibility Action Plan. Enhanced Accessibility on site. Increased sense of belonging.

**Output measurable objective:**

**Objective 1 – Access Risk:** increase the proportion of our OUG and UG students who declare that they have a disability to us to 12% by 2026/27 and to 17% by 2028/29. (PTA\_1)

**Impact:** The long-term goal is for the College to become a positive destination of choice for potential students with declared or undeclared disabilities. The Accessibility (on-campus) activity aims to encourage potential students to apply to the College, increase rates of retention of disabled students and reduce impediments to effective learning and create an increased sense of belonging.

**Impact evaluation:** Type 1 – Disability student standing group feedback on the physical accessibility of the College's campuses and on the impact on the sense of belonging.

**Dissemination:** Accessibility initiatives (online and on-campus) will be used to support the recruitment of students with disabilities. The results of enhancing our existing accessibility support activities will be disseminated by:

- (i) Accessibility (on-campus) annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.

In addition, the results of enhancing our accessibility on-campus will also be disseminated by:

- (ii) Annual review of our website accessibility statement

## **B2 – Intervention Strategy 2: Ethnic Minority Entrants**

We have used the TASO core theory of change template (TASO, 2024b) as the conceptual framework for structuring our evaluation strategy for intervention strategy 2.

**Situation and Aims:** Detailed data analysis on ethnic minority entrants together with the rationale for intervention strategy 2 is available in Annex A. In 2023/24 67% of entrants self-declared as white. When considering the ethnic profile of the College's students, we recognise that the overall ethnic profile of our student intake, the majority of whom are resident in London and the South-East, does not reflect the demographic profile of the region. Black students, for example, currently make up between 8-14% of entrants across 2020/21 to 2023/24, with ethnic minority students making up 24% of our intake in 2022/23. The overall ethnic profile of our student body does not, therefore, reflect demographic profile of London and the South-East.

To reduce the gap between our recruitment of white and ethnic minority students we will improve our existing marketing to raise awareness of the College's provision for ethnic minority students.

**Evidence Used:** To determine our targets for ethnic minorities students we have reviewed the latest HESA data with a specific focus on the ethnic backgrounds of mature HE students that make up the majority of our student body, noting that the predominately white heritage of the College's

existing student base is not representative of HE enrolment figures nationally or the demographic profile of London and the South-East. We have drawn from the *Minority Ethnic Recruitment Toolkit* published by the Scottish Government (2020) which, concerns employment and is thus not directly related to the recruitment of ethnic minorities students, but does, however, provide useful guidance on how to engage with ethnic minorities. We have conducted an anonymous, all-student survey and held a dedicated focus group in 2024 with current ethnic minorities students.

### **Activities, expected impact and assumptions related to the underpinning theory of change:**

#### **Activity B2.1: Target Marketing: Ethnic Minorities**

**Assumption:** Improving our marketing messages for ethnic minority students will increase the proportion of students from ethnic minorities applying to and enrolling with the College. This will also promote the bursary offer available for Black students and will specifically encourage Black students to apply to the College (as well as supporting them during their studies).

**Inputs:** Our existing Business Development Manager will be dedicating one day per week, in collaboration with our existing recruitment partners, to creating a more strategic approach to the targeted marketing of the opportunities that the College provides for its ethnic minority students. We will invest in a new Head of Access and Widening Participation position, one day per week of their time will be dedicated to undertaking community outreach activities. We will provide financial support in the form of grants and event support to our community outreach partners. We will invest in targeted advertising including promoting the College through social media channels. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of this targeted marketing strategy.

**Process 1:** Tailored marketing strategy to raise awareness of the College's provision and support for potential ethnic minority entrants. Collaborative activity with our existing recruitment partners to raise awareness of our diversity and inclusivity commitments, the opportunities for ethnic minorities students and the benefits that the College provides for these specific student groups.

**Process 2:** Community Outreach to establish strong, collaborative partnerships with schools, community centres, and local organisations with large ethnic minority communities. Use these channels to assist the community outreach partner in achieving their HE educational aims.

**Process 3:** Advertising in media outlets popular within ethnic minority communities, including radio stations, magazines, and websites that cater to specific ethnic groups.

**Process 4:** Social Media Campaigns: Use social media targeted to reach ethnic minority audiences, utilising data analytics to craft messages that resonate culturally and align with community values.

**Output:** Increase the percentage of ethnic minorities students applying to and joining the College annually.

#### **Output measurable objective:**

**Objective 2** – Increase the proportion of ethnic minorities to 35% by 2026/27 and to 40% by 2028/29. (PTA\_2)

**Impact:** The long-term goal is for the College's ethnic diversity to reflect the demography of the region from which we draw students. Linked to this are goals to ensure that any differential gaps in continuation and completion are not statistically significant.

**Impact evaluation:** Type 1: Recruitment partners – on-enrolment data on ethnic minority students' pre-enrolment routes. Type 1: Community partnerships – qualitative feedback from community leaders and members on the partnership and the impact of partnership activities. Type 2:

Community partnerships – quantitative evaluation of the number and quality of ethnic minority entrants emanating from partnerships with schools, community centres, and organisations serving ethnic minority communities. Type 2: Event Participation: data analysis of attendance and engagement levels at community events and workshops against enrolment data.

**Dissemination:** Target marketing will be undertaken with the aim of increasing the number of ethnic minority entrants. The results of our target marketing activities for both entrants declared disabilities and ethnic minority entrants will be disseminated by:

- (i) Target Marketing: Ethnic Minorities annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (Target Marketing: Ethnic Minorities section) to be shared with recruitment partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Target Marketing: Ethnic Minorities at the end of the 4-year period

In addition, the results of our target marketing activities for ethnic minority entrants will also be disseminated by:

- (i) Sharing an annual review report with our community outreach partners (Summer).
- (ii) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (iii) Developing and sharing an impact evaluation case study with our academic partners Dec 2027.
- (iv) Presenting the impact evaluation case study at a relevant sector conference such as Universities UK Closing the Ethnicity Awards Gap annual conference by Dec 2028.

### **B3 – Intervention Strategy 3: Mature UG students IMD Q1 and Q2 Continuation and Attainment**

We have used the TASO core theory of change template (TASO, 2024b) as the conceptual framework for structuring our evaluation strategy for intervention strategy 3.

**Situation and Aims:** Detailed data analysis on Mature UG students from IMD Q1 and IMD Q2 together with the rationale for intervention strategy 3 is available in Annex A. UG students make up an increasing proportion of our students. The OfS indicator data on continuation, completion and attainment, which focuses on years when there was a higher proportion of OUG students, is not representative of our more recent, predominately UG student intakes. In 2020/21 our overall IMD Q1 continuation rate was 65%, the IMD Q2 continuation rates was 70%, lower than those from less disadvantaged backgrounds.

The UG IMD Q1 and Q2 datasets are small, and no consistent gaps were identified in completion or attainment rates by IMD. The substantive continuation and completion interventions that are being put in place for i) 21-25yr old mature students (objectives 4.1 and 4.2), ii) Black heritage students (objectives 5.1, 5.2, 5.3 and 5.4), and iii) continuation interventions for mature students in IMD Q1 and Q2 (objective 3.1) should also positively affect completion rates for mature IMD Q1 and Q2 students. However, as the College has a greater focus on UG provision we are also setting an UG mature IMD Q1 and Q2-focused attainment target.

We aim to reduce the evident continuation and mitigate against a potential attainment gap between Mature UG students from IMD Q1 and IMD Q2 and those from less disadvantaged backgrounds by enhancing our existing academic skills training provision, providing individual, personalised support to Mature UG students from IMD Q1 and IMD Q2, adopting the principles of the mental health charter, enhancing our existing hardship fund provision, enhancing our existing flexible teaching

schedule provision and by enhancing our existing personal and professional development provision.

**Evidence Used:** We have used drawn on TASO reports as well as reports from the OFA and QAA. The TASO (2021) report – *Supporting Access and Student Success for Mature Learners* highlights that there are few rigorously evaluated studies relating to retaining mature learners. The TASO report, together with a study commissioned by the Office for Fair Access (OFA) and the Open University (OFA, 2017) conclude that the two key intervention strategies which improve mature learner continuation rates are i) transition programmes and early academic skills training and ii) online and flexible modes of delivery. Our academic skills training, individual support programme and flexible provision strategies have drawn on, and evolved from, key findings in these reports, together with the QAA's *Enabling Successful Student Transitions into University: Using Curriculum Design and Data Monitoring to provide Student Support* report (QAA, March 2024). In addition, informed by Universities UK report *Stepchange: Mentally Healthy Universities* (Universities UK, 2020) we will adopt the principles of the University Mental Health Charter to give an additional focus and impetus to our existing institution-wide priority of student and staff mental health and wellbeing. With regard to Hardship Funds, much of the empirical work on the relationships between additional financial support and continuation is based on US data. We have used the *Finance Support Research Evaluation Research Report* based on evaluation of bursaries at Cambridge (Ilie et al., 2019), whilst recognising that it does not confirm causal relationships, to inform the College's Hardship Fund's policies and evaluation strategy. The rationale for embedding personal and professional development programmes into this intervention strategy is based on research conducted by the College's founder, Dr Selva Pankaj, and the on-going evaluation of his growth mindset-based programme, *Thinking into Character*. The continuing development of our *Thinking into Character* programme is further informed by the 2024 paper commissioned by the Social Market Foundation (SMF) *Character building: Why character is essential for career readiness* (Morgan, 2024) and the Education Endowment Foundation (EFF) funded project *The impact of non-cognitive skills on outcomes for young people*, Institute of Education, University of London (2013). We have also conducted anonymous surveys of all students in 2024 and held a focus group in 2024 with current Mature UG students from IMD Q1 and Q2 students.

## **Activities, expected impact and assumptions related to the underpinning theory of change**

### **Activity B3.1: Academic Skills Training: Mature UG students from IMD Q1 and Q2**

**Assumption:** Improving our existing academic skills training provision will improve the academic confidence of all our students and will specifically contribute to reducing the continuation gap between Mature UG students from IMD Q1 and Q2 and those from less deprived backgrounds.

**Inputs:** In addition to an existing full time Academic Skills Officer, we will invest in an additional Academic Skills Officer who will spend 50% of their time on further developing improving and delivering our academic skills training provision. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of enhancing our existing academic skills training provision. We will invest in a new Student communications officer, and promotional materials using multiple channels, to support effective communication of the services and resources available; 10% of their time will be devoted to communications with this group of students.

**Process 1:** The Preparation for Academic Skills Success (PASS) programme is being designed in collaboration with our academic partners as a voluntary, self-paced online resource /course for all students upon enrolling on their academic studies with the College. Mature UG students from IMD Q1 and Q2, who accounted for approximately 42% of our student body in 2022/23, will specifically be signposted to PASS. Academic Skills Officers will, subject to their consent, also monitor students' progress through the programme

**Process 2:** Mature UG students from IMD Q1 and Q2 will be offered on-programme, 1:1 academic skills support both online and in-person.

**Process 3:** All students are offered In-person digital skills workshops.

**Process 4:** New and refreshed materials to promote the services and resources available and active, multi-channel promotion.

**Output:** A reduction in the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds.

**Output measurable objective:**

**Objective 3.1** – Increase the continuation rate for mature UG students from IMD Q1 and Q2 to 80% by 2026/7 and to 83% by 2028/29. (PTS\_1)

**Objective 3.2** – Improve the attainment outcomes for mature UG students from IMD Q1 and Q2 achieving a 2.1 or 1<sup>st</sup> to 72% in 2025/26 and maintain it at that level. (PTS\_8)

**Impact:** The long-term goal is to both eliminate the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds and to improve attainment outcomes.

**Impact evaluation:** Type 2: Targeted surveying of Mature UG students from IMD Q1 and Q2 pre- and post-training to determine academic skills training sentiment using sentiment analysis tools. Type 2: Continuation statistics comparing the continuation rates of Mature UG students from IMD Q1 and Q2 who did/did not attend academic skills training.

**Dissemination:** The PASS programme aims to contribute to improving a range of student outcomes. The results of engaging with PASS for Mature UG students from IMD Q1 and Q2 will be disseminated by:

- (i) Academic Skills Training annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Academic Skills Training at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (autumn/Winter).

In addition, the results of using PASS to support Mature learners will also be disseminated by:

- (i) Developing and sharing an impact evaluation case study with our academic partners Dec 2027.
- (ii) Presenting the impact evaluation case study at a relevant sector conference such Advance HE's annual teaching and learning conference or teaching and learning symposia or by publication via the Higher Education Policy Institute's (HEPI) blog by Dec 2028.

### **Activity B3.2: Individual Support: Mature UG students from IMD Q1 and Q2**

**Assumption:** Providing individual, personalised, support will increase the percentage of Mature UG students from IMD Q1 and Q2 who continue by building confidence in continuing to engage in academic study thus increasing the continuation rates for Mature UG students from IMD Q1 and Q2.

**Inputs:** We will invest in four new Academic Support Tutors. The existing Head of Academic Support will spend one day a week managing the Individual Support function. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of providing enhanced personalised academic support.

**Process 1:** Enhanced personalised academic support. Mature UG students from IMD Q1 and Q2, will be supported by a dedicated, Academic Support Tutor (AST).

**Process 2:** HubX (our interlinked one-stop resource for students) – named and trained Academic Support Tutors provide additional academic support and skills training for all our students and will specifically target supporting Mature UG students from IMD Q1 and Q2. Named and trained Customer Services Officers provide wider support and guidance on additional services, including those for wellbeing, for all our students and will specifically target supporting Mature UG students from IMD Q1 and Q2.

**Output:** An increase in the percentage of Mature UG students from IMD Q1 and Q2 who continue by building confidence in continuing to engage in academic study.

**Output measurable objective:**

**Objective 3.1** – Increase the continuation rate for mature UG students from IMD Q1 and Q2 to 80% by 2026/7 and to 83% by 2028/29. (PTS\_1)

**Objective 3.2** – Improve the attainment outcomes for mature UG students from IMD Q1 and Q2 achieving a 2.1 or 1<sup>st</sup> to 72% in 2025/26 and maintain it at that level. (PTS\_8)

**Impact:** The long-term goal is to both eliminate the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds and to improve attainment outcomes.

**Impact evaluation:** Type 2: Targeted surveying of Mature UG students from IMD Q1 and Q2 to evaluate the academic tutoring, academic support and pastoral support services. Type 1: Annual focus group with Mature UG students from IMD Q1 and Q2 to determine sentiment regarding the longer-term benefits of the academic tutoring, academic support and pastoral support services. Type 2: Academic tutoring engagement stats comparing the continuation rates of Mature UG students from IMD Q1 and Q2 against attendees/non-attendees.

**Dissemination:** Providing individual support for students aims to contribute to a range of student outcomes. The results of engaging with individual support for Mature UG students from IMD Q1 and Q2 will be disseminated by:

- (i) Individual Support report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Individual Support at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) Annual presentation and discussion as part of our 'What Works' series at the College's Academic Development Workshops (Spring).

In addition, the results of individualised support for Mature learners will also be disseminated by:

- (i) Developing and sharing an impact evaluation case study with our academic partners Dec 2027.
- (ii) Presenting the impact evaluation case study at a relevant sector conference such as Advance HE's annual teaching and learning conference or teaching and learning symposia or by publication via the Higher Education Policy Institute's (HEPI) blog by Dec 2028.

### Activity B3.3: Mental Health Charter: Mature UG students from IMD Q1 and Q2

**Assumption:** There will be an increase in student wellbeing through adopting the principles of good practice as specified in the University Mental Health Charter and that this will increase the percentage of Mature UG students from IMD Q1 and Q2 who continue by providing enhanced support for students' mental wellbeing.

**Inputs:** We will invest in a new Head of Access and Widening Participation who will spend one day per week managing the adoption of the principles of the University Mental Health Charter. We will invest in a new Disability Coordinator who will spend one day per week implementing the principles of the University Mental Health Charter. We will invest in staff training and awareness to raise understanding of the principles of the University Mental Health Charter. We will purchase a Mental Health Online Platform. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of adopting the principles of good practice as specified in the University Mental Health Charter.

**Process 1:** Through the Mental Health Charter Project, by 2027/28 the College will adopt the principles of good practice as specified in the University Mental Health Charter.

**Output:** A reduction in the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less disadvantaged backgrounds and an improvement in student wellbeing

#### Output measurable objective:

**Objective 3.1** – Increase the continuation rate for mature UG students from IMD Q1 and Q2 to 80% by 2026/7 and to 83% by 2028/29. (PTS\_1)

**Objective 3.2**– Improve the attainment outcomes for mature UG students from IMD Q1 and Q2 achieving a 2.1 or 1<sup>st</sup> to 72% in 2025/26 and maintain it at that level. (PTS\_8)

**Impact:** The long-term goal is to both eliminate the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds and to improve attainment outcomes.

**Impact evaluation:** Type 1: The Mental Health Charter working group will produce an annual impact report which will reflect on progress made in relation to strategy and its implementation. Type 2: Annual assessment of the mental health and wellbeing of staff and students using established well-being scales, for example, the Warwick-Edinburgh Mental Wellbeing Scale to collect data.

**Dissemination:** The results of adopting the principles of good practice as specified in the Mental Health Charter for Mature UG students from IMD Q1 and Q2 will be disseminated by:

- (i) Mental Health Charter annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) AR-APP update summary to be published on the website (Winter).
- (iii) Reflective summary report on Mental Health Charter at the end of the 4-year period.
- (iv) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (v) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).
- (vi) Internal, IMC Readiness Report to Academic Council and SEOC (Dec 2027).
- (vii) Presenting 'lessons learnt' reflection at a relevant sector conference such as Advance HE's mental wellbeing conference or Universities UK Mental Health and Wellbeing conference by Dec 2028.

### Activity B3.4: Hardship Fund

**Assumption:** Enhancing our existing Hardship Fund will increase the percentage of Mature UG students from IMD Q1 and Q2 who continue by decreasing financial concerns, thus increasing the continuation rates for Mature UG students from IMD Q1 and Q2.

**Inputs:** Approximately a third of an existing Bursary Funds Officer's time will be dedicated to managing this aspect of the Hardship Fund. We will invest in a new bursary of up to £1k p.a. to support DAS students, including those Mature UG students from IMD Q1 and Q2 who experience severe and unexpected financial hardship. We will support conference or workshop attendance to support dissemination.

**Process 1:** The existing Hardship Fund and its promotion to students will be enhanced. It supports DAS students<sup>4</sup> who experience severe and unexpected financial difficulties during their programme with up to £1,000 financial support per annum. Each application is assessed on individual need.

#### Eligibility criteria for all Regent College London bursaries

Students must:

- Be a home student
- Be registered directly with the College and paying tuition fees directly to Regent College London
- Be enrolled on a higher education programme at levels 4 to 6. That is a Higher National Diploma or a Bachelor's degree (including top-up degrees)
- Have an approved tuition fee loan
- Apply directly to RCL through the relevant links on its website, supply full and complete information, and meet any published deadline
- Have a sustained record of attendance of at least 90%
- Where assessments have been undertaken, these must have been submitted on time

**In addition to the general criteria,** students must provide:

- Evidence of the change in circumstances that has led to the application
- Evidence that the student has applied for and been awarded a full student loan, and has received the first instalment

**Process 2:** The process involves: a confidential online application form; a Guidance document which incorporates definitions and examples; and clearly published deadlines. Applications are considered by a Bursary Panel which, for this fund, meets monthly. Successful awards are paid directly into the student's bank account normally within 14 days of a decision, normally as a single lump sum.

Only one Hardship award is made to a student in any one year of study.

**Output:** Decrease in financial concerns for Mature UG students from IMD Q1 and Q2. A reduction in the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds.

#### Output measurable objective:

**Objective 3.1** – Increase the continuation rate for mature UG students from IMD Q1 and Q2 to 80% by 2026/7 and to 83% by 2028/29. (PTS\_1)

**Objective 3.1** – Improve the attainment outcomes for mature UG students from IMD Q1 and Q2 achieving a 2.1 or 1<sup>st</sup> to 72% in 2025/26 and maintain it at that level. (PTS\_8)

**Impact:** The long-term goal is to both eliminate the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds and to improve attainment outcomes.

**Impact evaluation:** Type 1: Post fund recipient survey to determine if Mature UG students from IMD Q1 and Q2 would have continued if the hardship fund was not available. Type 1: 1:1 interviews with approx. 50 hardship fund recipients each year to evaluate the longer-term benefits of receiving the support. Type 2: Data analysis of continuation rates for those mature students from IMD Q1 and Q2 who did/did not receive support.

**Dissemination:** The Hardship Fund will be used to support Mature UG students from IMD Q1 and Q2 in continuing their studies. The results of providing these bursaries will be disseminated by:

- (i) Hardship Fund annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) AR-APP update summary to be published on the website (Winter).
- (iii) Reflective summary report on the Hardship Fund at the end of the 4-year period.
- (iv) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).

In addition, the results of using our Hardship Fund to support the continuation of UG Mature Students from IMD Q1 and Q2 will also be disseminated by:

- (i) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).

### **Activity B3.5: Flexible Provision**

**Assumption:** The enhanced promotion of our flexible provision will increase in the percentage of Mature UG students from IMD Q1 and Q2 who continue to engage with their academic study and increase the overall continuation rates of mature UG students from IMD Q1 and Q2.

**Inputs:** We will invest in a new Data Officer who will spend one day per week analysing the data on student attendance modes and, in particular, the attendance patterns of Mature UG students from IMD Q1 and Q2. We will fund attendance at a conference or workshop to support dissemination.

**Process 1:** Recognising that Mature UG students from IMD Q1 and Q2 may have competing responsibilities such as part-time work, family, or caregiving obligations, we offer flexible scheduling options, including weekday, evening, weekend together with some online classes and hybrid formats, to accommodate individual needs of Mature UG students from IMD Q1 and Q2.

**Output:** A reduction in the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds.

**Output measurable objective:**

**Objective 3.1** – Increase the continuation rate for mature UG students from IMD Q1 and Q2 to 80% by 2026/7 and to 83% by 2028/29. (PTS\_1)

**Objective 3.2** – Improve the attainment outcomes for mature UG students from IMD Q1 and Q2 achieving a 2.1 or 1<sup>st</sup> to 72% in 2025/26 and maintain it at that level. (PTS\_8)

**Impact:** The long-term goal is to both eliminate the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds and to improve attainment outcomes.

**Impact evaluation:** Type 2: Data analysis of the use of flexible provision to identify any correlations between the types of flexible provision undertaken and continuation rates for Mature UG students from IMD Q1 and Q2.

**Dissemination:** The results of providing flexible modes of learning, specifically to support the needs of Mature Learners differentiated by IMD category will be disseminated by:

- (i) Flexible Provision annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) AR-APP update summary to be published on the website (Winter).
- (iii) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (iv) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).
- (v) Developing and presenting an impact evaluation case study at a relevant sector conference such Advance HE's annual teaching and learning conference or teaching and learning symposia or by publication via the Higher Education Policy Institute's (HEPI) blog by Dec 2028.

#### **Activity B3.6: Personal and Professional Development Programme (PPDP): Mature UG students from IMD Q1 and Q2**

**Assumption:** Providing enhanced Personal and Professional Development activities will increase the percentage of Mature UG students from IMD Q1 and Q2 who continue their studies and their attainment.

**Inputs:** The existing Head of Thinking into Character will spend a approx. a third of their time on managing these online personal and professional development courses.

**Process 1:** The College has an established, online extra-curricular personal growth programme, *Thinking into Character* (TiC) which is a self-paced online resource. Mature UG students from IMD Q1 and Q2, will specifically be signposted to TiC. Their assigned Academic Support Tutor will, subject to their consent, monitor their progress through the programme.

**Process 2:** The College is developing a suite of further online extra-curricular self-paced online resources which will be available by the start of the APP. These online programmes will provide opportunities for students to gain additional skills e.g. for leading innovation in new and existing organisations. Mature UG students from IMD Q1 and Q2 will specifically be signposted to the resources appropriate for them.

**Output:** A reduction in the continuation gap between Mature UG students from IMD Q1 and those from less deprived backgrounds and improved attainment.

#### **Output measurable objective:**

**Objective 3.1** – Increase the continuation rate for mature UG students from IMD Q1 and Q2 to 80% by 2026/7 and to 83% by 2028/29. (PTS\_1)

**Objective 3.2** – Improve the attainment outcomes for mature UG students from IMD Q1 and Q2 achieving a 2.1 or 1<sup>st</sup> to 72% in 2025/26 and maintain it at that level. (PTS\_8)

**Impact:** The long-term goal is to both eliminate the continuation gap between Mature UG students from IMD Q1 and IMD Q2 and those from less deprived backgrounds and to improve attainment outcomes.

**Impact evaluation:** Type 2: Data analysis of the engagement and completion rates on the personal and professional development programmes to identify any correlations between the engagement and continuation rates for mature students from IMD Q1 and Q2. Type 2: survey of mature students from IMD Q1 and Q2 who are/are not using the personal and professional development programmes.

**Dissemination:** The PPDP programme aims to contribute to improving a range of student outcomes. The results of engaging with PPDP for Mature UG students from IMD Q1 and Q2 will be disseminated by:

- (i) Publication of an annual report on the *Thinking into Character* programme on the College's website (Summer) and a reflective summary report at the end of the 4-year APP (Summer).
- (ii) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (iii) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).
- (iv) Presenting the impact evaluation case study at a relevant sector conference such as Independent HE's Student Services Network or Access and Participation Network by Dec 2028.

## B4 – Intervention Strategy 4: UG 21-25 year-olds Continuation and Completion

We have used the TASO core theory of change template (TASO, 2024b) as the conceptual framework for structuring our evaluation strategy for intervention strategy 4.

**Situation and Aims:** Disaggregation of the data analysis, shows that there is a clear separation between the continuation rates of mature students who are under 25 and more mature students. Detailed data analysis on continuation and completion rates of UG 21–25-year-old students together with the rationale for intervention strategy 4 is available in Annex A. Whilst the continuation rate of this age group has improved over the last three years it continues to be lower than other age groups. Specifically, in 2022/23 the College's 21–25-year-old continuation rate was 67% compared with a continuation rate of 83% for 26–30-year-olds and 79% for 31–40-year-olds. Because the College has only been delivering full undergraduate degree programmes since 2020/21, only two years of undergraduate degree completion data is available. Nevertheless, the undergraduate degree completion rate for 21-25-year-olds of 60% in 2021/22 is lower than the completion rates of 76% for 26–30-year-olds and 72% for 31–40-year-olds. Therefore, both continuation and completion rate targets have been set specifically for the 21-25 -year-old student group who accounted for 11% of the active student population in 2022/23. In June 2024 the College had 65 home DAS students who are under 21 years of age on UG programmes.

We aim to improve the continuation and completion rates of UG 21–25-year-old students by enhancing our existing academic skills training provision, providing individual, personalised support to all UG 21–25-year-old students, work towards adopting the principles of the mental health charter and by enhancing our existing personal and professional development provision. Thereby, we aim to reduce the gap between this age group and older mature student groups.

**Evidence Used:** We have used drawn on a wide range of research publications and guidance documents including TASO reports as well as reports from Universities UK and the Social Market Foundation (SMF). Drawing from the UPP Foundation's funded Social Market Foundation report – *On course for success?* (2017), and the TASO (2021) report – *Supporting Access and Student Success for Mature Learners* we have identified key recommendations which have informed our

intervention strategy aimed at improving the continuation and completion rates for our 21-25-year-old students. In particular, the research identified causal relationships between providing induction programmes and extra-curricular motivational support. Our academic skills training and individual support programme, together with ongoing developments in our online learning provision, have drawn on, and will evolve from, key findings in these reports. In addition, informed by Universities UK report *Stepchange: Mentally Healthy Universities* (Universities UK, 2020), we will be aiming to adopt the principles of the University Mental Health Charter. This will give a further focus and impetus to our existing institution-wide priority of student and staff mental health and wellbeing. The rationale for embedding personal and professional development programmes into this intervention strategy is based on the research conducted by the College's founder, Dr Selva Pankaj, and the on-going evaluation of his growth mindset-based programme, *Thinking into Character*. The continuing development of our *Thinking into Character* programme is further informed by the 2024 paper commissioned by the Social Market Foundation (SMF) *Character building: Why character is essential for career readiness* (Morgan, 2024) and the Education Endowment Foundation (EFF) funded project *The impact of non-cognitive skills on outcomes for young people*, Institute of Education, University of London (2013). We have also conducted an anonymous survey, sent to all students, and held a dedicated focus group with 21-25-year-old students in summer 2024.

### **Activities, expected impact and assumptions related to the underpinning theory of change:**

#### **Activity B4.1: Academic Skills Training: UG 21-25-year olds**

**Assumption:** Improving our existing academic skills training provision will improve the academic confidence of all our students and will specifically contribute to improving the continuation and completion rates of UG 21–25-year-old students

**Inputs:** In addition to our existing Academic Skills Officer, we will invest in an additional Academic Skills Officer who will spend 30% of their time on further developing and improving our academic skills training provision. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of enhancing our existing academic skills training provision. We will invest in a new Student communications officer, and promotional materials using multiple channels, to support effective communication of the services and resources available; 10% of their time will be devoted to communications with this group of students.

**Process 1:** The Preparation for Academic Skills Success (PASS) programme is being designed in collaboration with our academic partners as a voluntary, self-paced online resource /course for all students upon enrolling on their academic studies with the College. UG 21–25-year-old students will be specifically signposted to PASS. Academic Skills Officers will, subject to their consent, also monitor students' progress through the programme

**Process 2:** UG 21–25-year-old students will be offered on-programme, 1:1 academic skills support both online and in-person.

**Process 3:** All students are offered in-person digital skills workshops.

**Process 4:** New and refreshed materials to promote the services and resources available and active, multi-channel promotion.

**Output:** A reduction in the continuation gap between UG 21–25-year-old students and more mature students.

#### **Output measurable objectives:**

**Objective 4.1** – Increase the continuation rate of UG 21-25-year-olds to 80% by 2026/7 and to 83% by 2028/29. (PTS\_2)

**Objective 4.2** – Increase the completion rate of UG 21-25-year-olds to 75% by 2026/7 and to 78% by 2028/29. (PTS\_3)

**Impact:** The long-term goal is to both eliminate continuation and completion rate gaps of UG 21–25-year-old students compared with older UG students and to raise the continuation and completion rates of all our UG students.

**Impact evaluation:** Type 2: Targeted surveying of UG 21–25-year-old students pre- and post-training to determine academic skills training sentiment using sentiment analysis tools. Type 2: Continuation statistics comparing the continuation and completion rates of UG 21–25-year-old students who did/did not attend academic skills training.

**Dissemination:** The PASS programme aims to contribute to improving a range of student outcomes. The results will be disseminated by:

- (i) Academic Skills Training annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Academic Skills Training at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).

In addition, the results of using PASS to support UG 21-25-year-olds will also be disseminated by:

- (i) Developing and sharing an impact evaluation case study with our academic partners Dec 2027.
- (ii) Presenting the impact evaluation case study at a relevant sector conference such Advance HE's annual teaching and learning conference or teaching and learning symposia or by publication via the Higher Education Policy Institute's (HEPI) blog by Dec 2028.

#### **Activity B4.2: Individual Support: UG 21-25-year olds**

**Assumption:** Providing individual, personalised, support will increase the percentage of UG 21–25-year-old students who continue and complete by building confidence in continuing to engage in academic study thus increasing the continuation and completion rates for UG 21–25-year-old students.

**Inputs:** We will invest in a new Academic Support Tutor who will spend 50% of their time on individual support. The existing Head of Academic Support will spend time managing the individual support function. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of providing enhanced individual academic support.

**Process 1:** Enhanced personalised academic support. UG 21–25-year-old students will be supported by dedicated, Academic Support Tutors (AST).

**Process 2:** HubX (our interlinked one-stop resource for students) – named and trained Academic Support Tutors provide additional academic support and skills training for all our students and will specifically target supporting UG 21–25-year-old students. Named and trained Customer Services Officer provide wider support and guidance to additional services, including those for wellbeing, for all our students and will specifically target supporting UG 21–25-year-old students.

**Output:** An increase in the percentage of UG 21–25-year-old students who continue and complete by building academic confidence in continuing to engage in academic study.

**Output measurable objectives:**

**Objective 4.1** – Increase the continuation rate of UG 21-25-year-olds to 80% by 2026/7 and to 83% by 2028/29. (PTS\_2)

**Objective 4.2** – Increase the completion rate of UG 21-25-year-olds to 75% by 2026/7 and to 78% by 2028/29. (PTS\_3)

**Impact:** The long-term goal is to both eliminate continuation and completion rate gaps of UG 21–25-year-old students compared with older UG students and to raise the continuation and completion rates of all our UG students.

**Impact evaluation:** Type 2: Targeted surveying of UG 21–25-year-old students to evaluate the academic tutoring, academic support and pastoral support services. Type 1: Annual focus group with UG 21–25-year-old students to determine sentiment regarding the longer-term benefits of the academic tutoring, academic support and pastoral support services. Type 2: individual support engagement stats comparing the continuation and completion rates of UG 21–25-year-old students to other mature learners.

**Dissemination:** Providing personalised support for students aims to contribute to a range of student outcomes. The results of engaging with individual support for UG 21-25-year-olds will be disseminated by:

- (i) Individual Support report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Individual Support at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) Annual presentation and discussion as part of our 'What Works' series at the College's Academic Development Workshops (Spring).

In addition, the results of using individual to support UG 21-25-year-olds will also be disseminated by:

- (i) Developing and sharing an impact evaluation case study with our academic partners Dec 2027.
- (ii) Presenting the impact evaluation case study at a relevant sector conference such Advance HE's annual teaching and learning conference or teaching and learning symposia or by publication via the Higher Education Policy Institute's (HEPI) blog by Dec 2028.

### **Activity B4.3: Mental Health Charter: UG 21-25 year olds**

**Assumption:** There will be an increase in student wellbeing through adopting the principles of good practice as specified in the University Mental Health Charter which will increase the percentage of UG 21–25-year-old students who continue and complete by providing enhanced support for students' mental wellbeing.

**Inputs:** We will invest in a new Head of Access and Widening Participation who will spend 10% of their time managing the adoption of the principles of the University Mental Health Charter. We will invest in a new Disability Coordinator who will spend one day per week implementing the principles of the University Mental Health Charter. We will invest in staff training and awareness to raise understanding of the principles of the University Mental Health Charter. We will purchase a Mental Health Online Platform. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of adopting the principles of good practice as specified in the University Mental Health Charter.

**Process 1:** Through the Mental Health Charter Project, by 2027/28 the College will adopt the principles of good practice as specified in the University Mental Health Charter.

**Output:** A reduction in the continuation and completion gap UG 21–25 year-old students compared with older UG students.

**Output measurable objectives:**

**Objective 4.1** – Increase the continuation rate of UG 21-25-year-olds to 80% by 2026/7 and to 83% by 2028/29. (PTS\_2)

**Objective 4.2** – Increase the completion rate of UG 21-25-year-olds to 75% by 2026/7 and to 78% by 2028/29. (PTS\_3)

**Impact:** The long-term goal is to both eliminate continuation and completion rate gaps of UG 21–25-year-old students compared with older UG students and to raise the continuation and completion rates of our UG students overall.

**Impact evaluation:** Type 1: The working group will produce an annual impact report which will reflect on progress made in relation to this strategy and its implementation. Type 2: Annual assessment of the mental health and wellbeing of staff and students using the Warwick-Edinburgh Mental Wellbeing Scale, or similar, to collect data.

**Dissemination:** The results of adopting the principles of good practice as specified in the Mental Health Charter will be disseminated by:

- (i) Mental Health Charter annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) AR-APP update summary to be published on the website (Winter).
- (iii) Reflective summary report on Mental Health Charter at the end of the 4-year period.
- (iv) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (v) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).
- (vi) Internal, MHC Readiness Report to Academic Council and SEOC (Dec 2027).
- (vii) Presenting 'lessons learnt' reflection at a relevant sector conference such as Advance HE's mental wellbeing conference or Universities UK Mental Health and Wellbeing conference by Dec 2028.

#### **Activity B4.4: Personal and Professional Development Programme: UG 21-25 year olds**

**Assumption:** Providing enhanced Personal and Professional Development activities will increase the percentage of UG 21–25-year-old students who continue their studies.

**Inputs:** The existing Head of Thinking into Character will spend one day a week on managing these online personal and professional development courses. We will invest in additional licences and fund staff attendance at a conference or workshop linked to dissemination.

**Process 1:** The College has an established, online extra-curricular personal growth programme, *Thinking into Character* (TiC) which is a self-paced online resource. UG 21–25-year-old students will specifically be signposted to TiC. Their assigned Academic Support Tutor will, subject to their consent, monitor their progress through the programme.

**Process 2:** The College is developing a suite of further online extra-curricular self-paced online resources which will be available by the start of the APP. These online programmes will provide opportunities for students to gain additional skills e.g. for leading innovation in new and existing organisations. Mature UG students from IMD Q1 and Q2 will specifically be signposted to the resources appropriate for them.

**Output:** A reduction in the continuation gap between UG 21–25-year-old students and more mature UG students.

**Output measurable objectives:**

**Objective 4.1** – Increase the continuation rate of UG 21-25-year-olds to 80% by 2026/7 and to 83% by 2028/29. (PTS\_2)

**Objective 4.2** – Increase the completion rate of UG 21-25-year-olds to 75% by 2026/7 and to 78% by 2028/29. (PTS\_3)

**Impact:** The long-term goal is to both eliminate continuation and completion rate gaps of UG 21–25-year-old students compared with older UG students and to raise the continuation and completion rates of our UG students overall.

**Impact evaluation:** Type 2: Data analysis of the engagement and completion rates on the personal and professional development programmes to identify any correlations between the engagement and completion rates and continuation rates for UG 21–25-year-old students. Type 2: survey of UG 21–25-year-old students who are/are not using the personal and professional development programmes.

**Dissemination:** The PPDP programme aims to contribute to improving a range of student outcomes. The results of engaging with PPDP will be disseminated by:

- (i) Publication of an annual report on the *Thinking into Character* programme on the College's website (Summer) and a reflective summary report at the end of the 4-year APP (Summer).
- (ii) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (iii) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).
- (iv) Presenting the impact evaluation case study at a relevant sector conference such as Independent HE's Student Services Network or Access and Participation Network by Dec 2028.

## **B5 – Intervention Strategy 5: Black Continuation, Completion and Attainment**

We have used the TASO core theory of change template (TASO, 2024b) as the conceptual framework for structuring our evaluation strategy for intervention strategy 5.

**Situation and Aims:** This intervention strategy aims to improve the continuation, completion and attainment rate of OUG and UG Black heritage students studying at the College. Detailed data analysis on continuation, completion and attainment rates of OUG and UG Black heritage students together with the rationale for intervention strategy 4 is available in Annex A. Black students currently make up a comparatively small proportion of the College's student population: 2023/24 – 9%, 2022/23 – 10%, 2021/22 – 14%, 2020/21 – 12%. This intervention strategy complements intervention strategy 2, which aims to increase the percentage of OUG and UG ethnic minority students joining the college. In addition, when analysing the data, both OUG and UG Black students perform less well with regard to continuation, completion and attainment, hence intervention strategy 5. Due to small numbers some of the data is suppressed; nevertheless, black students are underperforming compared to other ethnic groups. Black continuation 2022/23: OUG 31% (n=16), UG 57% (n=161) against Asian 2022/23: OUG 64% (n= 11), UG 71% (n= 99) and White 2022/23: OUG 81% (n=134), UG 82% (n=1106). Black completion, latest year, 2021-2022: OUG 44% (n=43), UG 66% (n=38) against Asian 2021/22: OUG 58% (n=26), UG 93% (n=58) and White 2021/22: OUG 61% (n=334), UG 73% (n=222). Black attainment in 2021/22 is suppressed

due to the small datasets. Nevertheless, Black attainment on both OUG and UG programmes is markedly lower than other ethnic groups and, as numbers grow, will be monitored over the life of the APP.

We aim to reduce the continuation, completion and attainment rates of OUG and UG Black heritage students by developing a black mentoring programme, enhancing our existing academic skills training provision, providing individual, personalised support to all OUG and UG Black heritage students, work towards adopting the principles of the mental health charter and by enhancing our existing personal and professional development provision. We will seek to ensure that students are aware of the availability for the Hardship fund should they experience unexpected cost pressures and analyse the take up data by protected characteristic and our at risks groups (where different).

**Evidence Used:** Our approach to improving the continuation, completion and attainment performance of our black students has been informed by TASO's *Approaches to Addressing the Ethnicity Degree Awarding Gap* (EDAG) (2023) report which identifies 16 approaches to addressing EDAG, many of which the College already utilises. Additional approaches that the College will be adopting to support our Black students include: personalised support and mentoring (both external and peer-to-peer) together with the opportunity to be trained to act as a mentor. In addition, informed by Universities UK report *Stepchange: Mentally Healthy Universities* (Universities UK, 2020), we will be working towards adopting the principles of the University Mental Health Charter. This will give an additional focus and impetus to our existing institution-wide priority of student and staff mental health and wellbeing. To develop these plans, we have conducted anonymous surveys sent to all Black students and held a focus group in 2024 with current Black students.

#### **Activities, expected impact and assumptions related to the underpinning theory of change:**

##### **Activity B5.1: Student Mentoring Programmes**

**Assumption:** That a mentoring programme to support Black heritage students will increase Black heritage student continuation and completion rates.

**Inputs:** We will invest in a new Head of Access and Widening Participation who will spend one day per week managing the Student Mentoring Programme. We will invest in a new Student Support Officer who will spend one day per week supporting and training student mentors. We will invest in promotional materials to encourage engagement in the mentoring programme. We will provide financial support to staff to attend a conference or workshop to disseminate the results of this activity.

**Process 1:** We will collaborate with culturally appropriate external mentors. This will provide 1:1 mentoring for Black students

**Process 2:** We will deliver a programme of training for student mentors to enable peer-to-peer mentoring. This will provide 1:1 mentoring for Black students. Training for student mentors will also develop additional valuable skills for those participating.

**Output:** An increase in the continuation and completion rates of Black heritage students.

##### **Output measurable objective:**

**Objective 5.1** – Increase the continuation rate of OUG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_4)

**Objective 5.2** – Increase the continuation rate of UG black students to 80% by 2026/27 and to 83% by 2028/29. (PTS\_5)

**Objective 5.3** – Increase the completion rate of OUG black students to 65% by 2026/27 and to 67% by 2028/29. (PTS\_6)

**Objective 5.4** – Increase the completion rate of UG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_7)

**Impact:** The long-term goal is to eliminate the gaps in continuation and completion rates between ethnic groups.

**Impact evaluation:** Type 1: Student surveys, focus groups and 1:1 interviews to determine sentiment regarding the longer-term benefits of external and peer-to-peer mentoring. Type 1: 1:1 interviews with 10-20% of student mentors each year to determine sentiment regarding the benefits of becoming a mentor and the skills developed. Type 2: Mentoring engagement stats comparing the continuation, completion and attainment rates of Black students who did/did not engage in mentoring.

**Dissemination:** The results of providing student mentoring programmes to support Black heritage students will be disseminated by:

- (i) Student Mentoring Programmes annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Student Mentoring Programmes at the end of the 4-year period.
- (v) Annual Report to Academic Council and SEOC (Autumn).
- (vi) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vii) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).
- (viii) Annual presentation at the SOBL research club (Autumn/Winter).
- (ix) Publishing interim results via blog such as Higher Education Policy Institute's (HEPI) blog by Dec 2027.
- (x) Developing and publishing an impact evaluation case at a relevant sector conference or workshop such as Advance HE's EDI Workshop events

### **Activity B5.2: Academic Skills Training: Black heritage students**

**Assumption:** Improving our existing academic skills training provision will improve the academic confidence of all our students and will specifically contribute to reducing the continuation and completion gaps between Black students and those from other ethnic groups.

**Inputs:** In addition to our existing Academic Skills Officer, we will invest in an additional Academic Skills Officer who will spend 30% of their time on further developing and improving our academic skills training provision. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of enhancing our existing academic skills training provision. We will invest in a new Student communications officer, and promotional materials using multiple channels, to support effective communication of the services and resources available; 10% of their time will be devoted to communications with this group of students.

**Process 1:** The Preparation for Academic Skills Success (PASS) programme is being designed in collaboration with our academic partners as a voluntary, self-paced online resource /course for all students upon enrolling on their academic studies with the College. Black heritage students will

specifically be signposted to PASS. Academic Skills Officers will, subject to their consent, also monitor students' progress through the programme

**Process 2:** Black heritage students will be offered on-programme, 1:1 academic skills support both online and in-person.

**Process 3:** All students are offered in-person digital skills workshops.

**Process 4:** New and refreshed materials to promote the services and resources available and active, multi-channel promotion.

**Output:** A reduction in the continuation and completion rate gaps between Black heritage students and students from other ethnic groups.

**Output measurable objective:**

**Objective 5.1** – Increase the continuation rate of OUG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_4)

**Objective 5.2** – Increase the continuation rate of UG black students to 80% by 2026/27 and to 83% by 2028/29. (PTS\_5)

**Objective 5.3** – Increase the completion rate of OUG black students to 65% by 2026/27 and to 67% by 2028/29. (PTS\_6)

**Objective 5.4** – Increase the completion rate of UG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_7)

**Impact:** The long-term goal is to eliminate the gaps in continuation and completion rates between ethnic groups.

**Impact evaluation:** Type 2: Targeted surveying of Black students pre- and post-training to determine academic skills training sentiment. Type 2: Continuation statistics comparing the continuation rates of Black students who did/did not attend academic skills training.

**Dissemination:** The PASS programme aims to contribute to improving a range of student outcomes. The results of engaging with PASS for Black heritage students will be disseminated by:

- (i) Academic Skills Training annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Academic Skills Training at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).

In addition, the results of using PASS to support Black heritage students will also be disseminated by:

- (i) Developing and sharing an impact evaluation case study with our academic partners Dec 2027.
- (ii) Presenting the impact evaluation case study at a relevant sector conference such as Advance HE's annual teaching and learning conference or teaching and learning symposia or by publication via the Higher Education Policy Institute's (HEPI) blog by Dec 2028.

**Activity B5.3: Individual Support: Black heritage students**

**Assumption:** Providing individual, personalised, support will increase the percentage of Black heritage students who continue and complete by building confidence in continuing to engage in academic study thus increasing the continuation and completion rates for Black heritage students.

**Inputs:** We will invest in a new Academic Support Tutor who will spend 50% of their time on individual support. The existing Head of Academic Support will spend time managing the individual support function. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of providing enhanced individual academic support.

**Process 1:** Enhanced personalised academic support. Black heritage students will be supported by dedicated, Academic Support Tutors (AST).

**Process 2:** HubX (our interlinked one-stop resource for students) – named and trained Academic Support Tutors provide additional academic support and skills training for all our students and will specifically target supporting Black heritage students. Named and trained Customer Services Officer provide wider support and guidance to additional services, including those for wellbeing, for all our students and will specifically target supporting Black heritage students.

**Output:** An increase in the percentage of Black heritage students who continue and complete by building confidence in continuing to engage in academic study.

**Output measurable objective:**

**Objective 5.1.1** – Increase the continuation rate of OUG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_4)

**Objective 5.1.2** – Increase the continuation rate of UG black students to 80% by 2026/27 and to 83% by 2028/29. (PTS\_5)

**Objective 5.2.1** – Increase the completion rate of OUG black students to 65% by 2026/27 and to 67% by 2028/29. (PTS\_6)

**Objective 5.2.2** – Increase the completion rate of UG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_7)

**Impact:** The long-term goal is to eliminate the gaps in continuation and completion rates between ethnic groups.

**Impact evaluation:** Type 2: Targeted surveying of Black heritage students to evaluate the academic tutoring, academic support and pastoral support services. Type 1: Annual focus group with Black heritage students to determine sentiment regarding the longer-term benefits of the academic tutoring, academic support and pastoral support services. Type 2: Academic tutoring engagement stats comparing the continuation and completion rates of Black heritage students

**Dissemination:** Providing individual support for students aims to contribute to a range of student outcomes. The results of engaging with individual support for Black heritage students will be disseminated by:

- (i) Individual Support report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on Individual Support at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).

- (vi) Annual presentation and discussion as part of our 'What Works' series at the College's Academic Development Workshops (Spring).

In addition, the results of using PASS to support Black heritage students will also be disseminated by:

- (i) Developing and sharing an impact evaluation case study with our academic partners Dec 2027.
- (ii) Presenting the impact evaluation case study at a relevant sector conference such Advance HE's annual teaching and learning conference or teaching and learning symposia or by publication via the Higher Education Policy Institute's (HEPI) blog by Dec 2028.

#### **Activity B5.4: Mental Health Charter: Black Heritage Students**

**Assumption:** There will be an increase in student wellbeing through adopting the principles of good practice as specified in the University Mental Health Charter will increase the percentage of Black heritage students who continue and complete by providing enhanced support for students' mental wellbeing.

**Inputs:** We will invest in a new Head of Access and Widening Participation who will spend 10% of their time managing the adoption of the principles of the University Mental Health Charter. We will invest in a new Disability Coordinator who will spend one day per week implementing the principles of the University Mental Health Charter. We will invest in staff training and awareness to raise understanding of the principles of the University Mental Health Charter. We will purchase a Mental Health Online Platform. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of adopting the principles of good practice as specified in the University Mental Health Charter.

**Process 1:** Through the Mental Health Charter Project, by 2027/28 the College will adopt the principles of good practice as specified in the University Mental Health Charter.

**Output:** A reduction in the continuation and completion gaps between Black heritage students and students from other ethnic groups.

#### **Output measurable objective:**

**Objective 5.1** – Increase the continuation rate of OUG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_4)

**Objective 5.2** – Increase the continuation rate of UG black students to 80% by 2026/27 and to 83% by 2028/29. (PTS\_5)

**Objective 5.3** – Increase the completion rate of OUG black students to 65% by 2026/27 and to 68% by 2028/29. (PTS\_6)

**Objective 5.4** – Increase the completion rate of UG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_7)

**Impact:** The long-term goal is to eliminate the gaps in continuation and completion rates between ethnic groups including of Black heritage students.

**Impact evaluation:** Type 1: The working group will produce an annual impact report which will reflect on progress made in relation to this strategy and its implementation. Type 2: Annual assessment of the mental health and wellbeing services using the Warwick-Edinburgh Mental Wellbeing Scale, or similar, to collect data from staff and students.

**Dissemination:** The results of adopting the principles of good practice as specified in the Mental Health Charter for Black heritage students will be disseminated by:

- (i) Mental Health Charter annual report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) AR-APP update summary to be published on the website (Winter).
- (iii) Reflective summary report on Mental Health Charter at the end of the 4-year period.
- (iv) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (v) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).
- (vi) Internal, IMC Readiness Report to Academic Council and SEOC (Dec 2027).
- (vii) Presenting 'lessons learnt' reflection at a relevant sector conference such as Advance HE's mental wellbeing conference or Universities UK Mental Health and Wellbeing conference by Dec 2028.

### **Activity B5.5: Personal Development Programmes: Black heritage students**

**Assumption:** Providing enhanced Personal and Professional Development activities will increase the percentage of Black heritage students who continue and complete their studies.

**Inputs:** The existing Head of Thinking into Character will spend a day a week managing these online personal and professional development courses.

**Process 1:** The College has an established, online extra-curricular personal growth programme, *Thinking into Character* (TiC) which is a self-paced online resource. Black heritage students will specifically be signposted to TiC. Their assigned Academic Support Tutor will, subject to their consent, monitor their progress through the programme.

**Process 2:** The College is developing a suite of further online extra-curricular self-paced online resources which will be available by the start of the APP. These online programmes will provide opportunities for students to gain additional skills e.g. for leading innovation in new and existing organisations. Mature UG students from IMD Q1 and Q2 will specifically be signposted to the resources appropriate for them.

**Output:** A reduction in the continuation and completion gaps between Black heritage students and students from other ethnic groups.

#### **Output measurable objective:**

**Objective 5.1** – Increase the continuation rate of OUG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_4)

**Objective 5.2** – Increase the continuation rate of UG black students to 80% by 2026/27 and to 83% by 2028/29. (PTS\_5)

**Objective 5.3** – Increase the completion rate of OUG black students to 65% by 2026/27 and to 67% by 2028/29. (PTS\_6)

**Objective 5.4** – Increase the completion rate of UG black students to 75% by 2026/27 and to 78% by 2028/29. (PTS\_7)

**Impact:** The long-term goal is to eliminate the gaps in continuation and completion rates between ethnic groups.

**Impact evaluation:** Type 2: Data analysis of the engagement and completion rates on the personal and professional development programmes to identify any correlations between the engagement and completion rates and continuation rates for Black heritage students. Type 2: survey of Black heritage students who are/are not using the personal and professional development programmes.

**Dissemination:** The PPDP programme aims to contribute to improving a range of student outcomes. The results of engaging with PPDP for Black heritage students will be disseminated by:

- (i) Publication of an annual report on the *Thinking into Character* programme on the College's website (Summer) and a reflective summary report at the end of the 4-year APP (Summer).
- (ii) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (iii) Annual presentation and discussion at our internal Research Quarterly Roundtable Event (Autumn/Winter).
- (iv) Presenting the impact evaluation case study at a relevant sector conference such as Independent HE's Student Services Network or Access and Participation Network by Dec 2028.

## B6 – Intervention Strategy 6: Progression

We have used the TASO core theory of change template (TASO, 2024b) as the conceptual framework for structuring our evaluation strategy for intervention strategy 6.

**Situation and Aims:** As a relatively new provider of HE with, to date, small numbers of graduating students, the data on the complete student life cycle, especially the progression of our graduates into employment or further study, makes it difficult to identify specific groups that are disproportionately at risk. Due to the small datasets that are available much of the quantitative data is necessarily suppressed. Nevertheless, the data that is available suggests that, so far, our large, target mature UG IMD Q1 and Q2 student group are not progressing at the rate we would anticipate. In 2020 our progression rates for UG IMD Q1 and Q2 students for OUG were 38% and 36% for UG students. We have established several intervention activities that will be developed further as graduate numbers grow, however, we are unlikely to be able to test and evaluate their effectiveness until the final year of the APP and beyond its life.

**Evidence Used:** There are few rigorously evaluated studies relating to the provision of careers support to mature learners. Therefore, to inform this intervention, we have conducted anonymous surveys sent to all students, held a focus group with current students and a series of focus groups with our careers guidance staff.

**Activities, expected impact and assumptions related to the underpinning theory of change:**

### Activity B6.1: Career Development Plans

**Assumption:** Supporting mature UG IMD Q1 and Q2 students in the development of structured career plans will contribute to improving mature UG IMD Q1 and Q2 graduate outcomes.

**Inputs:** In addition to the two existing careers officers two new careers officers, we will be employed to support students in creating structured career plans. We will invest in providing our careers staff with Careers Information and Guidance (CIAG) Training. We will provide funding to allow staff to attend a conference or workshop to disseminate the results of implementing structured career development plans to support our mature UG IMD Q1 and Q2 students.

**Process 1:** Enhance the career advisor support delivered via in-classroom activities to support students in creating structured career development plans.

**Process 2:** Enhance 1:1 personal support by career advisors to support students in creating structured career development plans.

**Output:** Increase the percentage of mature UG IMD Q1 and Q2 students achieving positive career outcomes. Improved Mature UG IMD Q1 and Q2 student engagement with the careers service.

**Output measurable objective:**

**Objective 6:** Increase the progression rate for mature UG students from IMD Q1 and Q2 to 60% in 2026/27 and to 62% by 2028/29. (PTP\_1)

**Impact:** The goal is for our graduates to achieve outstanding graduate outcomes. Improve mature UG IMD Q1 and Q2 student engagement with the careers service. Increase the percentage of mature UG IMD Q1 and Q2 students achieving positive career outcomes.

**Impact evaluation:** Type 2: Internal data analysis, Graduate Outcomes survey.

**Dissemination:** Supporting mature students from IMDQ1 and Q2 to produce career development plans will be disseminated by:

- (i) Career development plan report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on individual career development plans at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) Annual presentation and discussion as part of our 'What Works' series at the College's Academic Development Workshops (Spring).
- (vii) Developing and sharing an impact evaluation case study with our academic partners Dec 2027.
- (viii) Presenting the impact evaluation case study at a relevant sector conference such as The Graduate Employability conference by Dec 2028.

## **Activity B6.2: Careers Events**

**Assumption:** Providing a programme of careers events throughout the year will contribute to improving mature UG IMD Q1 and Q2 graduate outcomes.

**Inputs:** We will invest in an additional careers officer to manage careers events.

**Process 1:** Regular careers and job fairs. Further work to ensure that fairs are accessible to students at a range of times to accommodate students' other commitments.

**Output:** Increase the percentage of Mature UG IMD Q1 and Q2 students achieving positive career outcomes. Improved Mature UG IMD Q1 and Q2 student engagement with the careers service and careers events.

**Output measurable objective:**

**Objective 6:** Increase the progression rate for mature UG students from IMD Q1 and Q2 to 60% in 2026/27 and to 62% by 2028/29. (PTP\_1)

**Impact:** The goal is for our graduates to achieve outstanding graduate outcomes. Improve mature UG IMD Q1 and Q2 student engagement with the careers service. Increase the percentage of mature UG IMD Q1 and Q2 students achieving positive career outcomes.

**Impact evaluation:** Type 1: Internal data analysis, focus groups and document review.

**Dissemination:** Providing additional careers events targeting mature UG students from IMDQ1 and Q2 aims to contribute to improving graduate outcomes. The results will be disseminated by:

- (i) Careers event report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners.
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on careers events at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) Annual presentation and discussion as part of our 'What Works' series at the College's Academic Development Workshops (Spring).

### **Activity B6.3: Personal and Professional Development**

**Assumption:** Providing continuing access to the College's suite of personal and professional resources (*Thinking into Character* programme; this will remain available to Alumni together with *Learning from DAD* (Desire, Attitude, Decision); *Think and Grow Rich* and *Mindset*) will contribute to improving mature UG IMD Q1 and Q2 graduate outcomes including their commitment to their ongoing development.

**Inputs:** Within existing resources.

**Process 1:** Systematic communication with students towards graduation and post-graduation promoting the commitment of the College to their continuing personal and professional development through the continued availability of its unique suite of programmes.

**Output:** Increase the percentage of Mature UG IMD Q1 and Q2 students achieving positive career outcomes. Improved Mature UG IMD Q1 and Q2 student engagement with the careers service and careers events.

#### **Output measurable objective:**

**Objective 6:** Increase the progression rate for mature UG students from IMD Q1 and Q2 to 60% in 2026/27 and to 62% by 2028/29 (PTP\_1)

**Impact:** The goal is for the College to maintain close engagement with our graduates, for our graduates to achieve outstanding graduate outcomes, maintain their commitment to their own development and become active members of a supportive alumni network. Improve mature UG IMD Q1 and Q2 student engagement with the careers service. Increase the percentage of mature UG IMD Q1 and Q2 students achieving positive career outcomes.

**Impact evaluation:** Type 1: Internal data analysis on the take up of PPD programmes by alumni supported by structured interviews with a representative number of alumni each year.

**Dissemination:** Providing continuing access to PPD programmes aims to contribute to improving graduate outcomes. The results will be disseminated by:

- (vii) PPD report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (viii) Approved AR-APP (all sections) to be shared with academic partners.
- (ix) AR-APP update summary to be published on the website (Winter).

- (x) Reflective summary report on PPD at the end of the 4-year period.
- (xi) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).

#### **Activity B5.4: Regent Alumni Network**

**Assumption:** Enhancing the existing Regent Alumni Network will contribute to improving mature UG IMD Q1 and Q2 graduate outcomes and to develop a supportive network of alumni.

**Inputs:** Existing careers staff will manage the development of the alumni network.

**Process 1:** Continue to work with alumni to support their peers as they progress in their careers through events, case studies and shared stories.

**Output:** An increase in the number of alumni events, case studies and shared stories.

**Output measurable objective:**

**Objective 6:** Increase the progression rate for mature UG students from IMD Q1 and Q2 to 60% in 2026/27 and to 62% by 2028/29 (PTP\_1)

**Impact:** The long-term goal is for the College to maintain close engagement with our graduates, for our graduates to achieve outstanding graduate outcomes and become active members of a supportive alumni network. Improve mature UG IMD Q1 and Q2 student engagement with the careers service. Increase the percentage of mature UG IMD Q1 and Q2 students achieving positive career outcomes.

**Impact evaluation:** Type 1: Internal data analysis to understand alumni engagement and student satisfaction with alumni services. Structured interviews with a representative number of alumni each year.

**Dissemination:** Expanding and deepening alumni engagement aims to contribute to improving graduate outcomes. Results will be disseminated by:

- (i) Alumni engagement report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners.
- (iii) AR-APP update summary to be published on the website (Winter).
- (iv) Reflective summary report on alumni engagement at the end of the 4-year period.
- (v) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).
- (vi) A presentation and discussion as part of our 'What Works' series at the College's Academic Development Workshops (Spring).

#### **Activity B5.5: Data Collection**

**Assumption:** Improving our data collection processes will contribute to improving all graduate outcomes including mature UG IMD Q1 and Q2 graduate outcomes.

**Inputs:** We will invest in one new data analyst position.

**Process 1:** Extend and improve our processes to collect data from alumni.

**Output:** Increase the percentage of all students, including mature UG IMD Q1 and Q2 students submitting a Graduate Outcome survey return and increase the level of engagement with the College's alumni services.

**Output measurable objective:**

**Objective 6:** Increase the progression rate for mature UG students from IMD Q1 and Q2 to 60% in 2026/27 and to 62% by 2028/29 (PTP\_1)

**Impact:** The long-term goal is for the College to maintain close engagement with our graduates, for our graduates to achieve outstanding graduate outcomes and become active members of a supportive alumni network. Improve mature UG IMD Q1 and Q2 student engagement with the careers service. Increase the percentage of mature UG IMD Q1 and Q2 students achieving positive career outcomes.

**Impact evaluation:** Type 2: Internal data analysis, Graduate Outcomes survey.

**Dissemination:** Improving our alumni data collection processes aims to contribute to improving the response rate to the Graduate Outcomes survey. The results of enhancing our data collection processes will be disseminated by:

- (i) Alumni data collection report on the previous year's activity (August) for inclusion in the overarching Annual Report on the APP (AR-APP). AR-APP to (i) SOEC, and (ii) Academic Council (Autumn) for approval.
- (ii) Approved AR-APP (all sections) to be shared with academic partners.
- (iii) A presentation on the APP stream at the College's annual Learning and Teaching Conference (Spring).

## References (additional to those in the main APP)

TASO (2024b). <https://taso.org.uk/evidence/evaluation-guidance-resources/toc/core-theory-of-change-templates/> accessed 01.07.24

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: RTC Education Ltd

Provider UKPRN: 10008455

### Summary of 2025-26 entrant course fees

\*course type not listed

#### Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0	Classroom based subjects, £5,760	N/A	9250
HNC/HND		N/A	9250
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0	Classroom based subjects, £4,315	N/A	6935
HNC/HND		N/A	6935
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: RTC Education Ltd

Provider UKPRN: 10008455

### Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

#### Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£3,509,000	£4,501,000	£5,218,000	£5,551,000
Financial support (£)	NA	£2,925,000	£3,751,000	£4,349,000	£4,626,000
Research and evaluation (£)	NA	£390,000	£500,000	£580,000	£617,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£3,509,000	£4,501,000	£5,218,000	£5,551,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	<b>Total access investment (£)</b>	<b>£3,509,000</b>	<b>£4,501,000</b>	<b>£5,218,000</b>	<b>£5,551,000</b>
Access activity investment	<b>Total access investment (as % of HFI)</b>	<b>18.0%</b>	<b>18.0%</b>	<b>18.0%</b>	<b>18.0%</b>
Access activity investment	<b>Total access investment funded from HFI (£)</b>	<b>£3,509,000</b>	<b>£4,501,000</b>	<b>£5,218,000</b>	<b>£5,551,000</b>
Access activity investment	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£702,000	£900,000	£1,044,000	£1,110,000
Financial support investment	Fee waivers (£)	£673,000	£863,000	£1,000,000	£1,064,000
Financial support investment	Hardship funds (£)	£1,550,000	£1,988,000	£2,305,000	£2,452,000
Financial support investment	<b>Total financial support investment (£)</b>	<b>£2,925,000</b>	<b>£3,751,000</b>	<b>£4,349,000</b>	<b>£4,626,000</b>
Financial support investment	<b>Total financial support investment (as % of HFI)</b>	<b>15.0%</b>	<b>15.0%</b>	<b>15.0%</b>	<b>15.0%</b>
Research and evaluation investment	Research and evaluation investment (£)	£390,000	£500,000	£580,000	£617,000
Research and evaluation investment	<b>Research and evaluation investment (as % of HFI)</b>	<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>	<b>2.0%</b>

# Fees, investments and targets

2025-26 to 2028-29

Provider name: RTC Education Ltd

Provider UKPRN: 10008455

## Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the proportion of our OUG and UG students who declare that they have a disability to us, to 12% by 2026/27 and to 17% by 2028/29	PTA_1	Access	Reported disability	Other (please specify in description)		Internal data sources are used as a baseline as these provide the most recent data available to us on entrants; we considered lower targets based on data from the area in which we operate but selected to aim for higher targets based on the data dashboard and England-wide data	Yes	Other data source (please include details in commentary)	2022-23	Percentage	8%	10%	12%	15%	17%
To increase the proportion of ethnic minorities UG entrants (UG) (Black, Asian, Mixed and Other Minority Group) to 35% by 2026/27 and to 40% by 2028/29	PTA_2	Access	Ethnicity	Not specified (please give detail in description)		Internal data sources are used as a baseline as these provide the most recent data available to us on entrants; our figures to not show are clear trend and, while the targets set steadily increase we are aware that historically this group of entrants has varied between years. We are including Asian, Black, Mixed and other ethnicities in one group as numbers are too small to set meaningful targets for each group	Yes	Other data source (please include details in commentary)	2022-23	Percentage	32%	34%	35%	38%	40%
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the continuation rate for Mature UG students from IMD Q1 and Q2 to 80% by 2026/27 and 83% by 2028/29	PTS_1	Continuation	Intersection of characteristics	Other (please specify in description)	N/A	Internal data used as it is fuller and more recent than that in the data dashboard. Combines age (mature students) with IMD quintiles (Q1 and Q2)	Yes	Other data source (please include details in commentary)	2021-22	Percentage	70%	80%	80%	81.5%	83%
To increase the continuation rate of UG 21-25 year-olds to 80% by 2026/27 and to 83% by 2028/29	PTS_2	Continuation	Age	Mature (over 21)	N/A	Internal data used as it is fuller and more recent than that in the data dashboard.	Yes	Other data source (please include details in commentary)	2021-22	Percentage	59%	80%	80%	81.5%	83%
To increase the completion rate of UG 21-25 year-olds to 75% by 2026/27 and to 78% by 2028/29	PTS_3	Completion	Age	Mature (over 21)	N/A	Internal data used as it is fuller and more recent than that in the data dashboard.	Yes	Other data source (please include details in commentary)	2021-22	Percentage	60%	75%	75%	76.5%	78%
To increase the continuation rate of OUG Black students to 75% by 2026/27 and to 78% by 2028/29	PTS_4	Continuation	Ethnicity	Black	All other ethnicities	Internal data used as it is fuller and more recent than that in the data dashboard.	Yes	Other data source (please include details in commentary)	2021-22	Percentage	60%	75%	75%	76.5%	78%
To increase the continuation rate of UG Black students to 80% by 2026/27 and to 81% by 2028/29	PTS_5	Continuation	Ethnicity	Black	All other ethnicities	Internal data used as it is fuller and more recent than that in the data dashboard.	Yes	Other data source (please include details in commentary)	2021-22	Percentage	63%	80%	80%	81.5%	83%

