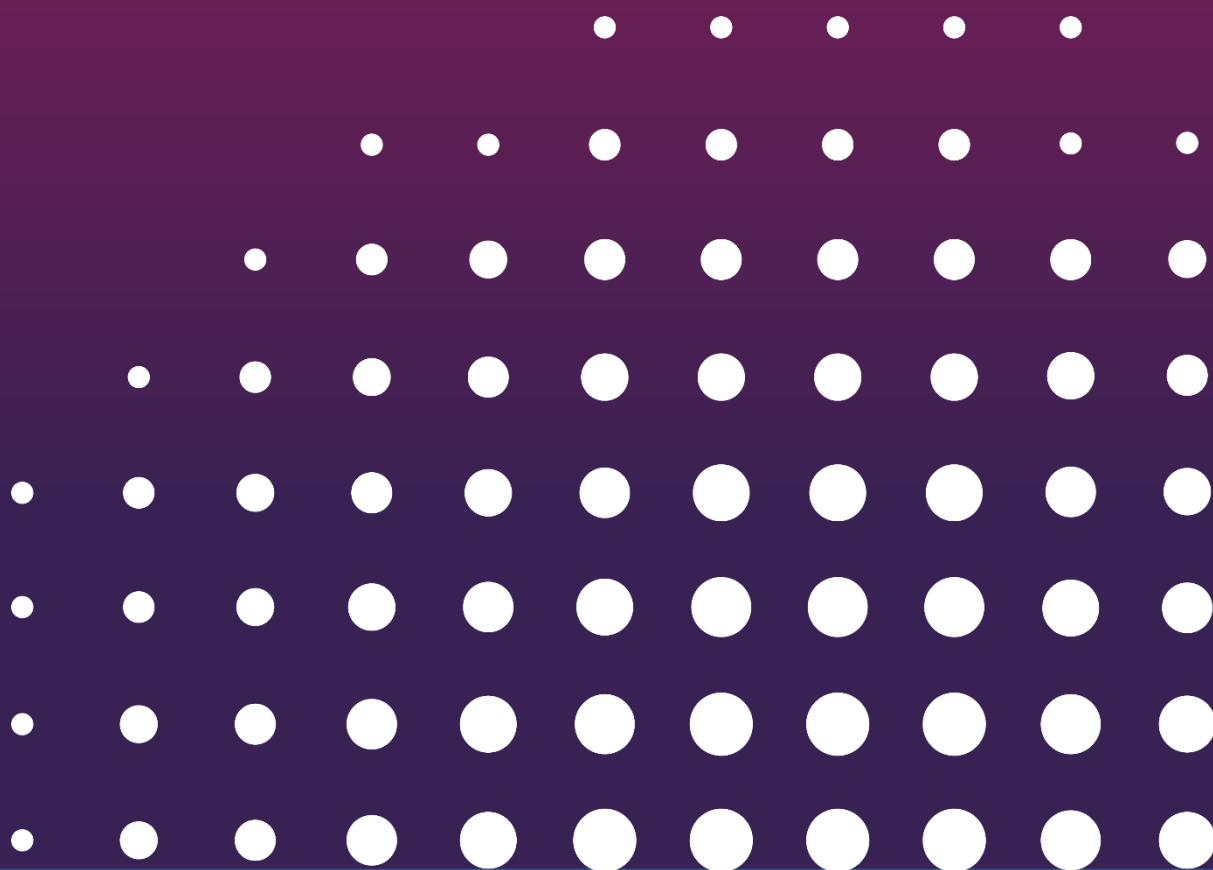




Access and Participation Plan 2025-26 to 2028-29



Introduction

The Health Sciences University (HSU) was established in July 2024, following the evolution of AECC University College, which adopted its new name to reflect its expanded mission as a multidisciplinary health sciences institution. Shortly after, the University College of Osteopathy (UCO) joined the HSU family, bringing a rich history of excellence in osteopathic education. This unification marks the beginning of a bold chapter in HSU's journey, defined by a shared mission to empower the next generation of health professionals through equitable, inclusive, and transformative higher education.

HSU's dual-campus presence in Bournemouth and London provides a distinctive opportunity to address disparities in access to higher education. Each campus serves diverse populations, enabling HSU to tailor interventions to meet the unique needs of its communities. Also, part of the HSU portfolio is the College of Esports, a small provider located in Central London. The College of Esports was a previous validation partner of the University College of Osteopathy, but following the 2024 merger and name change will now be a validation partner of Health Sciences University. The College of Esports students are supported by their institution and therefore are not eligible for the bursary provision provided by Health Sciences University. This Access and Participation Plan (APP) reaffirms the university's commitment to ensuring that individuals from all backgrounds have the opportunity to achieve academic success and fulfil their potential.

The Context for Our Plan

The Health Sciences University operates within a national landscape where inequalities in access to higher education persist. Across the sector, students from Global Majority backgrounds, lower-income households, and communities with historically low participation in higher education continue to face barriers. At HSU, we recognise that these inequalities are mirrored within our student population.

For example:

- Students from IMD Quintile 1 neighbourhoods are underrepresented in our recruitment figures.
- Recruitment rates for students from Global Majority backgrounds are approximately half the sector average.
- Mature learners and students with disabilities face challenges in continuation and attainment.

These challenges are compounded by the unique demands of health sciences education, which often requires extensive practical training alongside academic study. At HSU, we believe these barriers can be addressed through targeted interventions, robust partnerships, and a whole-provider approach to access and participation.

Our Commitment to Change

Guided by our mission to deliver outstanding health sciences education and our vision to be a leader in this field, HSU has set ambitious objectives for this plan. These objectives align closely with the HSU Strategic Plan, which emphasises widening access, fostering inclusivity, and supporting student success as core institutional priorities. By embedding access and participation within our broader strategic framework, we aim to create a lasting impact on students, communities, and the health sciences sector.

The HSU Strategic Plan outlines key goals, including enhancing pathways to higher education, reducing barriers to success for underrepresented groups, and ensuring equitable outcomes for all students. These goals provide the foundation for the objectives in this plan, which are focused on addressing disparities and achieving transformational change.

These goals reflect HSU's commitment to delivering meaningful and measurable change. They are grounded in evidence, informed by student voice, and aligned with national priorities for access and participation. By integrating these aims into our Strategic Plan, we ensure that access and participation are not standalone efforts but integral to our institutional mission and long-term vision.

The Role of Partnerships and Innovation

Achieving these objectives requires a collaborative approach. HSU will work closely with schools, colleges, employers, and community organisations to create opportunities for prospective students. Our dual-campus structure supports a range of targeted outreach activities designed to address the specific needs of our local communities. These include hosting summer schools for Year 12 students offering hands-on learning experiences to inspire and prepare them for higher education. STEM festivals are a key component of this strategy, held at both the Bournemouth and London campuses in collaboration with local schools to showcase opportunities in health sciences and allied professions.

These events, alongside broader community engagement initiatives, aim to foster awareness, aspiration, and a sense of belonging among prospective students, particularly those from underrepresented backgrounds.

In addition, HSU's partnerships with professional bodies, healthcare providers, and alumni networks will support transition pathways into health professions, ensuring our graduates are well-prepared to meet workforce demands. These collaborations underscore the importance of linking access and participation goals to broader societal and professional needs.

Embedding a Whole-Provider Approach

At the heart of this APP is a commitment to embedding access and participation into every aspect of the university. This whole-provider approach extends to staff development, curriculum design, and the student experience. By fostering a culture of inclusivity and belonging, HSU aims to create an environment where students feel supported in their efforts to succeed.

Looking Ahead

As a newly unified institution, HSU is uniquely positioned to drive innovation in access and participation. This plan represents our collective ambition to break down barriers, close equity gaps, and transform lives through the power of health sciences education. By aligning our efforts with best practices in the sector, including insights from the TASO Toolkit and the Office for Students, HSU is committed to continuous improvement and accountability.

Through regular evaluation and transparent reporting, we will ensure that our commitments lead to tangible outcomes for our students and communities. As a university community, we aim to build a future where health sciences education is accessible, inclusive, and transformative for all.

The following Risks to equality of opportunity were identified:

Risk One: There are lower proportions of students enrolling at Health Sciences University from the lower quintiles, particularly TUNDRA IMD 1. Evidence suggests that this results from lack of information and guidance about higher education, perceptions of higher education and insufficient personal and academic support.

Risk Two: There are lower proportions of students enrolling at Health Sciences University from Global Majority backgrounds, with enrolment data indicating that this is at half the sector rate. Evidence suggests that this results from perceptions of higher education, lack of information and guidance and course type and delivery mode available.

Risk Three: There are lower proportions of students enrolling at Health Sciences University who were eligible for free school meals. Evidence suggests that this results from lack of opportunity to develop the knowledge and skills required to access higher education, lack of information and guidance about higher education and insufficient personal and academic support.

Risk Four: There is a lower percentage of mature learners at Health Sciences University continuing their studies when compared to young learners. Evidence suggests that this results from cost pressures associated with university, mental health implications and delivery mode options at university.

Risk Five: There is a lower percentage of ABCS Quintile 1 students at Health Sciences University continuing their studies when compared to their ABCS Quintile 5 peers. Evidence suggests that this results from cost pressures associated with university and lack of academic and personal support.

Risk Six: There is a gap between students with a declared disability obtaining a 2:1 or 1st degree outcome and those students who do not have a declared disability at Health Sciences University. Evidence suggests that this is a result of lack of access to academic and personal support and mental health implications.



Objectives:

Objective One: Health Sciences University will increase the percentage of students from IMD Quintile 1 to 20% by the year 2028. Achieved through increased and targeted marketing and outreach activity across both campuses, a mentorship programme supported by current HSU students and specific IAG sessions. (IS1)

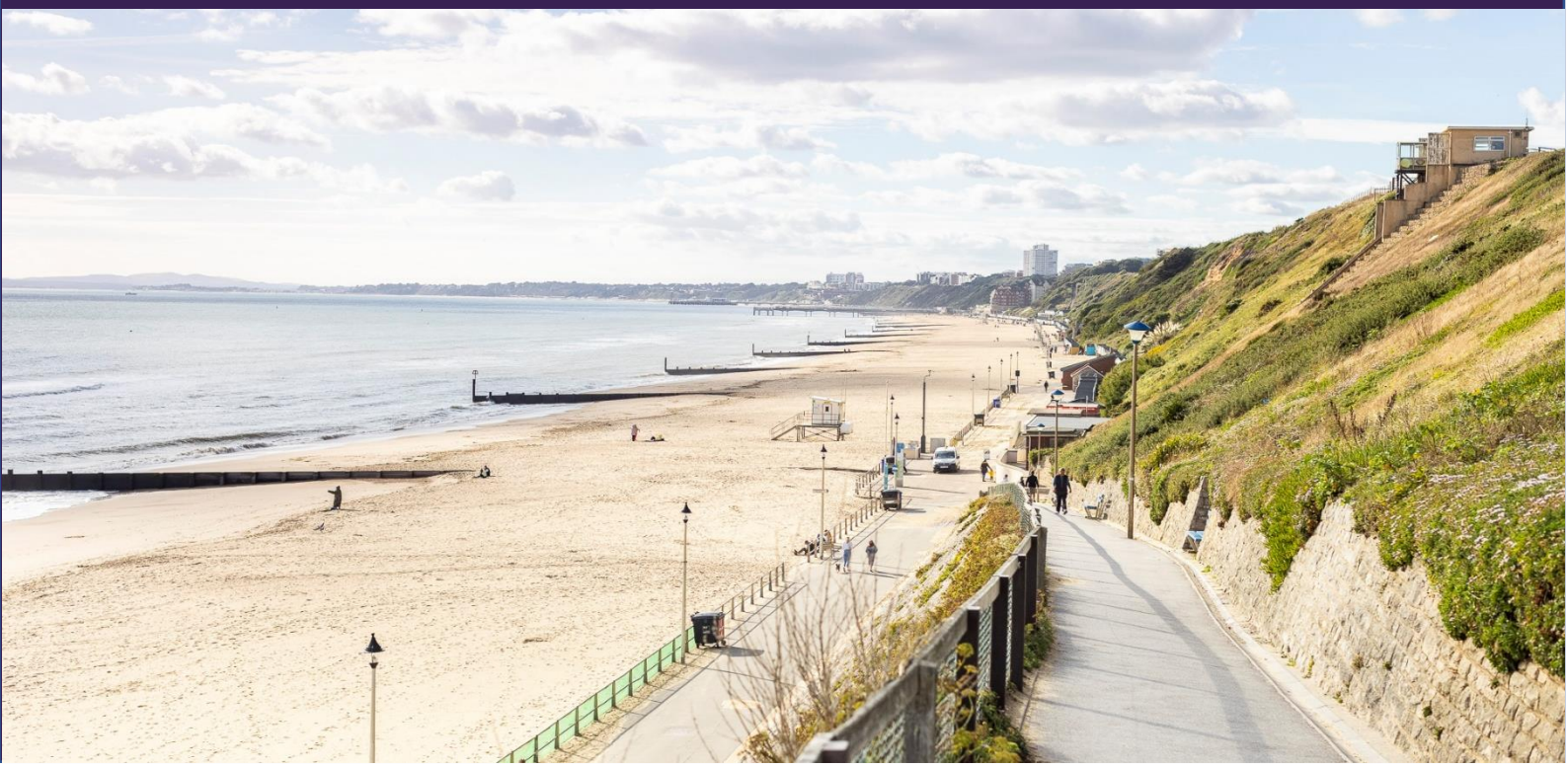
Objective Two: Health Sciences University will increase the percentage of non-white students enrolling to 20% by the year 2028. Achieved through increased marketing and outreach activity across both campuses, targeted IAG sessions, expanded access provision via summer schools and transition pathways. (IS2)

Objective Three: Health Sciences University will increase the percentage of students who have been in receipt of free school meals enrolling to 12% by the year 2028. Achieved through a mentorship programme supported by current HSU students, increased and targeted marketing activity and outreach work with schools with high percentage FSM eligible students and expanded access provision via summer schools and transition pathways. (IS3)

Objective Four: Health Sciences University will reduce the continuation gap between mature and young learners, which currently stands at 7.7%, to zero by the year 2028 Achieved through increasing flexibility and mode of study and enhanced academic support specifically for mature learners. (IS4)

Objective Five: Health Sciences University will decrease the continuation gap between ABCS Quintile 1 students and their ABCS Quintile 5 peers which currently stands at 12.7% to 4% by the year 2028 . Achieved through enhanced academic, personal and financial support. (IS5)

Objective Six: Health Sciences University will reduce the attainment gap between students with a declared disability and those without, which currently stands at 3.9% to zero, resulting in a 94.5% attainment rate for students with a declared disability by the year 2028. Achieved through specific and enhanced academic, personal and financial support and targeted aspiration and attainment focused activity. (IS6)



Intervention Strategy 1:

Objective One: Health Sciences University will increase the percentage of students from IMD Quintile 1 to 20% by the year 2028.

This section priorities a multi-disciplinary approach with a focus on aspiration raising, information and guidance sessions and soft skill academic support for students within this target group to ensure students feel prepared for university and have an accurate perception of higher education. HSU currently organises Summer Schools for target groups and this intervention strategy will expand on this programme to support year 12 students during a pivotal educational period and support the transition to higher education.

PTA_1 (see Annex C, Table 5d)

Risks to equality of opportunity

Using the Equality of Opportunity Risk Register the following risks were identified:

Risk One – Knowledge and Skills

Risk Two – Information and Guidance

Risk Three – Perceptions of Higher Education

Risk Six – Insufficient Academic Support

Risk 7 - Insufficient Personal Support

Risk 10 – Cost Pressures



Activity	Inputs	Outcomes	Cross Intervention?
<p>A Health Sciences Summer School which as the entry for the All Aboard HSU access programme for target year 12 students:</p> <ul style="list-style-type: none"> • Three Day Summer School • Virtual UCAS application guidance & advice session with a Specialist Student Ambassador • Virtual Interview tips & advice session with a Specialist Student Ambassador • Virtual Study skills & revision session with a Specialist Student Ambassador • Virtual Budgeting session with the Student Services team <p><i>Enhancement of current activity</i></p>	<p>Access and Participation Manager hours</p> <p>Access and Participation Officer hours</p> <p>Academic staff hours</p> <p>Specialist Student Ambassador hours</p> <p>Admissions team hours</p> <p>Student Services team hours</p> <p>Resource development for sessions</p>	<p>Immediate Outcomes:</p> <p>Increased knowledge and awareness of HE</p> <p>Increased knowledge of HE pathways and the application process</p> <p>Increased knowledge regarding the financial support available for HE and the application process</p> <p>Longer-Term Outcomes:</p> <p>Improved self-perceptions about academic abilities and confidence</p> <p>Improved confidence and preparation for HE selection process</p> <p>Increased number of applications for HSU from students from IMD Quintile 1 background</p>	IS2, IS3
<p>Transition Weekend for target learners to explore campus early and increase sense of belonging</p> <ul style="list-style-type: none"> • Ice Breaker sessions to meet peers & HSU Student's Union • Opportunity to meet and speak to academics • Study skills advice from Library Team and Student Services • Explore campus early • Financial advice session by Student Services <p><i>Current Activity</i></p>	<p>Access and Participation Manager hours</p> <p>Access and Participation Officer hours</p> <p>Academic staff hours</p> <p>Specialist Student Ambassador hours</p> <p>Admissions team hours</p> <p>Student Services team hours</p> <p>Library team hours</p> <p>Resource Development for sessions</p>	<p>Immediate Outcomes:</p> <p>Increased knowledge and awareness of HE</p> <p>Increased knowledge on the academic expectations relating to undertaking a degree at HSU</p> <p>Increased relationships between new students and their peers from similar backgrounds</p> <p>Longer-Term Outcomes:</p> <p>Improved self-perceptions about academic abilities and confidence</p> <p>Improved confidence and preparation for HE selection process</p> <p>Increased number of applications for</p>	IS2, IS3

		HSU from students from IMD Quintile 1 background	
<p>Target outreach visits to schools with high number of pupils from lower participation postcodes</p> <ul style="list-style-type: none"> • <i>Mixture of primary and secondary schools</i> • <i>Showcase allied health careers and highlight the importance of health in our society</i> • <i>60-minute Presentation & Workshop – 4 external visits per academic term</i> <p>New Activity</p>	<p>Access and Participation Manager hours</p> <p>Access and Participation Officer hours</p> <p>Specialist Student Ambassador hours</p> <p>Senior Specialist Student Ambassador hours</p>	<p>Immediate Outcomes:</p> <p>Increased knowledge and awareness of HE</p> <p>Increased knowledge of HE pathways and the application process</p> <p>Increased knowledge regarding the financial support available for HE and the application process</p> <p>Increased self-resilience and confidence when navigating new environments and new relationships with older peers and university academics at HSU</p> <p>Increased communication skills and exposure to university terminology and language</p> <p>Longer Term Outcomes:</p> <p>Increased application rates and success rates from IMD Quintile 1 learners to HSU</p> <p>Increased reputation and place in community for HSU</p>	

Evidence base and rationale:

For this intervention strategy TASO's report Schools in for Summer¹ and its interim findings were mobilised to support the success of HE Summer School programmes and the resulting findings particularly addressing perceptions of higher education were considered. The interventions relating to this strategy focus on a multi-intervention approach which TASO findings suggest has a direct positive impact on student progression to higher education.

For a full summary, please see Annex B

Evaluation:

The prominent evaluation method for this intervention strategy will be a mixture of type 1 and 2, through attendance numbers and direct survey responses from participants, with a particular focus on reviewing the attendance numbers and survey responses from IMD Quintile 1 participants.

For a full summary, please see Annex B

Published Materials:

We publish an annual impact report on our Access and Participation activities to the following forums:

- Internal Report: to be presented at Access and Participation Steering Groups to academic and professional services staff which will include attendee numbers and feedback
- External Report: to be published at the end of each academic year on the HSU website which will include attendee numbers, evaluation from our events and direct experiences and benefits from our participants.

Consideration for possible knowledge sharing for the activities listed as part of this intervention will be considered at Widening Participation conferences.

¹ TASO, 2023, Schools in for Summer, https://cdn.taso.org.uk/wp-content/uploads/2023-11_Report_Schools-in-for-the-summer-interim-findings-on-impact-of-summer-schools_TASO.pdf

Intervention Strategy 2:

Health Sciences University will increase the percentage of non-white students enrolling to 20% by the year 2028. (Objective 2).

Similar to Intervention Strategy 1, this section prioritises school and community groups engagement, with a focus predominantly on addressing the perceptions of higher education within this target group and enhancing a sense of belonging at university. However, in order to support this intervention, specific activities aimed at Global Majority individuals. Activities within this intervention strategy will focus on the use of Specialist Student Ambassadors to act as role models for HSU and the importance of student voice to steer focused activity through a Student's Consultative Group

Risks to equality of opportunity

Using the Equality of Opportunity Risk Register the following risks were identified:

Risk One – Knowledge and Skills

Risk Two – Information and Guidance

Risk Three – Perceptions of Higher Education

Risk Six – Insufficient Academic Support

Risk 7 - Insufficient Personal Support.



Activity	Inputs	Outcomes	Cross Intervention?
<p>Targeted schools outreach activity in geographical areas with high percentages of Global Majority individuals</p> <ul style="list-style-type: none"> Home town assemblies by our Specialist Student Ambassadors for those who were educated in areas of England with higher Global Majority population <p>New Activity</p>	<p>Access and Participation Manager hours</p> <p>Specialist Student Ambassador hours</p> <p>Travel Cost</p>	<p>Immediate Outcomes:</p> <p>Increased knowledge and awareness of HE</p> <p>Increased knowledge of HE pathways and the application process</p> <p>Increased knowledge regarding the financial support available for HE and the application process</p> <p>Increase career awareness that can result from undertaking a degree at HSU</p> <p>Increased motivation for education and HE</p> <p>Longer-Term Outcomes:</p> <p>Improved confidence and preparation for HE selection process</p> <p>Increased number of applications for HSU from students from Global Majority backgrounds</p>	
<p>Student Consultative Group conducted in tandem with the Student's Union and students from Global Majority backgrounds</p> <ul style="list-style-type: none"> One session per term to hear feedback of student experience regarding services & facilities Opportunity to enable new activity suggested by consultative group to enhance student experience <p>New Activity</p>	<p>Access and Participation Manager hours</p> <p>Senior Specialist Student Ambassador hours</p> <p>Student's Union hours</p> <p>Resource costs</p>	<p>Immediate Outcomes:</p> <p>Increased sense of belonging for students from Global Majority background at HSU</p> <p>Increased relationship between Global Majority students at HSU with their peers and staff</p> <p>Longer-Term Outcomes:</p> <p>Improved self-perceptions about academic abilities and confidence</p> <p>Increased number of applications for HSU from students from Global Majority backgrounds</p>	
<p>Establishment of Specialist Student Ambassador at our London Campus</p>	<p>Access and Participation Manager hours</p>	<p>Immediate Outcomes:</p> <p>Increased sense of belonging for students from Global Majority</p>	<p>IS1, IS3</p>

<ul style="list-style-type: none"> Senior Specialist Student Ambassadors to showcase and promote the role Awareness of the importance of Access & Participation Ambassador work to provide a key role in the advertisement of roles Create a team of students from diverse backgrounds and experiences at the London site to support outreach activity <p><i>Enhancement of Current Activity</i></p>	<p>Senior Specialist Student Ambassador hours</p> <p>People's Team hours</p> <p>Resource for advertisement of roles</p>	<p>background at HSU</p> <p>Increased relationship between Global Majority students at HSU with their peers and staff</p> <p>Increased transferable skills and confidence</p> <p>Longer-Term Outcomes:</p> <p>Improved self-confidence and abilities to communicate with peers and members of the wider HSU community</p> <p>Increased number of applications for HSU from students from Global Majority backgrounds</p>	
<p>Establishment of a Community Connection Day:</p> <ul style="list-style-type: none"> <i>One Saturday per year at Bournemouth & London sites</i> <i>Science workshops for a variety of ages which are run by Specialist Student Ambassadors</i> <i>Information sessions for families about HSU and Allied Health professions</i> <i>Advertised via school partnerships</i> <p><i>New Activity</i></p>	<p>Access and Participation Manager hours</p> <p>Specialist Student Ambassador hours</p> <p>Senior Specialist Student Ambassador hours</p> <p>Resource creation</p> <p>On Day Admin Costs</p>	<p>Immediate Outcomes:</p> <p>Increased knowledge and awareness of HE</p> <p>Increased knowledge of HE pathways and the application process</p> <p>Increased knowledge regarding the financial support available for HE and the application process</p> <p>Increased parent/carers knowledge about the benefits of a HE education</p> <p>Increase place in the community for HSU</p> <p>Longer-Term Outcomes:</p> <p>Increased number of applications for HSU from students from Global Majority backgrounds</p>	IS1, IS3
<p>Creation of the Inclusive Curricula Working Group</p> <ul style="list-style-type: none"> Develop and support inclusive curriculum that enhances the 	<p>Head of Learning and Teaching hours</p> <p>Head of Student and Wellbeing Services hours</p>	<p>Immediate Outcomes:</p> <p>Increased sense of belonging for students from Global Majority background at HSU</p> <p>Increased understanding of the</p>	IS4, IS5

<p>HE experience for all students at HSU</p> <ul style="list-style-type: none"> Place students at the heart of the learning process, recognising that inclusivity means equity not equality <p><i>New Activity</i></p>	<p>Access and Participation Manager hours</p> <p>Academic Representatives from across the Schools hours</p> <p>Professional Services Representative hours</p>	<p>reasoning behind why something is included in a curriculum and how this links to professional opportunities</p> <p>Longer-Term Outcomes:</p> <p>Increased number of applications for HSU from students from Global Majority backgrounds</p>	
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Evidence base and rationale:

For this intervention strategy Janet Brown's report 'Student Ambassadors: The Role of Role Models in Widening Participation'² and its findings were considered to support the benefits presented regarding the use of Student Ambassadors in higher education facilities, particularly when in the position of a Role Model for their peers. The interventions relating to this strategy focus on a multi-intervention approach which TASO findings suggest has a direct positive impact on student progression to higher education.

For a full summary, please see Annex B

Evaluation:

The prominent evaluation method for this intervention strategy will be a mixture of type 1 and 2, through attendance numbers and direct survey responses from participants, with a particular focus on not only obtaining the experiences of our prospective students, but their families who are also considered as part of this intervention.

For a full summary, please see Annex B

Published Materials:

We publish an annual impact report on our Access and Participation activities to the following forums:

- Internal Report: to be presented at Access and Participation Steering Groups to academic and professional services staff which will include attendee numbers and feedback
- External Report: to be published at the end of each academic year on the HSU website which will include attendee numbers, evaluation from our events and direct experiences and benefits from our participants.

Consideration for possible knowledge sharing for the activities listed as part of this intervention will be considered at Widening Participation conferences.

² Janet Brown, 2023, Student Ambassadors: the role of role models in Widening Participation, <https://gohigherwestyorks.ac.uk/student-ambassadors-the-role-of-role-models-in-widening-participation/>

Intervention Strategy 3:

Health Sciences University will increase the percentage of students who have been in receipt of free school meals enrolling to 12% by the year 2028. (Objective 3).

This section prioritises school and community groups engagement, with a focus predominantly on addressing the perceptions of higher education within this target group and enhancing a sense of belonging at university. HSU currently has wide and well received outreach programme for local schools, but this intervention strategy will target particular learners by encouraging schools to ensure the intended recipients of our programme are prioritised.

Risks to equality of opportunity

Using the Equality of Opportunity Risk Register the following risks were identified:

Risk One – Knowledge and Skills

Risk Two – Information and Guidance

Risk Three – Perceptions of Higher Education

Risk Six – Insufficient Academic Support

Risk 7 - Insufficient Personal Support.



Activity	Inputs	Outcomes	Cross Intervention?
<p>Outreach Programme for targeted group at schools and colleges with higher percentage FSM learners.</p> <p>Including: Campus Visit Days STEM Festivals Taster Sessions Opportunity to meet with Ambassadors <i>Existing Activity</i></p>	<p>Access & Participation Manager hours</p> <p>Academic Staff hours</p> <p>Specialist Student Ambassador hours</p>	<p>Immediate Outcomes: Increased knowledge and awareness of HE Increased knowledge of HE pathways and the application process Increased knowledge regarding the financial support available for HE and the application process Increased self-resilience and confidence when engaging with new environments and people Increased confidence when interacting with older peers and university academics Increased career awareness with can from result degrees undertaken at HSU</p> <p>Longer Term Outcomes: Increased application rates and success rates from FSM learners to HSU Increased reputation and place in community for HSU</p>	IS1, IS2
<p>Increased support and interaction with academic staff at schools and colleges with higher percentage FSM learners</p> <p>Including: Two teacher & advisor CPD events hosted by HSU per year (one Bournemouth Campus based, one London Campus based) Online delivery via webinars for teachers & advisors hosted by HSU addressing</p>	<p>Access & Participation Manager hours</p> <p>Academic Staff hours</p> <p>Specialist Student Ambassador hours</p> <p>Professional Services staff from Admissions & Student Services hours</p>	<p>Immediate Outcomes: Increased knowledge on how best to support positive outcomes for FSM learners Increased knowledge on barriers FSM learners may encounter in their HE journey Increased connections and collaborative opportunities to promote positive outcomes for FSM learners</p> <p>Longer Term Outcomes: Increased application rates and success rates from FSM learners to HSU</p>	

UCAS applications and how to support applicants <i>Enhancement of Existing Activity</i>			
Enhancement of work experience offer across both the Bournemouth and London campus Including: Specific onsite Clinical Work Experience offered at both the Bournemouth and London clinics in the Summer An online work experience session offered specifically for targeted students and opportunity to speak to current HSU students <i>New Activity</i>	Access and Participation Manager hours Specialist Student Ambassador hours Clinic Manager hours	Immediate Outcomes: Increased knowledge and awareness of HE Increased knowledge of careers that can result from HE Increased knowledge of the courses offered at HSU Increased experience of clinics that can be used by participants on UCAS applications Longer Term Outcomes: Increased application rates and success rates from FSM learners to HSU	IS1, IS2
Continued and increased activity with local partners who work with target group Including: Four HSU visits with the Southern University Network specifically targeting schools with high percentage of FSM students Six STEM festivals with four hosted at HSU, two hosted at target schools per year in collaboration with BCP Council Two ARC visits at our London Campus per academic year One visit in the Summer for MYTIME Young Carers in Bournemouth	Access and Participation Manager hours Specialist Student Ambassador hours Academic Staff hours	Immediate Outcomes: Increased knowledge and awareness of HE Increased knowledge of HE pathways and the application process Increased knowledge regarding the financial support available for HE and the application process Increased self-resilience in new environments Increased communication skills when engaging with older peers and university academics Longer Term Outcomes: Increased application rates and success rates from FSM learners to HSU	IS2, IS3

<i>Enhancement of existing activity</i>		Increased reputation and place in community for HSU	
Financial Support from HSU for students eligible for FSM Continue to promote the low-income bursary offered by HSU <i>Existing activity</i>	Admissions staff hours Finance Team staff hours Registry Team staff hours Health Sciences University's Student Union staff hours	Immediate Outcomes: Increased knowledge and awareness of HE Increased knowledge regarding the financial support available for HE and the application process Longer-Term Outcomes: Increased number of applications for HSU from students from IMD Quintile 1 background	IS2, IS3

Evidence base and rationale:

For this intervention strategy Emily Briant and Lee Elliot Major's book, *Equity in Education: Levelling the Playing field of Learning*³ was considered particularly focusing on a consideration of how to best engage with learners from diverse backgrounds and upbringings and the importance of an equitable approach in the classroom was considered as this is vital not only for the schools and colleges we engage but HSU as an institution.

For a full summary, please see Annex B

Evaluation:

The prominent evaluation method for this intervention strategy will be a mixture of type 1 and 2, through attendance numbers and direct survey responses from participants, with a particular focus on ensuring the targeted attendees of this intervention strategy are students eligible for free school meals.

For a full summary, please see Annex B

Published Materials:

We publish an annual impact report on our Access and Participation activities to the following forums:

- Internal Report: to be presented at Access and Participation Steering Groups to academic and professional services staff which will include attendee numbers and feedback
- External Report: to be published at the end of each academic year on the HSU website which will include attendee numbers, evaluation from our events and direct experiences and benefits from our participants.

Consideration for possible knowledge sharing for the activities listed as part of this intervention will be considered at Widening Participation conferences.

³ *Equity in Education: Levelling the Playing Field of Learning*, Emily Briant and Lee Elliot Major, 20243, Hatchette UK

Intervention Strategy 4:

Health Sciences University will reduce the continuation gap between mature and young learners, which currently stands at 7.7%, to zero, resulting in a 95.5% continuation rate for mature learners by the year 2028 (Objective Four).

This section prioritises the importance of a sense of community and belonging at HSU for mature learners with a focus on flexibility of course delivery and support options, acknowledging the increased likelihood of responsibilities balanced by mature learners. This section also acknowledges the increased likelihood of financial pressures and mental health implications for mature learners at HSU.

Risks to equality of opportunity

Using the Equality of Opportunity Risk Register the following risks were identified:

Risk Six – Insufficient Academic Support

Risk 7 - Insufficient Personal Support

Risk 8 – Mental Health

Risk 10 – Cost Pressures



Activity	Inputs	Outcomes	Cross Intervention?
<p><i>Increase sense of belonging at HSU</i> Including: Appointment of Mature Learner Officer within the HSU Students Union Dedicated study space for mature learners only at both the Bournemouth and London campus Introduction of Mature Learners Café – hosted once a week in shared space to encourage awareness of community and kinship <i>New Activity</i></p>	<p>HSU SU staff hours</p> <p>Facilities & Estates staff hours</p>	<p>Immediate Outcomes: Stronger mature learner voice at HSU to ensure the mature learner experience is heard and listened to Stronger sense of belonging for mature learners at HSU Increased representation of the mature learner experience at HSU Longer Term Outcomes Increased academic participation and attendance for mature learners Increased continuation rate for mature learners</p>	
<p><i>Advanced timetable and adjustment to study hours</i> Including: Students to receive their timetable with advanced notice to ensure extra responsibilities including part-time work and caring responsibilities can be considered Timetabling to align study weeks with school half term/holidays and hours to align standard school hours <i>Enhancement of Existing Activity</i></p>	<p>Timetabling Team staff hours</p> <p>Academic Team staff hours</p>	<p>Immediate Outcomes: Increased understanding of the mature learner experience at HSU and how this can impact learning experience Increase empathy for mature learner experience and understanding on how best to support this Stronger sense of belonging for mature learners at HSU Increased representation of the mature learner experience at HSU Longer Term Outcomes Increased academic participation and attendance for mature learners Increased continuation rate for mature learners</p>	
<p><i>Financial Support from HSU for Mature Learners</i> Introduction of a mature learners bursary to support students on course and this</p>	<p>Admissions Team staff hours</p> <p>Registry Team staff hours</p>	<p>Immediate Outcomes: Increased financial confidence and support for mature learners in order to prioritise learning experience</p>	

will be promoted to ensure target students are aware and reached <i>New Activity</i>	Finance Team staff hours	Increased attendance at academic activities for mature learners Increased attendance at extra-curricular activities for mature learners Longer Term Outcomes Increased continuation rate for mature learners	
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Evidence base and rationale:

For this intervention strategy Richard Vytiniorgu's Student Belonging and the wider context' report⁴ was considered particularly focusing on the importance on establishing a community on campus that fosters a sense of belonging for learners to ensure that as part of their higher education experience they feel like valued and considered members of the wider university community.

For a full summary, please see Annex B

Evaluation:

The prominent evaluation method for this intervention strategy will be a mixture of type 1 and 2, through attendance numbers and direct survey responses from participants, with a particular focus on not only obtaining the experiences of our prospective students, but their families who are also considered as part of this intervention.

For a full summary, please see Annex B

Published Materials:

We publish an annual impact report on our Access and Participation activities to the following forums:

- Internal Report: to be presented at Access and Participation Steering Groups to academic and professional services staff which will include attendee numbers and feedback
- External Report: to be published at the end of each academic year on the HSU website which will include attendee numbers, evaluation from our events and direct experiences and benefits from our participants.

Consideration for possible knowledge sharing for the activities listed as part of this intervention will be considered at Widening Participation conferences.

⁴ Student Belonging and the wider context, Richard Vytiniorgu, HEPI, 2022, <https://www.hepi.ac.uk/wp-content/uploads/2022/11/Student-belonging-and-the-wider-context.pdf>

Intervention Strategy 5:

Health Sciences University will increase the continuation rate for ABCS Quintile 1 students to 90% by the year 2028. (Objective 5).

This section priorities activities and interventions which ensure students have the opportunity to support their study with work opportunities, feel prepared and knowledgeable about the expectations of each academic year at HSU and be provided with the opportunity to enhance their personal skills in order to benefit from paid work. This intervention strategy prioritises supporting students to be aware of opportunities by the university to gain transitional skills and income as well as providing support to navigate the transition from year to year through peer mentoring.

Risks to equality of opportunity

Using the Equality of Opportunity Risk Register the following risks were identified:

Risk One – Knowledge and Skills,

Risk Two – Information and Guidance,

Risk Seven - Insufficient Personal Support.

Risk Eight – Mental Health

Risk Ten – Cost Pressures



Activity	Inputs	Outcomes	Cross Intervention?
<p>Promote and showcase student jobs on campus which fit around study hours and provide the opportunity to work and study at HSU:</p> <p>Student Ambassadors, Specialist Student Ambassadors, Mental Health Champions, Student Services Ambassadors, PAL Leaders, Facilities & Estates assistants, Catering Assistants Senior Specialist Student Ambassadors to promote A&P roles to cohorts and to establish roles at our London Campus</p> <p><i>Enhancement of current activity</i></p>	<p>Access & Participation Manager hours</p> <p>Senior Specialist Student Ambassador hours</p> <p>People's Team hours</p>	<p>Immediate Outcomes:</p> <p>Students gain transferable skills that can support their on course performance</p> <p>Students gain a sense of belonging at the institution</p> <p>Students feel a stronger sense of community at HSU</p> <p>Long Term Outcomes:</p> <p>Continuation rates increase due to alleviated financial pressure which can contribute to poor mental health</p>	IS4
<p><i>Continue Peer Assisted Learning Provision</i></p> <p>Currently offered to all foundation and year 1 MChiro Students</p> <p>Peer mentoring by PAL leader who is a student who has already been through the transition to HE</p> <p>Sessions throughout the first term to support students with curriculum, study skills, revision and exam prep</p> <p><i>Enhancement of current activity</i></p>	<p>Student Services staff hours</p> <p>PAL Leaders staff hours</p> <p>Resources for sessions</p>	<p>Immediate Outcomes:</p> <p>Students increase confidence in academic abilities</p> <p>Student feel more prepared for their first year of university</p> <p>Students build relationships with their peers in further years of study at HSU</p> <p>Longer Term Outcomes:</p> <p>Continuation rates increase due to academic confidence</p>	IS1, IS2, IS3
<p><i>Introduce a retransition workshop for target students to support year one to year two success</i></p> <p>Year one to year two has been identified by students as a difficult step up transition support to ensure students feel prepared and confident about</p>	<p>Access and Participation Manager hours</p> <p>Senior Specialist Student Ambassador hours</p> <p>Specialist Student Ambassador hours</p> <p>Resources required for session</p>	<p>Immediate Outcomes:</p> <p>Students feel more confident academically for their second year of study</p> <p>Students feel more prepared and can understand academic expectations for the year ahead</p> <p>Students feel closer to their peers and have a stronger sense of belonging at</p>	IS4, IS6

<p>academic expectations for the year ahead</p> <p>Specialist Student Ambassador to take part in speed mentoring event to communicate with students in other years to provide advice, tips and support</p> <p>New activity</p>		<p>HSU</p> <p>Longer Term Outcomes</p> <p>Continuation rates increase due to academic confidence and stronger sense of belonging at HSU</p>	
<p><i>Financial Support from HSU for students from lower income backgrounds</i></p> <p>Distribution of the low-income bursary offered by HSU</p> <p>Introduce bursary for students to undertake a sports massage course specifically for students from low income backgrounds</p> <p>Enhancement of current activity</p>	<p>Finance Team hours</p> <p>Registry Staff hours</p> <p>Academic Staff hours to promote resource</p>	<p>Immediate Outcomes:</p> <p>Financial pressure is alleviated</p> <p>Transferrable skills are developed to support personal and professional development</p> <p>Longer Term Outcomes:</p> <p>Continuation rates increase due to financial pressures being lessened</p>	IS5

Evidence base and rationale:

For this intervention strategy Stuart Capstick's report: Benefits and Shortcomings of Peer Assisted Learning (PAL) in Higher Education: an appraisal by students⁵ was considered as the focus of this intervention strategy is fundamentally related to peer learning and the benefits of students engaging with their peers and learning from their experiences. The key element of this intervention strategy targets an environment at HSU which sees student playing a pivotal role in their later years for the new intakes of students, helping support the seamless personal and educational transition.

For a full summary, please see Annex B

Evaluation:

The prominent evaluation method for this intervention strategy will be a mixture of type 1 and 2, through attendance numbers and direct survey responses from participants as well as their peer mentors. Consideration will be made to assess the benefits both for those who receive support, but also act as the mentor providing this support.

For a full summary, please see Annex B

Published Materials:

We publish an annual impact report on our Access and Participation activities to the following forums:

- Internal Report: to be presented at Access and Participation Steering Groups to academic and professional services staff which will include attendee numbers and feedback
- External Report: to be published at the end of each academic year on the HSU website which will include attendee numbers, evaluation from our events and direct experiences and benefits from our participants.

Consideration for possible knowledge sharing for the activities listed as part of this intervention will be considered at Widening Participation conferences.

⁵ Benefits and Shortcoming of Peer Assisted Learning (PAL) in Higher Education: an appraisal by students, Stuart Capstick, 2004, <https://www.bournemouth.ac.uk/sites/default/files/asset/document/stuart-capstick.pdf>

Intervention Strategy 6:

Health Sciences University will reduce the attainment gap between students with a declared disability and those without, which currently stands at 3.9% to zero, resulting in a 94.5% attainment rate for students with a declared disability by the year 2028. (Objective Six)

Risks to equality of opportunity

Using the Equality of Opportunity Risk Register the following risks were identified:

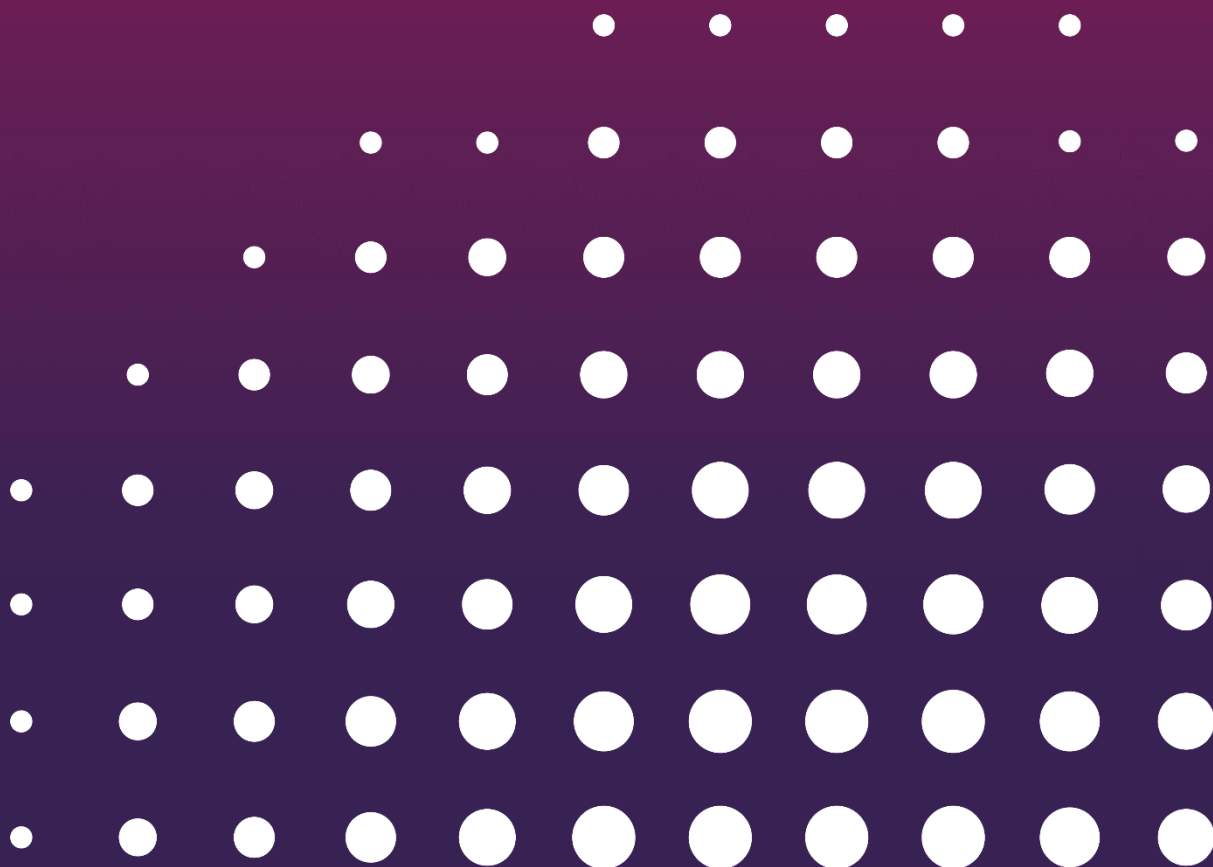
Risk One – Knowledge and Skills,

Risk Two – Information and Guidance,

Risk Seven - Insufficient Personal Support.

Risk Eight – Mental Health

Risk Ten – Cost Pressures



Activity	Inputs	Outcomes	Cross Intervention?
<p>HSU will sign up to the Disabled Student's Commitment</p> <p>Increased engagement and self-audit with our current students to understand their HE journeys and what support can be implemented to enhance their experience</p> <p>New Activity</p>	<p>Access and Participation Manager hours</p> <p>Disability Officer hours</p> <p>Senior Specialist Student Ambassador hours</p>	<p>Immediate Outcomes:</p> <p>A stronger understanding of the disabled students experience is gathered by staff from across the institution</p> <p>Measures are put in place to support and champion the disabled student experience at HSU</p> <p>Gaps in experience are addressed and resolved</p> <p>Longer Term Outcomes:</p> <p>The attainment gap between students declaring a disability and their peers who have not is lessened</p>	
<p>Enhanced training and session delivery for academic staff on reasonable adjustment plans and how best to support students with a reported or suspected learning disability</p> <p>Sessions to be delivered during Staff Development Days to try and reach as many members of HSU as possible</p> <p>Enhancement of Current Activity</p>	<p>Resource Development for Session</p> <p>Access and Participation Manager hours</p> <p>Senior Specialist Student Ambassador hours</p>	<p>Immediate Outcomes:</p> <p>A stronger understanding of the disabled students experience is gathered by staff from across the institution</p> <p>Appropriate academic support is identified and installed to champion the disabled student experience</p> <p>Staff at HSU gain further understanding and training to support their students</p> <p>Longer Term Outcomes:</p> <p>The attainment gap between students declaring a disability and their peers who have not is lessened</p>	

Evidence base and rationale:

For this intervention strategy Megan Hector's report: Arriving at Thriving: Learning from Disabled Students to ensure access to all⁶ was utilised to examine the most effective techniques and methods to ensure a positive student experience for students who declare a disability. The main element of this intervention strategy is prioritising and strengthening the student voice to ensure that professional services and academic staff and listening and enabling the necessity measures suggested to create an environment which enables students with a declared disability to succeed.

For a full summary, please see Annex B

Evaluation:

The prominent evaluation method for this intervention strategy will be a mixture of type 1 and 2, through attendance numbers and direct survey responses from participants, with a particular focus on prioritising the student voice of students with a declared disability and ensuring that feedback is received and acted on.

For a full summary, please see Annex B

Published Materials:

We publish an annual impact report on our Access and Participation activities to the following forums:

- Internal Report: to be presented at Access and Participation Steering Groups to academic and professional services staff which will include attendee numbers and feedback
- External Report: to be published at the end of each academic year on the HSU website which will include attendee numbers, evaluation from our events and direct experiences and benefits from our participants.

Consideration for possible knowledge sharing for the activities listed as part of this intervention will be considered at Widening Participation conferences.

⁶ Arriving at Thriving: Learning from Disabled Students to ensure access for all, Megan Hector, 2020, Higher Education Commission, file:///C:/Users/ERoe/Downloads/apdf_raa40680_i_pc_i_disabled_students_inquiry_report_screen_reader_version_i_djl_i_f_raa.pdf

A Whole Provider Approach

A commitment to implementing the Access and Participation Plan across the whole provider of HSU is underlined by values that our institution is proud to stand by. HSU have five core values which are: **Caring, Professional, Compassionate, Collaborative and Inclusive**. In order to commit to and fulfil these values within the context of our Access and Participation Plan, a whole provider approach is integral.

The importance of our whole provider approach is strongly reflected by how fair access and participation is incorporated across multiple departments within the institution. The Access & Participation Steering Group (APSG) is chaired by the University's Deputy Vice Chancellor (Student Engagement & Achievement) and is attended by course leaders, student representatives and members of the University's Senior Management Group (SMG). This is to ensure that the work and the importance of Access & Participation is embedded into all aspects of the student experience.

Also in attendance of the APSG are our students, both those representing the HSU Student Union and our Senior Specialist Student Ambassadors. This is to ensure that the student voice is heard and listened within the context of delivering our Access and Participation Plan, but also to guarantee that our wider student population is aware of the work and commitment to fair access at HSU.

Senior Specialist Student Ambassador

The university currently employs twenty Specialist Student Ambassador (SSAs) who take on a dual role of representing the university at careers fairs and open days, but also receive additional training to interact and lead workshops for visiting school groups. The SSAs are a valuable component of access and participation outreach delivery and are highly regarded by both visiting students and school staff as well as academic and professional staff across the institution.

The role of a Senior Specialist Student Ambassador (SSSAs) was suggested by the SSAs as a tool to encourage and strengthen the student voice within access and participation delivery. The SSSAs work directly within the Access & Participation Team regularly attending meetings to deliver student feedback on our outreach work, provide insight into the student experience at the institution and to help steer upcoming projects and focus. Their voice is a valuable tool and the SSSAs are responsible for communicating the importance and necessity for a whole provider approach at the university and this is demonstrated through participation and contribution at the APSG, delivering presentations to staff and students about our work and hosting feedback sessions for the SSAs to ensure their voice is heard.

Currently our SSAs and SSSAs are only employed at our Bournemouth site, but the roles will be advertised and incorporated at our London campus. Our current SSSAs will play a pivotal role in the recruitment and training of these positions as they are best placed to provide insight and highlight the value of the role. Students who are recruited as SSAs gain a variety of transferable skills which can be incorporated into their study and prepare them for graduate roles. Event feedback supports the importance of the role, as the SSAs are cited as informative, honest and welcoming by visitors.

Mental Health Support

Supporting and advocating for our students to prioritize their mental health is a focus area for HSU and the institution is committed to signing and implementing recommendations championed by the Mental Health Charter. This is steered by the Mental Health Charter working group which is attended by staff from academic and professional services, members of the HSU Student's Union and the HSU student Mental Health Champions with the intent to ensure that HSU is a university which advocates, supports and champions our staff and students to value and prioritize their mental wellbeing.

The HSU Student Services teams are based across our London and Bournemouth sites and provide a variety of support options for our students in the following areas:

- Study Skills
- English for Academic Purposes
- Wellbeing and Counselling
- Budgeting and managing your money
- Accommodation advice
- Information, advice and guidance for students with a declared disability or additional learning need.
- Personal and pastoral support

The sessions offered by the Student Services teams can either be online or in person to provide a flexible and accessible service for our students.

Mental First Aiders & Mental Health Champions

HSU have a commitment to ensuring a whole provider approach to support the mental wellbeing of our staff and students and this is showcased through our commitment to training students and staff to become Mental Health First Aiders. Following a two-day course members from across different professional and academic services and the student population receive training to gain knowledge, awareness and the skills to identify individuals who may be suffering from poor mental health and are heading towards a crisis point.

Mental Health Champions are students who work alongside the Student Services team in Bournemouth and London to champion a positive relationship with personal wellbeing and host events and activities for students to take part that contribute to a wider student community that advocates and supports each other's mental wellbeing. The Mental Health Champions are also present voices at the Mental Health Charter Steering Group and provide a valuable insight into the student experience relating to mental health.

Suicide Prevention Strategy

HSU joined our fellow two Dorset based universities, Bournemouth University and the Arts University Bournemouth to commit to the Pan-Dorset Suicide Prevention Strategy. By signing this strategy, HSU are committed to working with our partners in raising awareness around suicide prevention and taking action to achieve our shared vision, this commitment is shared and championed by our staff across our Bournemouth and London sites.

Armed Forces Covenant

In October 2024 HSU signed the Armed Forces Covenant, this pledge ensures equal access to our services for those individuals who currently serve or have served in the Armed Forces. This pledge also extends to the families of those identified individuals and showcases our institution's commitment to supporting service children. The signing of this Covenant reinforced the importance of recognising and understanding the risks of equality of opportunity for armed forces service children and served as a reminder for students and staff across the institution.

Short Courses and CPD

HSU facilitate a number of short courses and continuing professional development (CPD) courses to enhance professional development and advancement of skills for individuals across a number of disciplines. Currently HSU facilitate innovative, practical and engaging courses in the following areas: osteopathy, nursing, chiropractic, physiotherapy, radiography, sonography, exercise sciences and radiology. The inclusion of this provision is to promote a lifelong learning community and ensure that HSU are contributing to professional development and skills development of our health professionals.

Student Consultation

The student voice at HSU is highly valued and incorporated across multiple committee's and consultations.

The student voice is an integral and highly valued aspect of our current access and participation delivery, and this collaborative approach was incorporated into the construction of our new Plan. The HSU Student's Union were involved from the start of the writing and proposal process and were valuable contributors during planning sessions led by the Access and Participation Manager with members of the executive team and academic staff also in attendance at these sessions.

The Access and Participation Manager also led a focus group with our Specialist Student Ambassadors and both groups were presented with the following information:

- The new guidance and expectations raised by the Office for Students for Access & Participation Plans
- HSU's suggested objectives derived from our data collection (Annex A)
- An introduction to the Equality of Opportunity Risk Register and how this steers the work of access and participation
- Potential activities that could be used as interventions to meet our objectives

Students were presented with the suggested objectives for the new Plan and then were asked to identify risks from the Equality of Opportunity Risk Register which could be associated with each objective. Following this students were asked if they had any ideas of intervention activities that could help meet our identified objectives. The Student's Union put forward the suggestion of a dedicated Mature Learner Officer in order to capture the mature learner experience at HSU and also suggested the idea of opening up the campus on a Saturday to specifically target families and a range of ages. The Specialist Student Ambassadors contributed the idea of establishing hometown assemblies in order to for them to act as relatable role models for younger students from similar backgrounds and lived experiences and also provided suggestions on how to ensure our work experience provision is accessible and provides an accurate representation of the preferred course. This includes offering a virtual work experience for students who meet particular eligibility criteria which is derived from our objectives.

The role of our students will remain important as we set to deliver our Plan and this will be highlighted through our focus on promoting and enabling a clear student voice. The Senior Specialist Student Ambassador's act as recognised members of the Access & Participation Team are promoted as such to both internal staff and external partners and collaborators. Their contributions directly contribute to the work of the Access & Participation Team and the successful implementation of our Plan. Their roles play the key part of in the delivery of our work, but also awareness of access and participation to staff, stakeholders, students and the wider team of Specialist Student Ambassadors. The Senior Specialist Student Ambassadors attend regular meetings with the Access and Participation Manager and dedicated Access and Participation Leads in each academic school, they also attend the Access and Participation Steering Group and deliver presentations at staff assemblies.

All new Specialist Student Ambassadors will receive a training and information session on the importance of access and participation, the institutions objectives identified in the Plan and how they play a key role in its delivery. This training would be delivered by the Senior Specialist Student Ambassadors to encourage a knowledgeable and confident team.

Evaluation of Plan

The Access & Participation Plan and the surrounding activity which contributes to its successful delivery will be predominately monitored and assessed by the Access & Participation Steering Group, who will meet quarterly to ensure the objectives are being consistently worked towards and success of the activity are evaluated. The Access & Participation Steering Group membership consists of colleagues based in the Bournemouth and London campuses, academic staff from all schools and students including members of the Students Union and the Senior Specialist Student Ambassadors. The activity of this Steering Group will be reported to the Senior Executive Team and reported to the Board of Governors annually to ensure the Whole Provider is aware and responsible for the successful delivery of the Plan. An annual Impact Report will be published on the Access & Participation webpages to showcase attendance figures of outreach activities, breadth of reach of initiatives and student voice and feedback from participants.

HSU host termly staff development and training sessions and these will be used as regular opportunities for the Access and Participation Team to update the wider staff population about the delivery of the Plan and serve as a reminder of why a commitment to fulfilling the new Plan plays a key part in ensuring that as a provider we are fulfilling the five core values of our institution. It will also provide an opportunity for feedback regarding our delivery and encourage members of staff from different departments and sites to work collaboratively towards the objectives set in this Plan.

As evidenced in this Plan, our predominant evaluation data will be Type 1 and Type 2, with a commitment to increasing the amount of Type 2 evidence we collect as this will provide further evaluation for future versions of the Plan and steer the work that we do at HSU in relation to fair access.

As highlighted in Annex A, due to the size of our institution we currently have reporting gaps in several different stages of study and particular student groups. We will be committed to training staff and increasing our provision of data collection over the next four years to ensure that we can minimise our gaps in future Plans.

Provision of information to Students

The Access and Participation Plan will be published on the HSU website alongside information regarding fees and financial support available for current and prospective students and this includes up to date eligibility criteria for any bursaries. We ensure that information regarding admissions and enrolment for our courses is displayed in line with OfS expectations and this is clearly displayed on our webpages. This information is also provided to UCAS in order for information to be displayed accurately on their respective platforms. Details of bursaries and their eligibility criteria as also displayed in the Access and Participation Plan in the Whole Provider Approach section and students and this is communicated to students looking for more information on our bursaries.

Staff across the institution including Marketing, Admissions, Student Finance, Student Services, the Registry and Academic staff are also responsible for communicating fee information and financial support guidance for prospective students at Open Days, Offer Holder Days and for the relevant teams at UCAS and Careers Fayres. For students with declared disabilities a member of our Student Services team is present at our Open Days in order to provide any extra guidance or support that may be required to ensure all students have access to information about the university. Our Specialist Student Ambassadors who represent the university at school careers fayres and information and guidance events for prospective students receive training and support to ensure they are communicating the correct information and are referring individuals to the correct areas of our website.

The following information highlights our financial support provision under the new Plan:

Name of Bursary	Amount Awarded	Eligibility Criteria
Low Household Income Bursary	£750 – to be accessed at the request of eligible students as a one-off payment at any point in the academic year. This bursary is awarded to eligible students each academic year of their degree.	Only for HSU students studying a HSU registered course (<i>College of Esports students are not eligible</i>) Household income must be below £10,000 annually.
Mature Learner Bursary	£1000 – two equal payments in the academic year, at the beginning of the first and second term. This bursary is awarded to eligible students each academic year of their degree.	Only for HSU students studying a HSU registered course (<i>College of Esports students are not eligible</i>) Household income must be below £10,000 annually.

Student Support Fund	Up to £500 as one-off payment in the academic year, students are eligible to apply for this fund once per academic year.	Only for HSU students studying a HSU registered course (<i>College of Esports students are not eligible</i>) Students applying for the Student Support Fund must be studying a full time degree and must be classified as a Home student.
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ANNEX A – HEALTH SCIENCES UNIVERSITY

APP PERFORMANCE ASSESSMENT

We have conducted a thorough performance assessment based on the latest OfS APP data release (2024) that cover up to the 2022-23 monitoring year. Where possible, we have supplemented these data with internal data to provide additional insights particularly where datasets are small. From the analysis, we have determined our key Indicators of Risk, which we have explored further using supplementary information, data and evidence from internal and local sources; and, from the wider sector and sector bodies.

We considered performance across all APP measures, at each area of the lifecycle:

- Access – enrolment
- Continuation – continuing students measured at 1 year and 15 days post initial enrolment
- Completion – students completing their course, up to 6 years after beginning their studies
- Attainment – achievement of a First or 2:1 degree outcome
- Progression – progression into highly skilled employment or further post-graduate study

This assessment presents the identified indicators of risk areas from our full analysis.

ANALYSIS PROCESS

1. The first layer of analysis explores the OfS APP dataset, identifying the Indicators of Risk for further consideration.
2. Supplementary data (internal and external) and questions are added to further understand the context for the indicator of risk and the possible occurrence of risks to equality of opportunity.
3. The analysis does not include risk indicators and measures across the areas of the student lifecycle where our data show positive or zero gaps (i.e., there is a negative sign difference between the risk indicator value for the comparator group and the target group by student characteristic), or where the data have been suppressed due to small student cohorts. The following indicators/measures have therefore been excluded, by area of the lifecycle:

3.1 Continuation:

- Positive gaps:
 - Ethnicity (a -0.7pp average gap in continuation over a 4-year aggregate, 2017-18 to 2021-22, between our White students, the comparator group, and our Global Majority students, who are the target group)
 - Disability (a -0.4pp gap in continuation over the 4-year aggregate between non-disabled students, the comparator group, and disabled students, the target group).
- No data, i.e., no estimates of rates and gaps, for the target group only or both it and its comparator group:

- TUNDRA (no continuation data for both Quintile 1, the target group, and Quintile 5, the comparator group)
- Disability Type (no continuation data for any of the disability types, e.g., cognitive and learning difficulties, and mental health conditions)
- Free School Meal (FSM) eligibility (no continuation data for FSM eligible learners).

3.2 Completion:

- Positive gaps:
 - ABCS (a -1.3pp average gap in completion over a 4-year aggregate, 2015-16 to 2018-19, between our Quintile 5 students, the comparator group, and our Quintile 1 students, the target group).
- No data, i.e., no estimates of rates and gaps, for the target group only or both it and its comparator group:
 - IMD (no completion data for Quintile 1, the target group)
 - TUNDRA (no completion data for the target, Quintile 1, and comparator, Quintile 5, groups)
 - Ethnicity (no completion data for the target group – any of the Global Majority ethnicities)
 - Disability and Disability Type (no completion data for the target groups – disabled students generally, and any of the disability types)
 - FSM eligibility (no completion data for the target and comparator groups).

3.3 Attainment:

- No data, i.e., no estimates of rates and gaps, for the target group only or both it and its comparator group:
 - IMD (no attainment data for Quintile 1, the target group)
 - TUNDRA (no attainment data for the target group, Quintile 1, except a 4-year aggregate rate, and for the comparator group, Quintile 5)
 - Ethnicity (no attainment data for the target group – any of the Global Majority ethnicities)
 - Disability Type (no attainment data for the target group – any of the disability types)
 - Age (no attainment data for the target group – mature learners)
 - ABCS (no attainment data for the target and comparator groups, Quintiles 1 and 5)
 - FSM eligibility (no attainment data for the target group – FSM eligible learners).

3.4 Progression:

- No data, i.e., no estimates of rates and gaps, for the target group only or both it and its comparator group:
 - IMD (no progression data for Quintile 1, the target group)
 - TUNDRA (no progression data for the target group, Quintile 1, and for the comparator group, Quintile 5)
 - Ethnicity (no progression data for the target group – any of the Global Majority ethnicities)

- Disability (no progression data for the target group, disabled students)
- Disability Type (no progression data for the target group – any of the disability types)
- ABCS (no attainment data for the target and comparator groups, Quintiles 1 and 5)
- FSM eligibility (no attainment data for the target group – FSM eligible learners).

SUMMARY OF INDICATORS OF RISK AND TARGET AREAS

The following table highlights all the indicators of risk we have identified from the full initial data analysis.

Table 1: Summary of Indicators of Risk and Priorities

Metric /Student Group	IMD (Quintile 1)	TUNDRA	Ethnicity	Disabled	Mature learners (21 & over)	ABCS	FSM-eligible learners
Access	Priority PTA_1 (IMD Quintiles 1 and 2)	Small gap. Recommend monitoring.	Priority PTA_2 (Global Majority)	Gap present. Recommend monitoring.	Gap present. Recommend monitoring.	Gap is present but the data are very small. Recommend monitoring.	Gap is present but the data are very small. Recommend monitoring.
Continuation	Small gap. Recommend monitoring.				Priority PTS_1 (Mature learners)	Priority PTS_2 (ABCS Quintile 1)	
Completion					Small gap. Recommend monitoring.		
Attainment				Priority PTS_3 (Disabled learners)			
Progression					Small gap.		

Metric /Student Group	IMD (Quintile 1)	TUNDRA	Ethnicity	Disabled	Mature learners (21 & over)	ABCS	FSM-eligible learners
					Recommend monitoring.		

PRIORITY TARGET AREAS

We have determined that the following priority areas will be of concern under our APP, with associated targets and milestones.

1. Enrolment of students from the lowest socioeconomic backgrounds (IMD 2019 Quintiles 1 & 2) [Access Target 1].
2. Enrolment of students from the Global Majority (Black and Asian students in particular) [Access Target 2].
3. Enrolment of FSM-eligible students [Access Target 3].
4. Continuation of mature learners, rate and gap with young learners [Success Target 1].
5. Continuation of ABCS Quintile 1 students, rate and gap with ABCS Quintile 5 students [Success Target 2].
6. Attainment (achievement of a 1st or 2:1 degree outcome) for students with disability [Success Target 3].

1. ANALYSIS - ACCESS

We have identified some risks to equality of opportunity at the Health Science University (HSU) at the Access phase of the student lifecycle.

Overall, our entrant numbers show a gradual increase between 2019-20 (120 entrants) and 2022-23 (170 entrants). Our cohorts are small, varying between a total of 177 students in 2019-20 and 356 students in 2022-23. For that reason, we have used aggregate data, over four years (2019-20 to 2022-23), and over two years (2021-22 to 2022-23), of the six-year period covered by the OfS data.

A positive trend we observe in our Access data concerns our greater enrolment of learners from areas of the least representation in higher education (TUNDRA Quintile 1) compared to the sector level data.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

HSU lags the sector by enrolment rates of students from areas of highest deprivation (IMD Quintile 1). The average enrolment rates of IMD Quintile 1 students are 9.3% vs. sector 22.5% in the 4-year aggregate; 11.1% vs. sector 23.2% in the 2-year aggregate; and 8.2% vs. sector 23.6% in 2022-23 alone (Fig.1a).

The HSU gap in enrolment between IMD Quintile 1 students and their more affluent peers from IMD Quintile 5 (students from areas of least deprivation) is positive, meaning IMD Quintile 5 students have higher enrolment rates. The HSU gap ranges from 22.2pp in the 4-year aggregate and 21.3pp in the 2-year aggregate to 28.9pp in 2022-23 alone (Fig.1b). By comparison, the sector gap is negative, meaning that IMD Quintile 1 students enrol on average at a higher rate: -2.8pp in the 4-year aggregate, -3.8pp in the 2-year aggregate, and -4.5pp in 2022-23 alone, which shows enrolments in favour of IMD Quintile 1 students.

The cohorts of IMD Quintile 1 students in our undergraduate courses are very small, <10 to <30 students per annum between 2019-20 and 2022-23, compared to <40-70 IMD Quintile 5 students per annum in the same period.

Fig.1 FT enrolment rates by IMD Quintile at HSU.

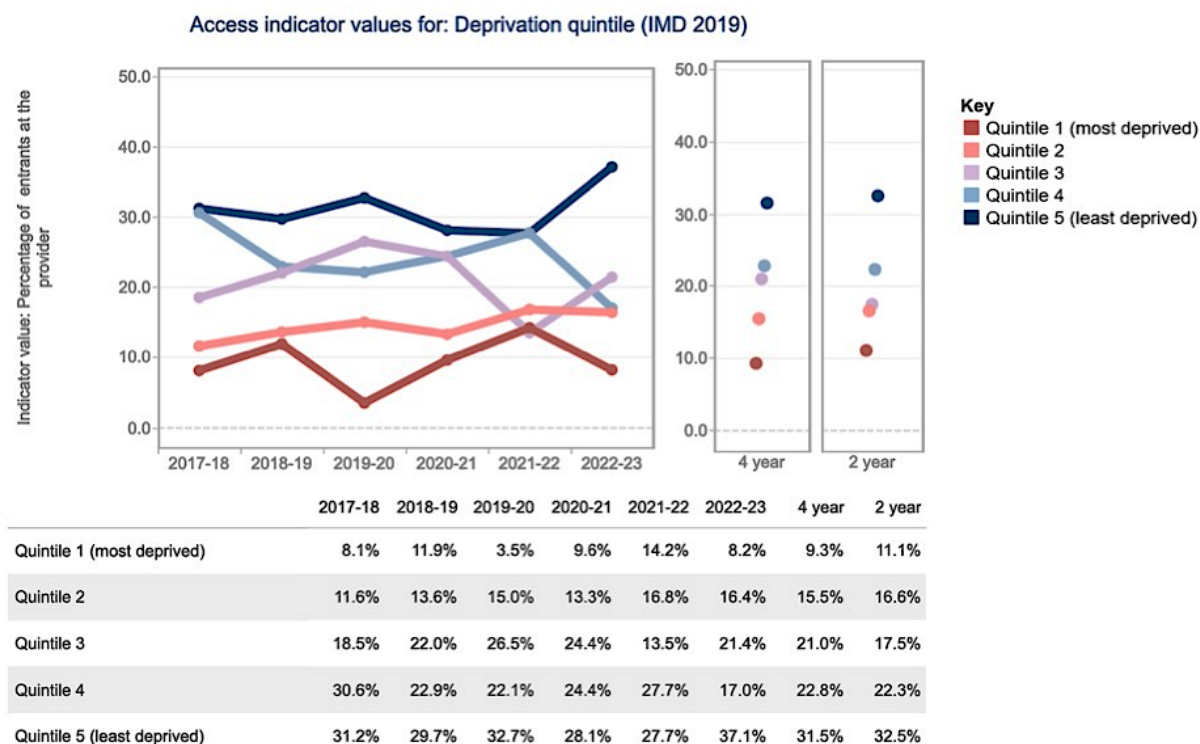
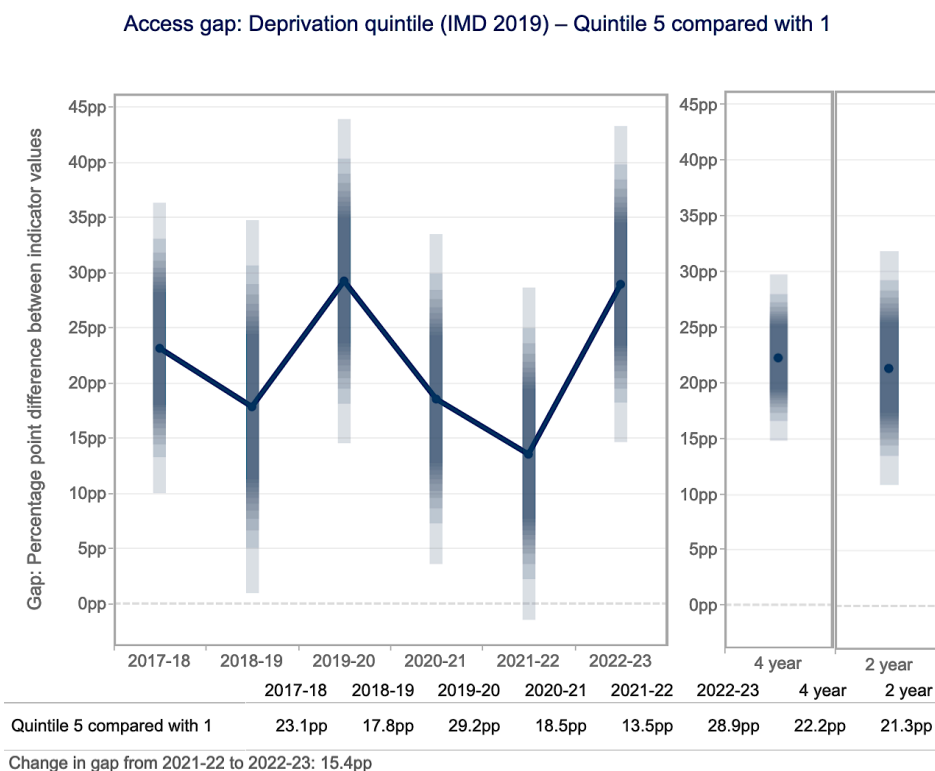


Fig.2 FT enrolment gaps between IMD Quintile 5 and 1 at HSU.



To increase analytical reliability, we combined our data for two most deprived IMD Quintiles, 1 and 2, and repeated the comparison to our data for IMD Quintile 5. Our cohort sizes of IMD Quintile 1 and 2 students ranged between <30 and <55 per annum between 2019-20 and 2022-23, compared to <40-65 per annum for IMD Quintile 5.

Our enrolment rates of students from the combined IMD Quintiles 1 and 2 are 12.4% in the 4-year aggregate (compared to 21.9% in the sector for the same combination); 13.9% in the 2-year aggregate (22.3% in the sector); and 12.3% in 2023-23 alone (22.5% in the sector) (Fig.1a). The gap in enrolment with IMD Quintile 5 students is 19.1pp in the 4-year aggregate (-2.2pp in the sector), 18.6pp in the 2-year aggregate (-2.9pp in the sector), and 24.8pp in 2022-23 alone (-3.4pp in the sector).

As with our IMD Quintile 1 enrolment data, our combined enrolment data for IMD Quintiles 1 and 2 appear to show a trend of a widening gap.

Given our large enrolment gaps for students from the most deprived areas (IMD Quintiles 1 and 2), including by comparison to the respective sector gaps, we recommend a target in Access for IMD Quintile 1 and 2 student enrolment.

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

HSU performs above the sector in enrolling students from areas with the least participation in higher education (TUNDRA Quintile 1).

Our enrolment rates of such students average 14.9% in the 4-year aggregate (12.2% in the sector), 17.1% in the 2-year aggregate (12.4% in the sector), and 16.9% in 2022-23 (12.5% in the sector) (Fig.2a).

Compared to the enrolment rates of students from areas with the most participation in higher education (TUNDRA Quintile 5), we have smaller gaps (i.e., proportionately more Quintile 5 than Quintile 1 students) than the sector: 5.5 percentage points (pp) in the 4-year aggregate (18.0pp in the sector), 5.3pp in the 2-year aggregate (17.6pp in the sector), and 6.5pp in 2022-23 (17.2pp in the sector) (Fig.2b).

Fig.2a FT enrolment rates by TUNDRA Quintile at HSU.

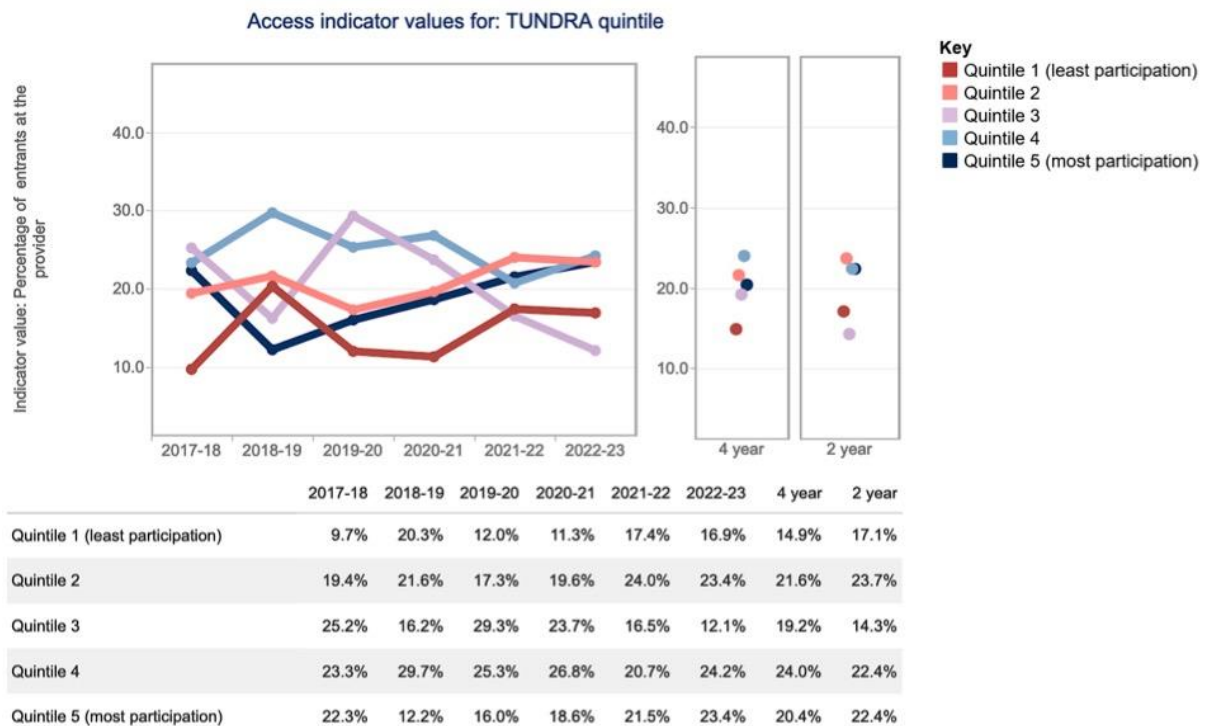
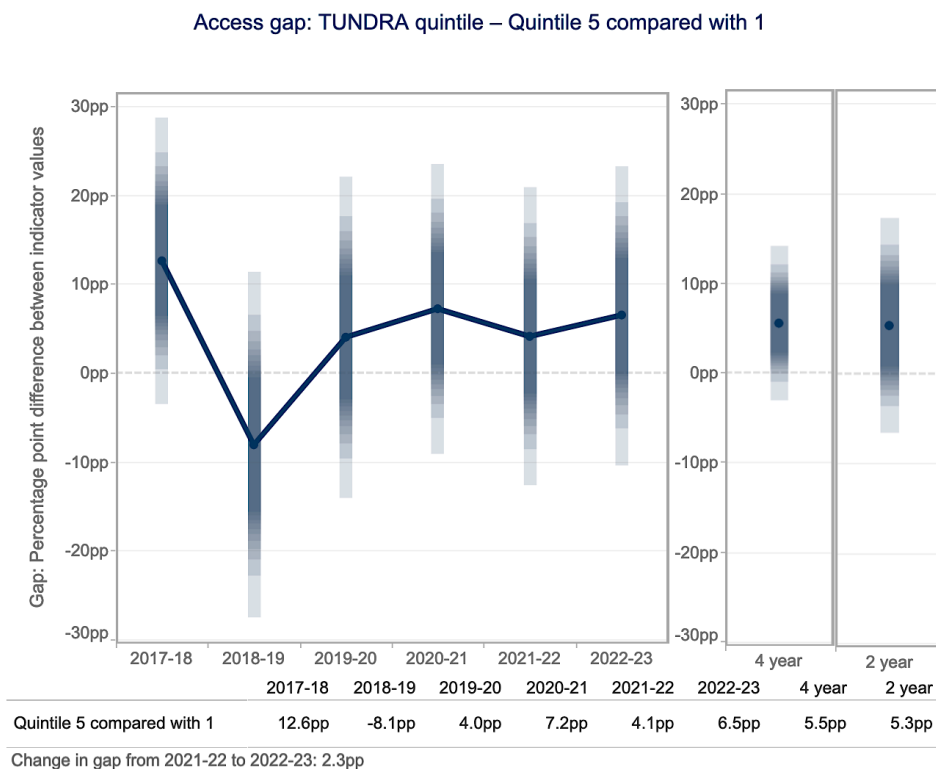


Fig.2b FT enrolment gaps between TUNDRA Quintile 5 and 1 at HSU.



As with our IMD Quintile cohorts, the TUNDRA cohorts are small, <15-30 TUNDRA Quintile 1 students per annum and <20-45 TUNDRA Quintile 5 students per annum between 2019-20 and 2022-23.

Combining our data on Quintiles 1 and 2 results in cohort sizes of <40-70 per annum, and further reduction in the size of the gap with TUNDRA Quintile 5 enrolments: 1.1pp in the 4-year aggregate, 2.0pp in the 2-year aggregate, and 3.1pp in 2022-23.

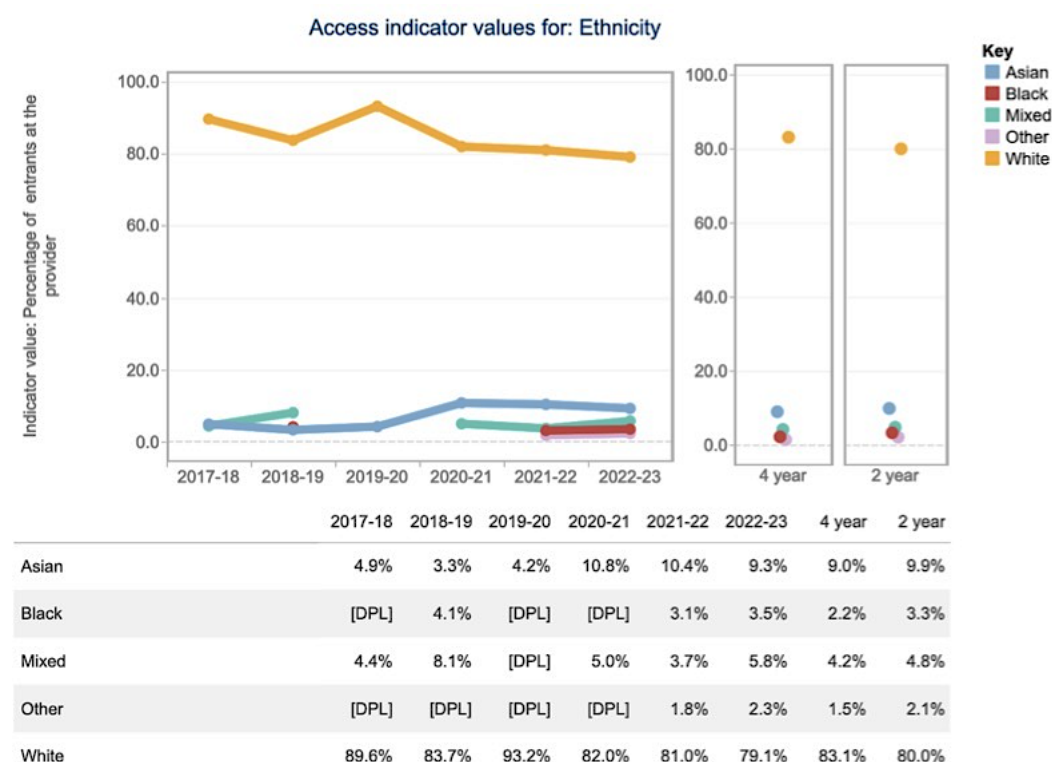
Given our relatively small enrolment gaps, especially for the combined TUNDRA Quintile 1 and 2 data, and strong performance in comparison to the sector, we do not recommend a target for the TUNDRA measure in Access. We will continue to monitor our data and respond to any emerging adverse trends.

STUDENTS FROM THE GLOBAL MAJORITY

We enrol Global Majority students at a rate that is half the sector rate (16.9% vs. 34.4% over the 4-year aggregate).

Disaggregating our data by ethnicity shows an average enrolment rate of 9.0% for Asian students in the 4-year aggregate (9.9% in the 2-year aggregate; 9.3% in 2022-23 alone), which is about half the sector enrolment rate of 15.4% (Fig.3a). Our 2.2% enrolment rate of Black students in the 4-year aggregate (3.3% in the 2-year aggregate; 3.5% in 2022-23) is about a fifth of the 10.6% sector (Fig.3).

Fig.3 FT enrolment rates by Ethnicity at HSU.



The resulting 4-year aggregate gaps in enrolment with White students, the comparator group for Global Majority students, are 66.2pp for Global Majority as a whole, 74.1pp for Asian students, and

80.9pp for Black students (OfS data-based figures for gaps are not available due to the very small data samples per ethnicity). For comparison, the respective sector gaps are 31.2pp, 50.2pp, and 55.0pp.

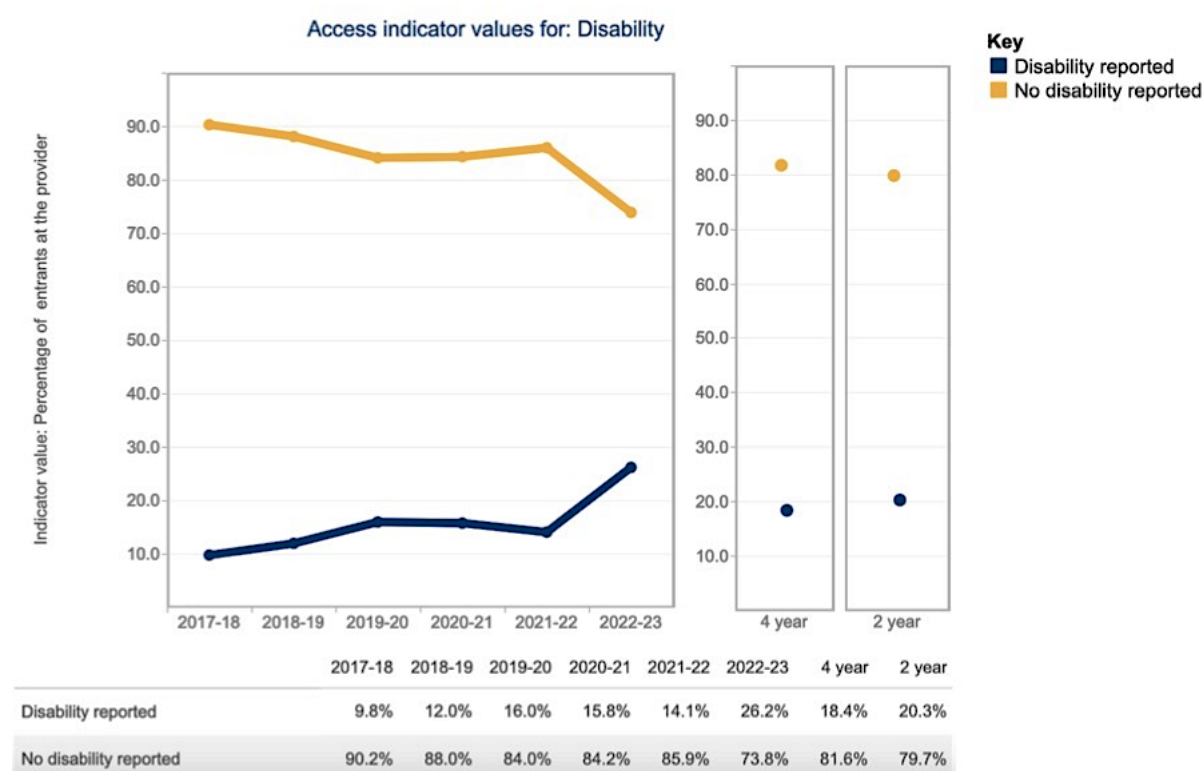
As mentioned, our Global Majority student cohorts are very small, <10-40 students per annum over the 4-year aggregate, which makes comparisons unreliable.

However, given the significant differences in enrolment of Asian and Black students, compared to the sector rates, we recommend a target for Ethnicity (Global Majority heritage) in Access.

DISABLED STUDENTS

We enrol disabled students at higher rates than the sector averages: 18.4% in the 4-year aggregate (17.4% in the sector), 20.3% in the 2-year aggregate (17.9% in the sector), and 26.2% in 2022-23 (18.3% in the sector) (Fig.4a).

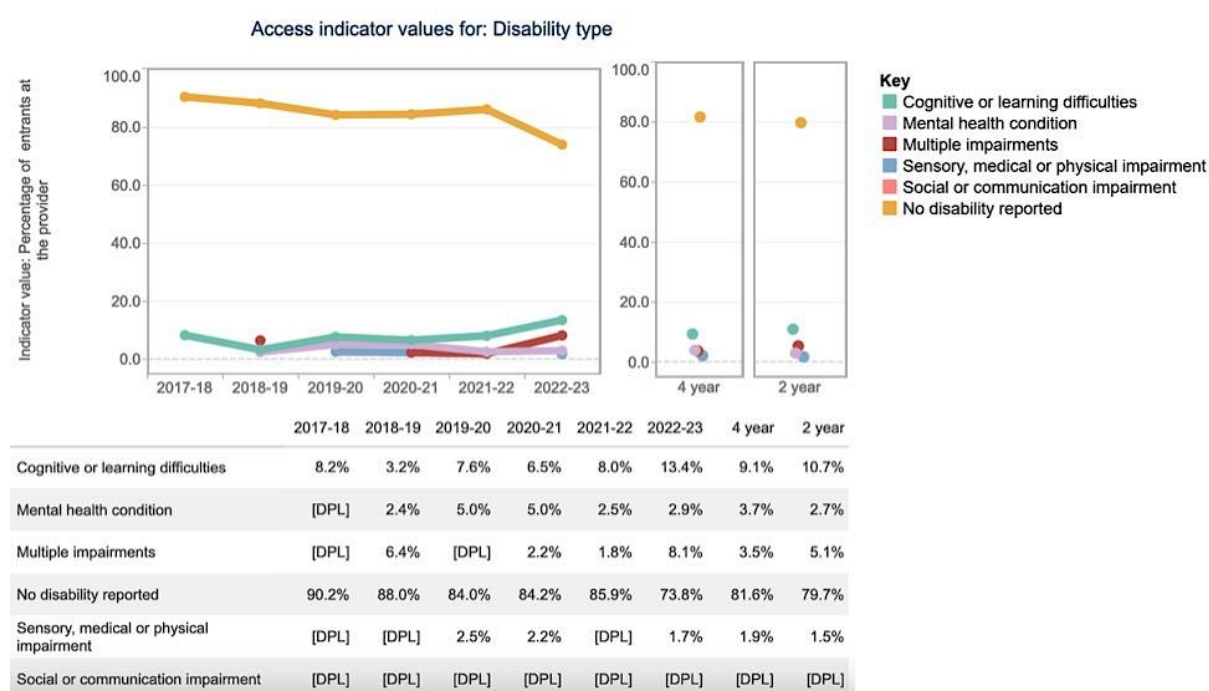
Fig.4a FT enrolment rates of students with disability at HSU.



Our cohorts of disabled students are very small, hence there are no OfS data-based figures to show on our enrolment gap between disabled students and non-disabled students (81.6pp in the 4-year aggregate, compared to the slightly larger 82.6pp gap in the sector).

Disaggregating our data on enrolment of disabled students by disability type (Fig.4b) reveals that compared to the sector we average higher 4-year aggregate enrolment rates of students with cognitive or learning difficulties (9.1% vs. 5.7%) and students with multiple impairments (3.5% vs. 3.3%), but lower 4-year aggregate enrolment rates of students with mental health conditions (3.7% vs. 4.9%) and students with social and communication impairments (1.9% vs. 2.3%).

Fig.4b FT enrolment rates of by disability type at HSU.



Once again, our 4-year aggregate enrolment cohorts by type of disability are very small, which renders analysis unreliable: <10-25 students per annum with cognitive and learning difficulties; <10 students with mental health conditions per annum.; <15 students with multiple impairments per annum. Hence, there are no OfS data-based figures on enrolment gaps by disability type.

The small numbers of disabled students notwithstanding, our enrolment rates are comparable to the sector average rates, which is why we do not recommend a target for Disability in Access. However, given that mental health is a national risk area in the Equality of Opportunity Risk Register (EORR, OfS), we will continue to monitor our performance on it regarding access of students with mental health conditions.

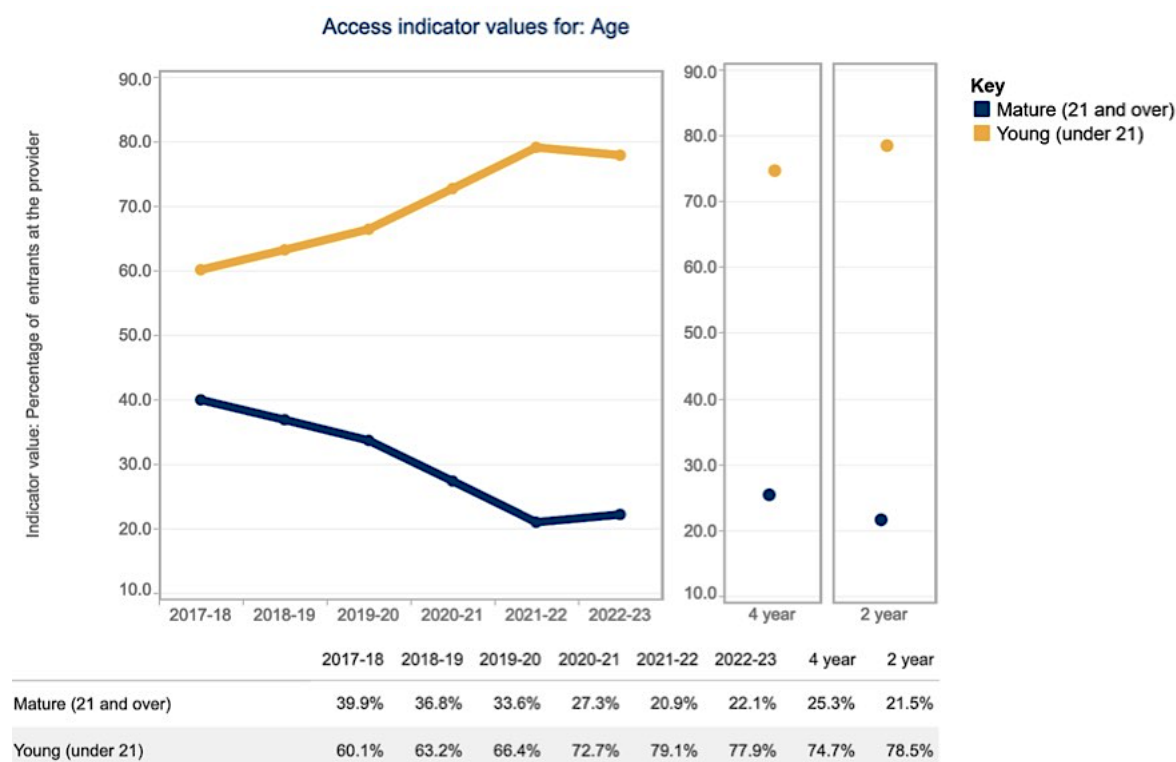
MATURE LEARNERS (21 YEARS AND OVER)

Mature students enrol with us at slightly lower than the sector average rate: 25.3% in the 4-year aggregate (28.5% in the sector), 21.5% in the 2-year aggregate (28.9% in the sector), and 22.1% in 2022-23 (28.7% in the sector) (Fig.5).

Because of our small 4-year aggregate cohorts of mature students, <40 students per annum, there is no OfS data-based figure on the enrolment gaps with young students (numerically, our gap is 49.4pp vs. 43pp in the sector).

Age is therefore not of concern, and while we do not recommend a target for it in Access, we will continue to monitor our data.

Fig.5 FT enrolment rates of by age (mature vs. young) at HSU.

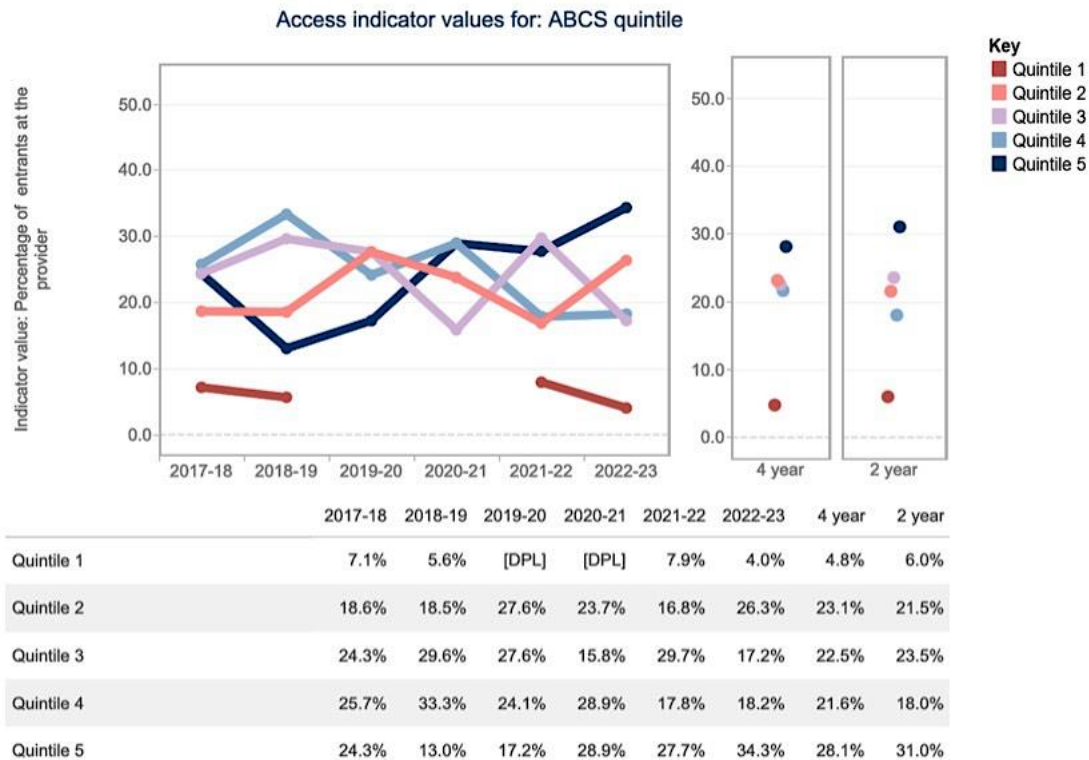


ABCS

The new ABCS (Associations between characteristics of students) measure considers multiple student characteristics including ethnicity, free school meal (FSM) eligibility, gender, income deprivation affecting children index (IDACI) index of multiple deprivation (IMD) and TUNDRA. It is a quintile measure, with ABCS Quintile 1 representing the most intersectionally disadvantaged students.

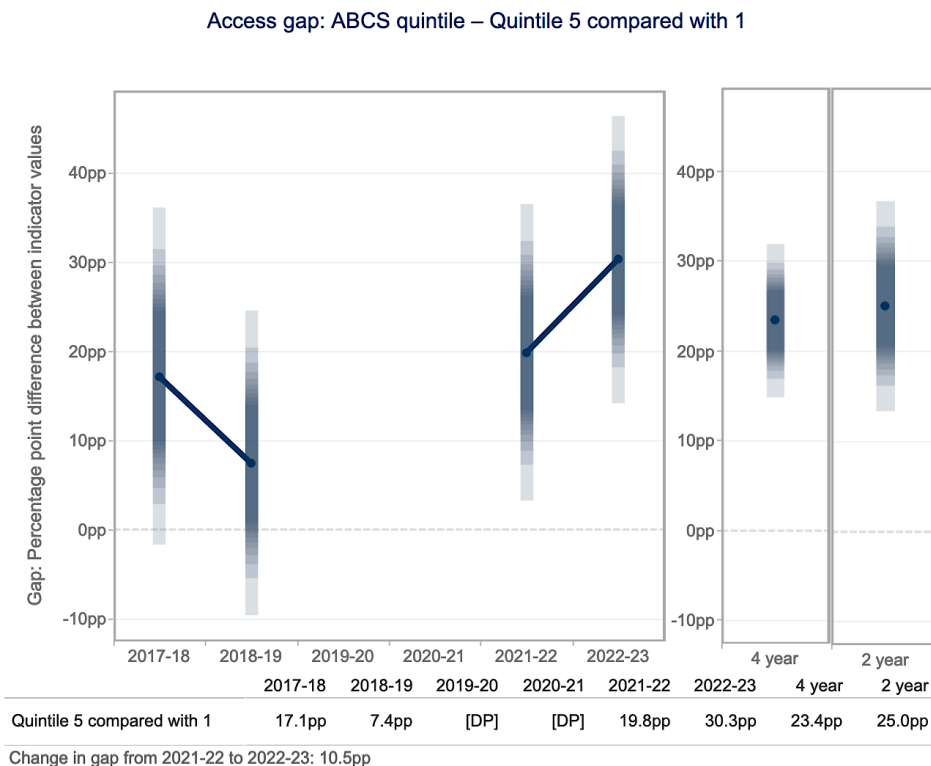
We enrol ABCS Quintile 1 students slightly below the sector rate: 4.8% in the 4-year aggregate (7.4% in the sector), 6.0% in the 2-year aggregate (7.1% in the sector), and 4.0% in 2022-23 (7.0% in the sector) (Fig.6a).

Fig.6a FT enrolment rates of by ABCS Quintile at HSU.



Conversely, our gap in enrolment with the least disadvantaged students from ABCS Quintile 5 is smaller than the sector gap (Fig.6b): 23.4pp vs. 27.2pp in the 4-year aggregate, although our gap rose to 30.3pp in 2022-23 (vs. 28.3pp in the sector).

Fig.6b FT enrolment gaps between ABCS Quintile 5 and 1 at HSU.



Due to the small numbers of ABCS Quintile 1 students we have combined them with the ABCS Quintile 2 cohorts, which produced more equitable proportions of enrolled students in the 4-year aggregate, <20-30 students per annum for the combined Quintiles 1 and 2 vs. <10-35 students per annum for Quintile 5.

Our 4-year aggregate enrolment rate of 13.4% for the combined Quintiles 1 and 2 is higher than the sector rate of 10.8% and has had an upward trend in the more recent data (13.8% in the 2-year aggregate; 15.2% in 2022-23). Similarly, our enrolment gap with Quintile 5 students is significantly smaller than the sector gap: 14.7pp vs. 23.8pp in the 4-year aggregate but has been increasing more recently (17.2pp in the 2-year aggregate; 19.1pp in 2022-23).

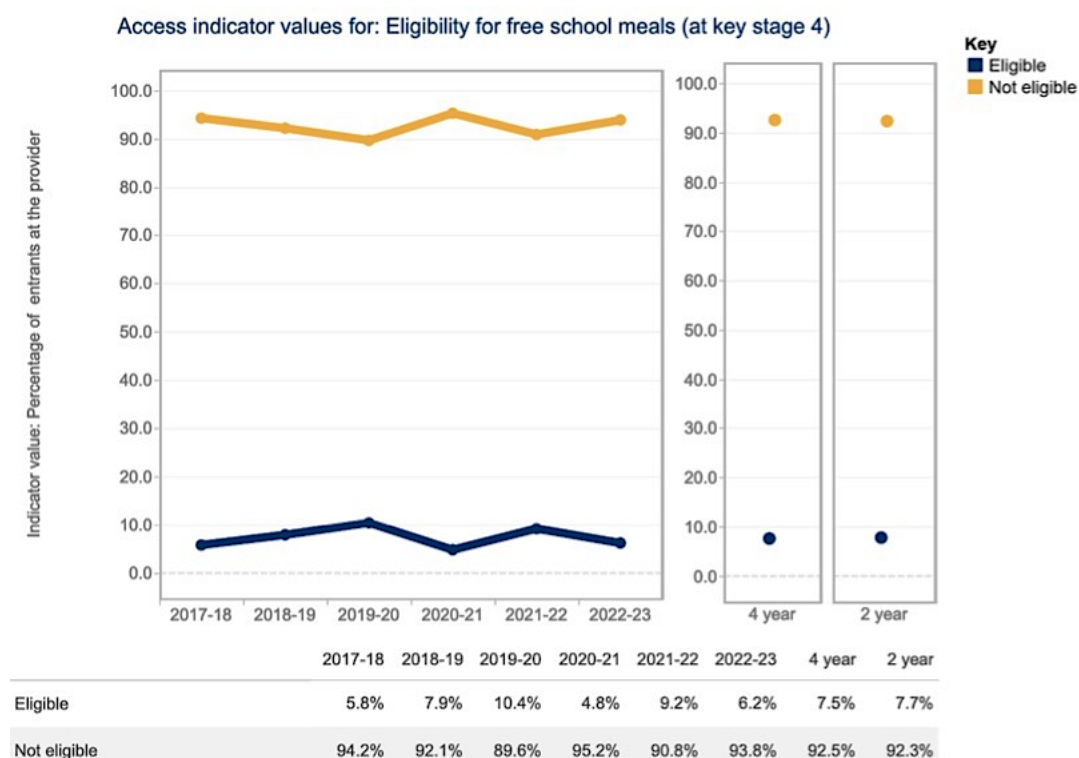
Given our small data sets and comparable, if not better performance compared to the sector, we do not recommend a target for the ABCS measure in Access. We will continue to monitor our data closely for further gap increases.

STUDENTS ELIGIBLE FOR FREE SCHOOL MEALS (FSM) AT KEY STAGE 4

This measure explores access rates for students who have been eligible for Free School Meals (FSM) at Key Stage 4.

We enrol FSM eligible learners (Fig.7) at a lower average rate to the sector: 7.5% vs. 18.8% in the 4-year aggregate; 7.7% vs. 18.0% in the 2-year aggregate; 6.2% vs. 17.7% in 2022-23.

Fig.7 FT enrolment rates of based on FSM eligibility at HSU.



Our FSM-eligible student cohorts are extremely small, <10 students per annum in the 4-year aggregate, which is why there is no figure showing enrolment gaps with non-FSM-eligible students.

Therefore, while we do not recommend a target for it in Access at this time, we will continue to monitor our data as it builds over time.

CONTINUATION

This section provides our performance on student continuation against the key risk indicators.

Continuation is measured as the proportion of enrolled students continuing into a second year of higher education study 1 year and 15 days post-enrolment or completing study and leaving with a higher education qualification.

Overall, our students continue into their second year of study at a higher rate than the sector average: 93.2% in the 4-year aggregate (89.3% in the sector) and 94.2% in the 2-year aggregate (88.0% in the sector). In 2021-22, the most recent year of continuation data, our rate was 93.7% (87.1% in the sector).

Our Continuation data show some positive trends:

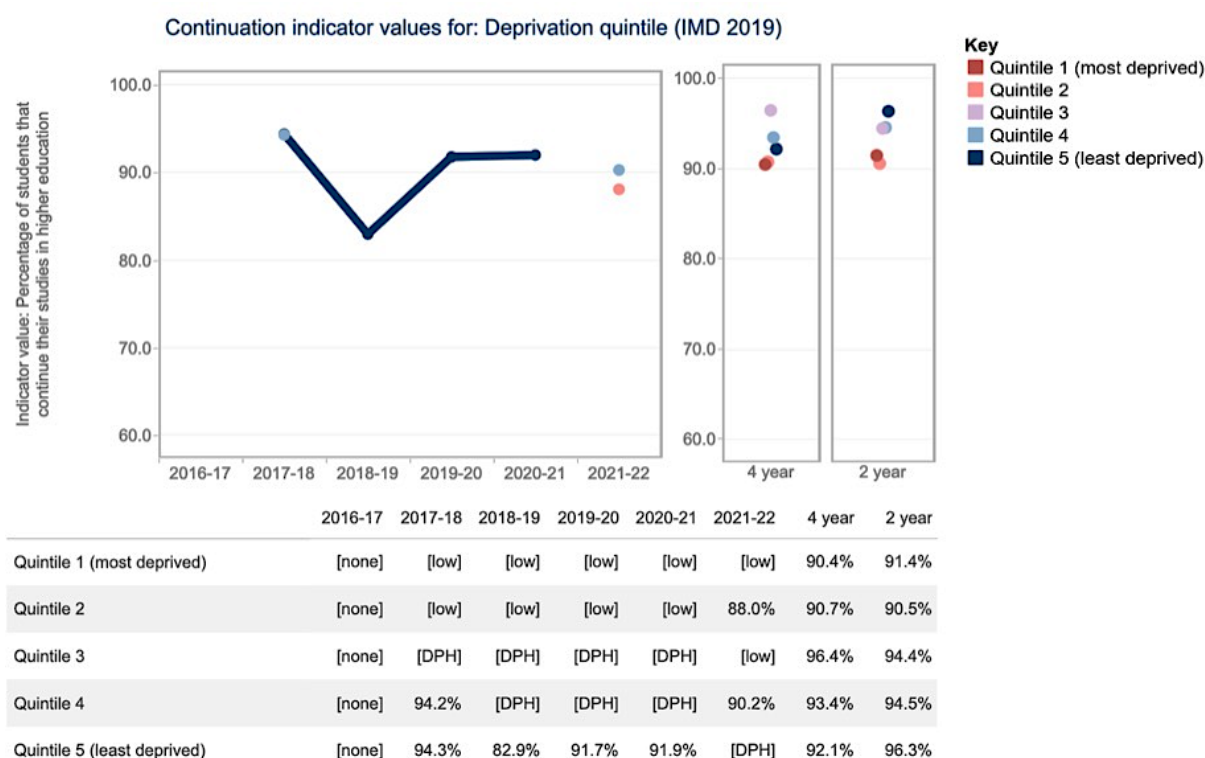
- A much smaller negative gap, 1.4pp, between our students from the most economically deprived areas (IMD Quintile 1) and their IMD Quintile 5 peers from least deprived areas, compared to the sector level gap of 8.5pp.
- A positive long-term difference in continuation between our Global Majority students and their White peers (a -0.7pp gap in the 4-year aggregate data), contrasting a negative 2.6pp sector gap that favours White students.
- A positive long-term difference in continuation between our disabled learners and their non-disabled peers (a -0.4pp gap in the 4-year aggregate data), contrasting a negative 0.5pp sector gap that favours non-disabled students.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

Our IMD Quintile 1 students continue into their second year at a rate that is close to the rate of their peers from IMD Quintile 5 (90.4% vs. 92.1% in the 4-year aggregate; 91.4% vs. 96.3% in the 2-year aggregate) (Fig.8a). It is also significantly higher than the sector average rate for IMD Quintile 1 (85.0% in the 4-year aggregate; 83.5% in the 2-year aggregate).

Data on continuation by IMD Quintile have been suppressed for 2021-22, so we cannot report on the most recent rate comparison between IMD Quintiles 1 and 5.

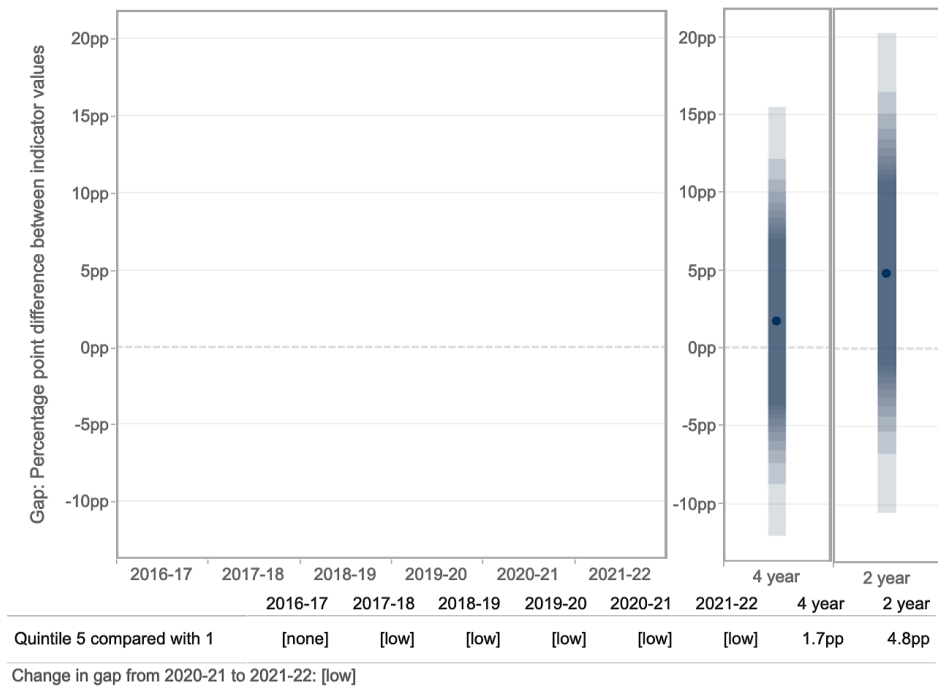
Fig.8a FT continuation rates by IMD Quintiles at HSU.



The gap in continuation between our IMD Quintile 1 students and their Quintile 5 comparator was 1.7pp in the 4-year aggregate and rose to 4.8pp in the 2-year aggregate due to a significant increase in the IMD Quintile 5 rate (Fig.8b). The sector continuation gaps are significantly larger: 8.5pp in the 4-year aggregate, and 9.3pp in the 2-year aggregate.

Fig.8b FT continuation gaps between IMD Quintiles 1 and 5 at HSU.

Continuation gap: Deprivation quintile (IMD 2019) – Quintile 5 compared with 1

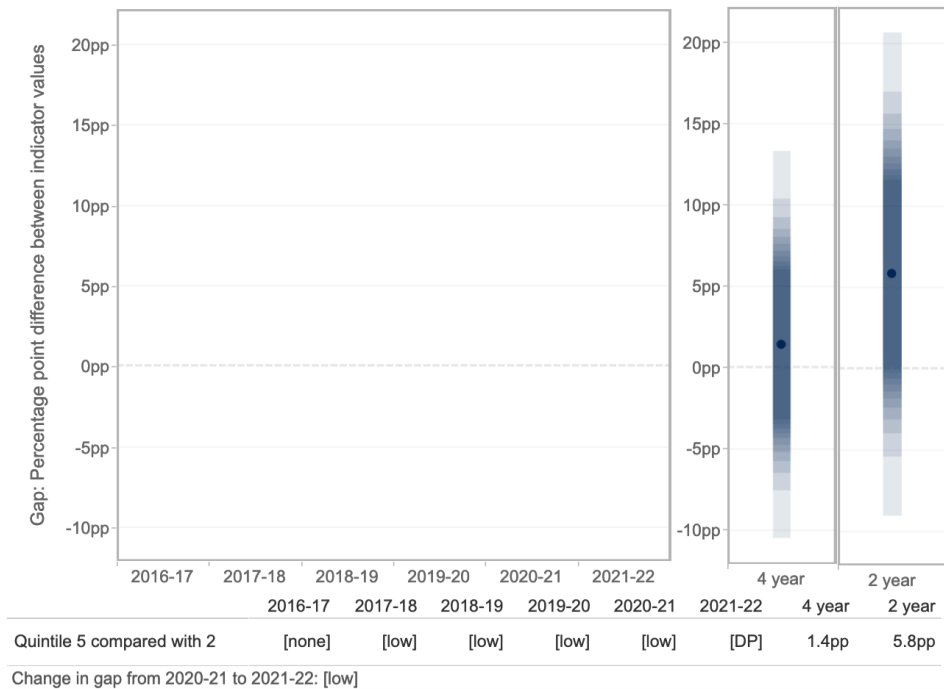


Our IMD Quintile 1 cohorts are very small, <5-15 students per annum over the 4-year aggregate. Combining them with the Quintile 2 cohorts makes the combined cohorts (<25-35 students per annum) more numerically equitable to the IMD Quintile 5 cohorts (<45-60 students per annum).

The gap in continuation between the combined IMD Quintiles 1 and 2 and IMD Quintile 5, calculated as the average of the individual IMD Quintile 1 (Fig.8b) and Quintile 2 (Fig.8c) gaps, changes little: 1.6pp in the 4-year aggregate, and 5.3pp in the 2-year aggregate.

Fig.8c FT continuation gaps between IMD Quintiles 2 and 5 at HSU.

Continuation gap: Deprivation quintile (IMD 2019) – Quintile 5 compared with 2

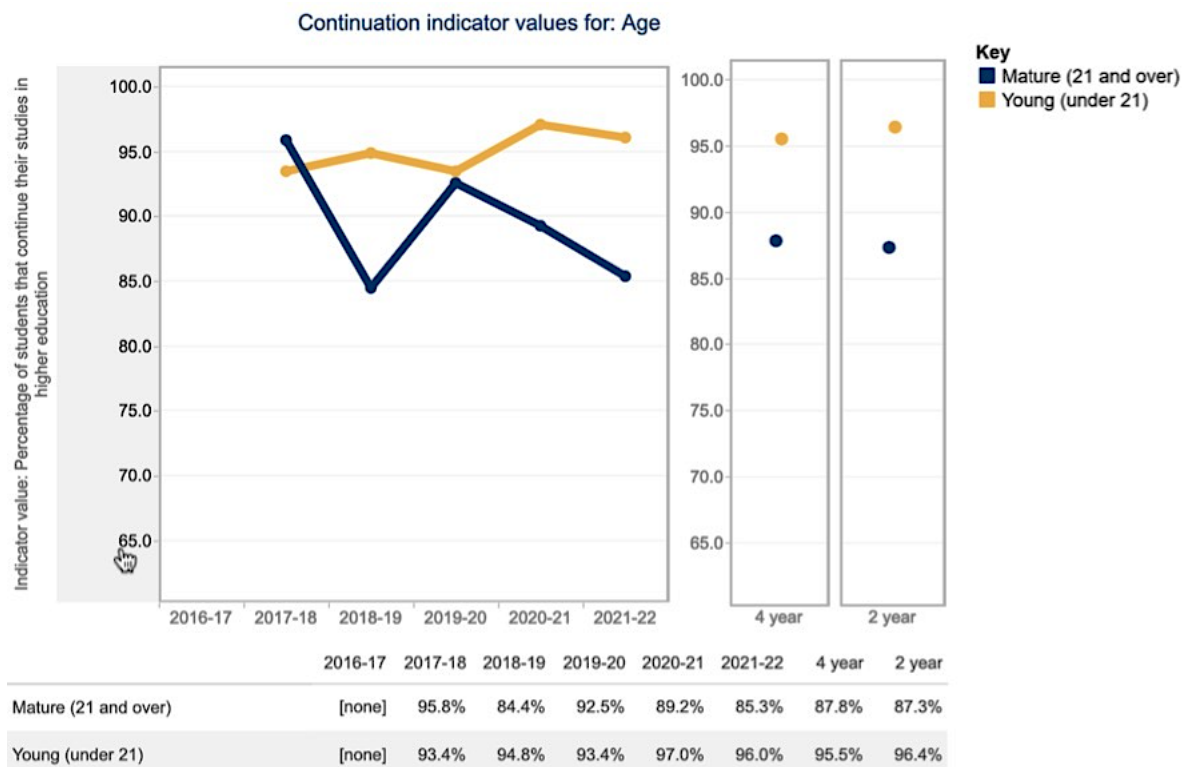


Given our small data and small continuation gaps, which are a fraction of the sector gaps, we do not recommend a target for IMD in Continuation. We will continue to monitor our data for any continuing increase of the gap.

MATURE STUDENTS (21 YEARS AND OVER)

Our mature learners (21 and over) continue into the second year of study at a rate of 87.8% in the 4-year aggregate, which is below the 95.5% rate of our young learners (under 21), but above the sector rate of 82.8% (Fig.9a). Our rate compares favourably to the sector rate in the more recent data too: 87.3% vs. 81.3% in the 2-year aggregate, and 85.3% vs. 80.5% in 2021-22.

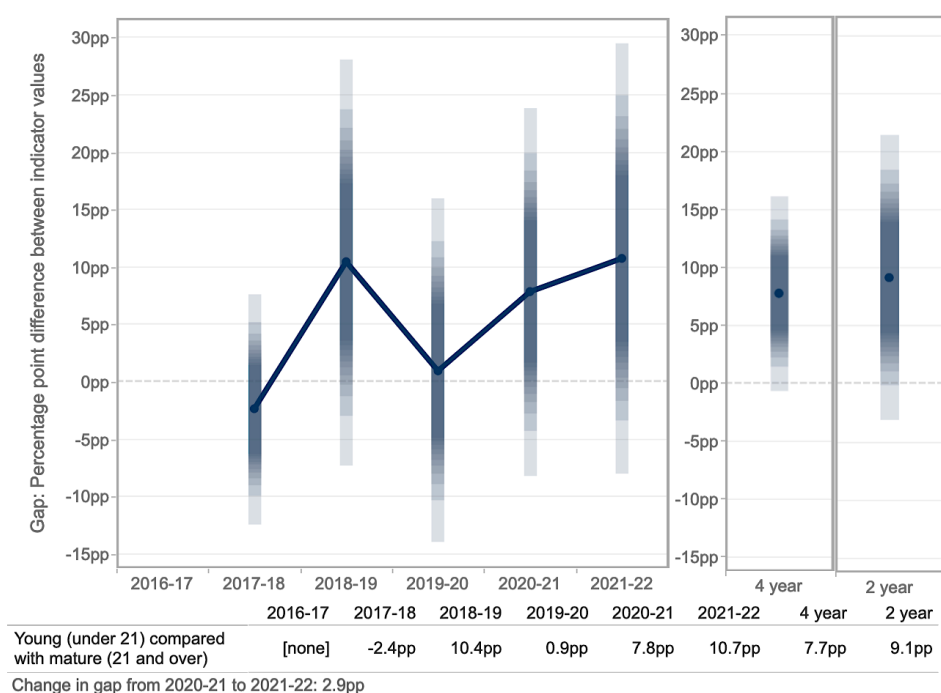
Fig.9a FT continuation rates of mature and young learners at HSU.



The gap in continuation between our mature and young learners is a negative (favouring young learners) 7.7pp in the 4-year aggregate (Fig.9b), which is above the sector gap of 9.0pp. Our gap has had an upward trend, widening to 9.1pp in the 2-year aggregate (9.6pp in the sector), and to 10.7pp in 2021-22 (9.3pp in the sector).

Fig.9b FT continuation gaps between mature and young learners at HSU.

Continuation gap: Age – Young (under 21) compared with mature (21 and over)



The cohorts of mature learners at HSU are small, <40-75 per annum in the 4-year aggregate.

Given the size of the continuation gap for our mature learners, and its recent expansion, recommend a target in Continuation for this group.

ABCS

Our ABCS Quintile 1 students continue studies at a 4-year aggregate rate of 83.3%, which is below the ABCS Quintile 5 rate of 95.5% (Fig.10a), but above the Quintile 1 sector rate of 82.8%.

We have not included comparisons in the 2-year aggregate and the latest year of continuation data, because our more recent data for Quintile 1 have been suppressed. Quintile 1 cohorts are very small, <10-20 students per annum within the 4-year aggregate, and the Quintile 5 cohorts are only slightly larger, <20-40 students per annum.

The gap in continuation between ABCS Quintile 1 and 5 students is relatively large, 12.7pp in the 4-year aggregate (Fig.10b) – the only period for which we have sufficient data. For comparison, the sector 4-year aggregate gap is wider, 14.1pp, and widens further, to 15.0pp in the 2-year aggregate and to 15.2pp in 2021-22.

Fig.10a FT continuation rates per ABCS Quintile at HSU.

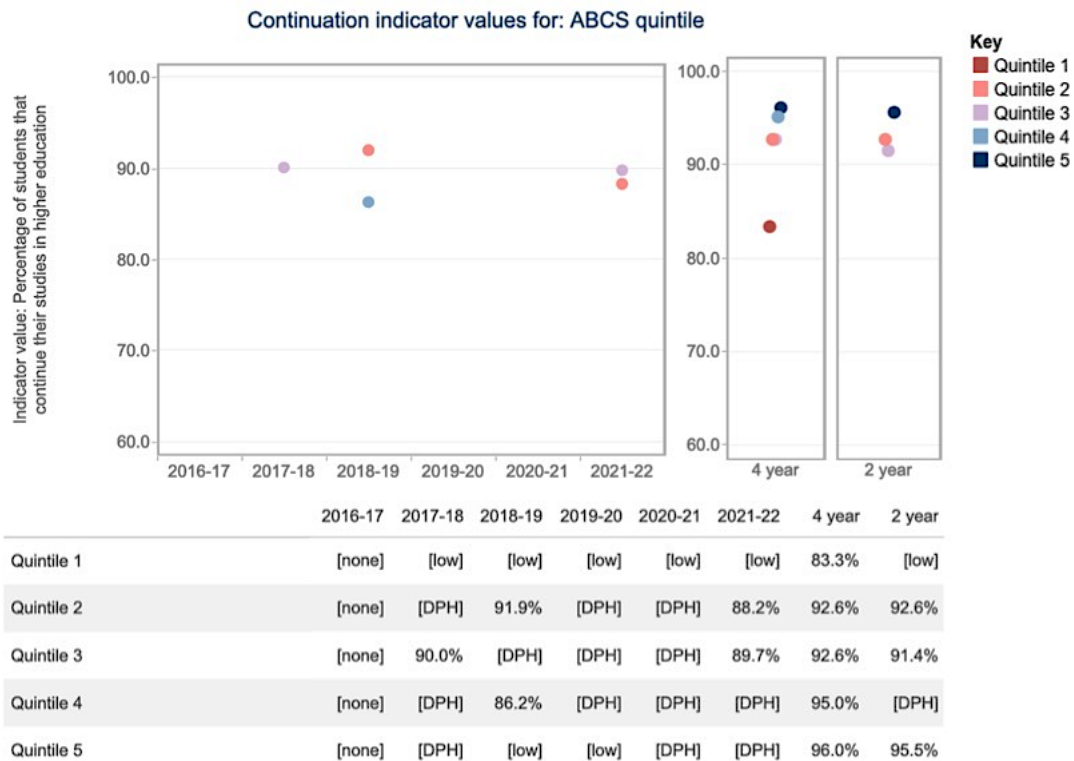
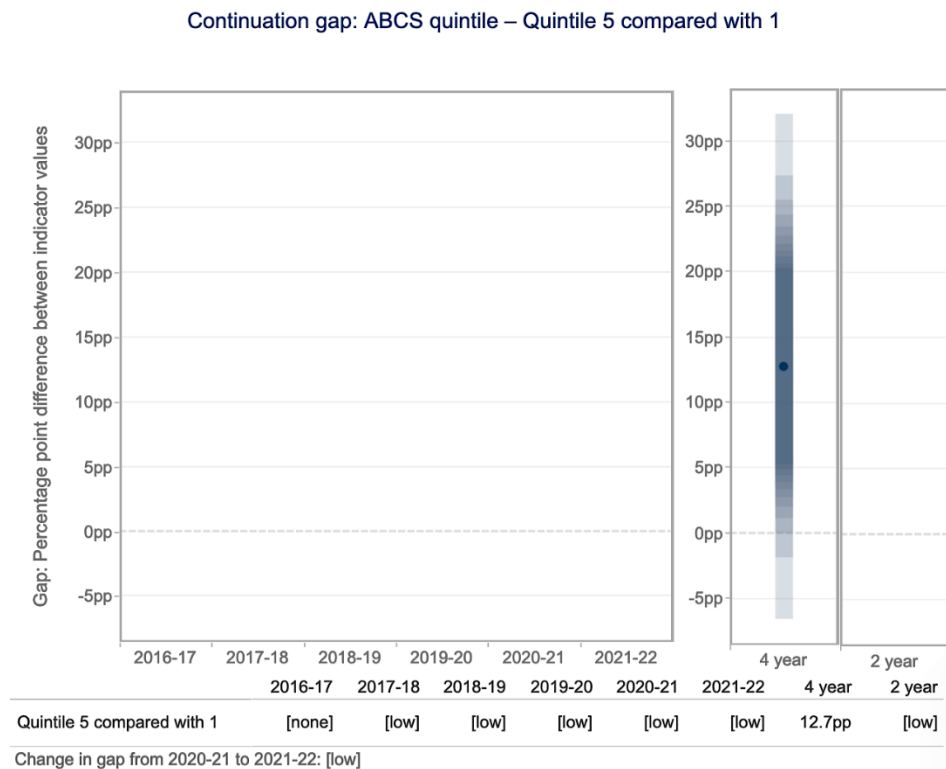


Fig.10b FT continuation gaps between ABCS Quintile 1 and 5 students at HSU.



Based on the data and significant gap in the continuation rate for our ABCS Quintile 1 students, we recommend a target in Continuation for that Quintile.

COMPLETION

This section provides our performance in student completion for the OfS key risk indicators and target groups.

Completion is measured by as the proportion of students completing their course within 6-years from enrolment.

Overall, our students complete their studies at a higher than the sector average rate: 93.8% vs. 87.5% in 4-year aggregate, 93.8% vs. 87.4% in the 2-year aggregate, and 93.2% vs. 87.6% in 2018-19, which is the last year of completion data.

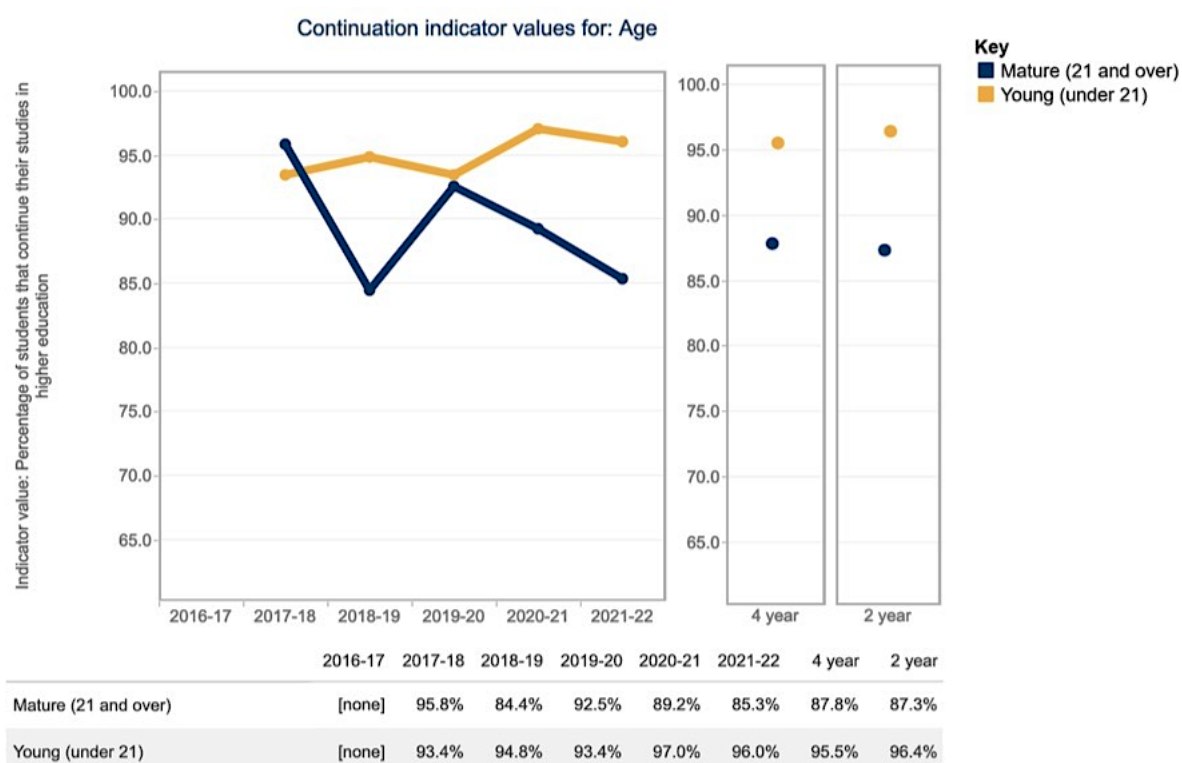
Our Completion data show some positive trends:

- A much smaller negative gap for our mature learners (1.4pp in the 4-year aggregate), compared to the sector level gap (10.0pp).
- A positive long-term difference in completion between our most disadvantaged students from ABCS Quintile 1 (reflecting intersection disadvantage across economic deprivation, ethnicity, and disability) and their least disadvantaged peers from ABCS Quintile 5 (a -1.3pp gap in the 4-year aggregate data), contrasting the big negative sector gap of 23.2pp that favours the least disadvantaged students.

MATURE STUDENTS (21 YEARS AND OVER)

Our mature learners complete their studies at a 4-year aggregate rate of 93.0% (Fig.11a). This is marginally lower than the 94.4% rate of their young peers, and significantly above the sector average rate of 80.0% for mature learners. In 2018-19, our rate dropped to 88.6% vs. 80.0% in the sector.

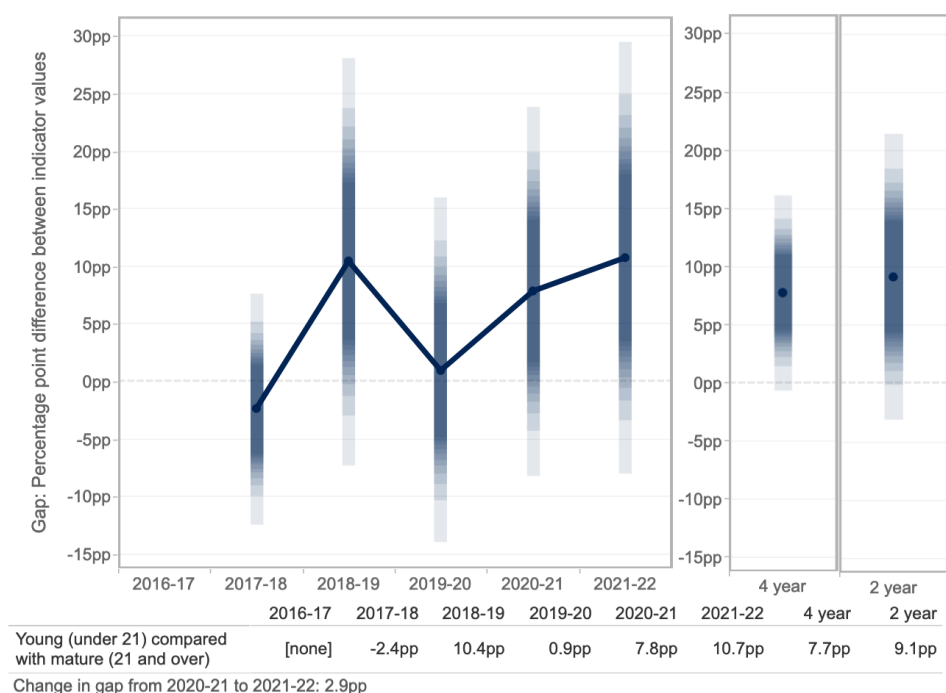
Fig.11a FT completion rates of mature and young learners at HSU.



Based on completion outcomes, our mature learners have a small negative 4-year aggregate gap of 1.4pp that widened to 7.3pp in 2018-19 (Fig.11b). For comparison, the sector gaps are much bigger: 10.0pp in the 4-year aggregate and 10.1pp in 2018-19.

Fig.11b FT completion gaps between mature and young learners at HSU.

Continuation gap: Age – Young (under 21) compared with mature (21 and over)



Given the long-term small gap and our comparative advantage vs. the sector, we do not recommend a target in Completion for mature learners. We will continue to monitor our data and the completion gap with young learners.

ATTAINMENT

This section provides our performance with respect to the attainment of our students from key target groups.

Attainment is measured as the proportion of students who achieve a 'good degree', i.e., a First (1st) or a 2:1 degree outcome.

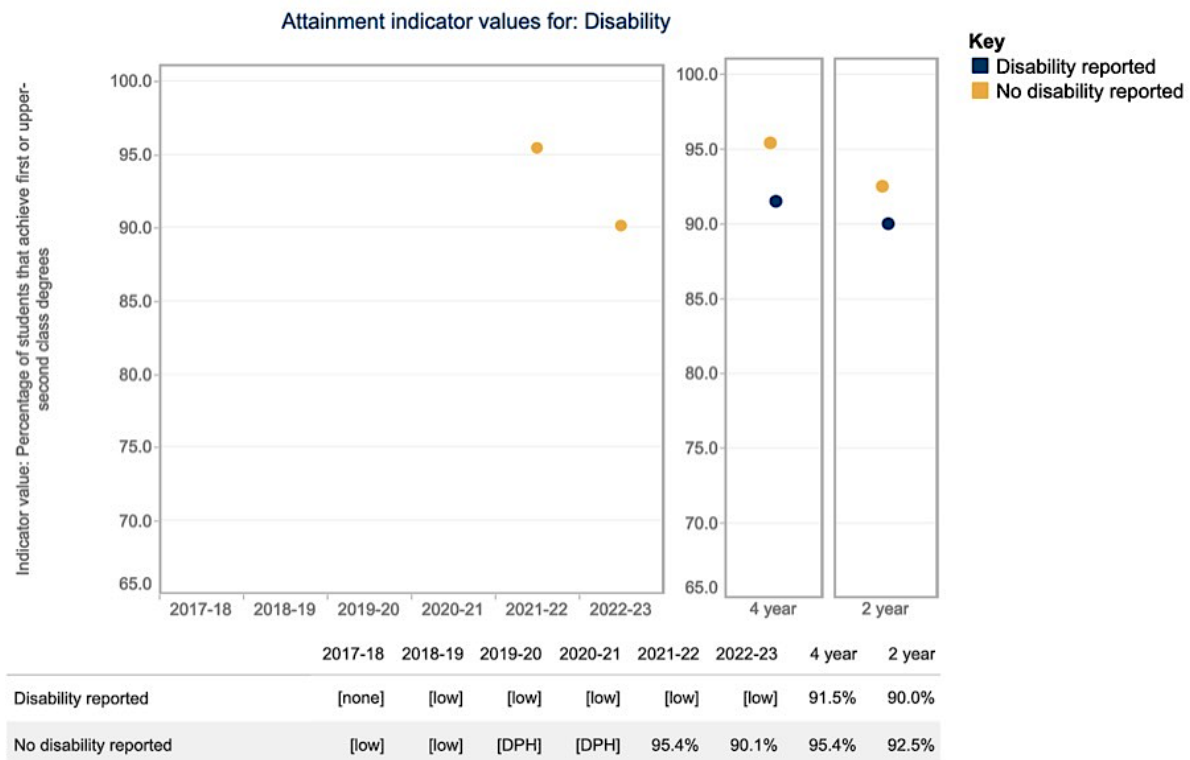
Overall, our attainment rates are high, averaging 94.8% in the 4-year aggregate (80.5% in the sector), 92.0% in the 2-year aggregate (78.1% in the sector), and 91.0% in 2022-23 (77.2% in the sector) – the last year of attainment data.

DISABLED STUDENTS

On average, 91.5% of our disabled students achieve a good degree outcome in the 4-year aggregate (90% in the 2-year aggregate) (Fig.12a). The rate is below the attainment rate of our non-disabled students (95.4% in 4-year aggregate; 92.5% in the 2-year aggregate), but significantly higher than the

sector average attainment rate of disabled students (80.3% in the 4-year aggregate; 78.9% in the 2-year aggregate).

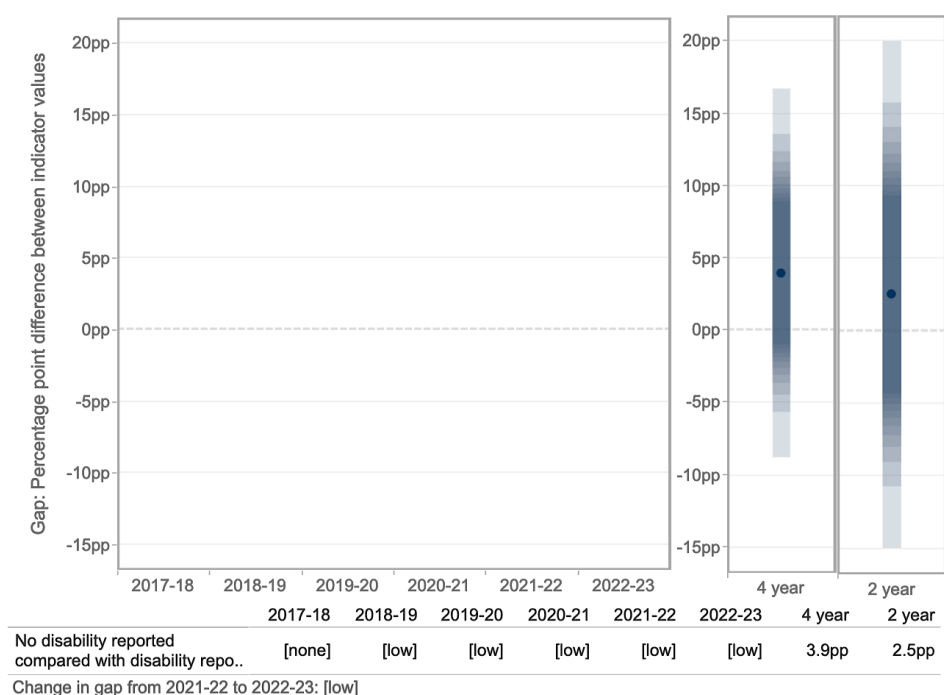
Fig.12a FT attainment rates of disabled learners at HSU.



The gap in attainment for our disabled students with their non-disabled peers is 3.9pp in the 4-year aggregate and reduces to 2.5pp in the 2-year aggregate (Fig.12b). For comparison, the sector gap is just 0.2pp in the 4-year aggregate and turns positive (-1.0pp) in the 2-year aggregate.

Fig.12b FT attainment gaps between disabled and non-disabled learners at HSU.

Attainment gap: Disability – No disability reported compared with disability reported



However, our disabled student cohorts are very small, <10-20 students per annum within the 4-year aggregate, which makes gap analysis unreliable.

For that reason, we do not recommend a target in Attainment for disabled students and instead will continue to monitor our data that already appear to take a trend of gap reduction.

PROGRESSION

This section provides our performance in relation to the progression of students from the OfS key target groups.

Progression is measured in terms of graduate destinations into the labour market or elsewhere that include being employed in a highly skilled professional or managerial job, or undertaking further study, or another positive outcome.

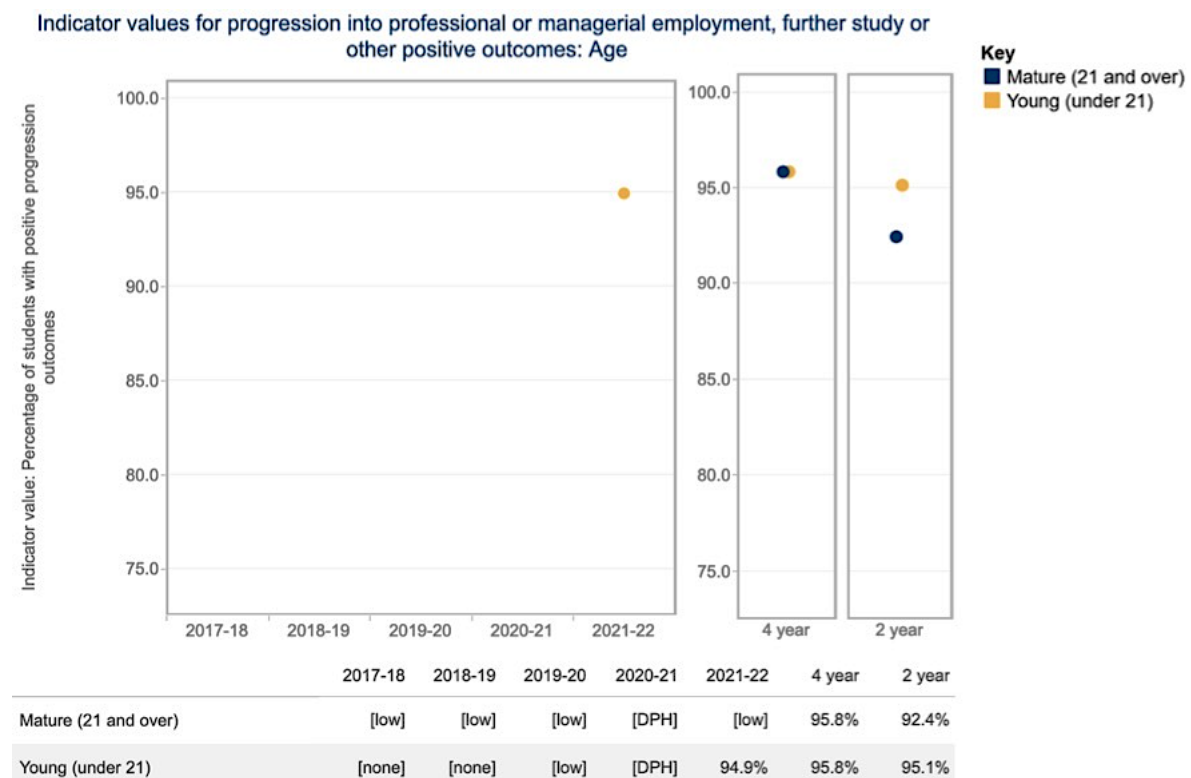
Our students have high progression rates: 95.8% in the 4-year aggregate, 94.1% in the 2-year aggregate, and 92.6% in 2021-22 – the last year of progression data. For comparison, the sector average rates are, respectively, 72.4% (4-year), 73.4% (-2-year), and 72.6% (2021-22).

Our Progression data show a positive trend regarding the long-term equity of progression outcomes between our mature learners and their young peers (a 0.0pp gap in progression over the 4-year aggregate).

MATURE STUDENTS (21 YEARS AND OVER)

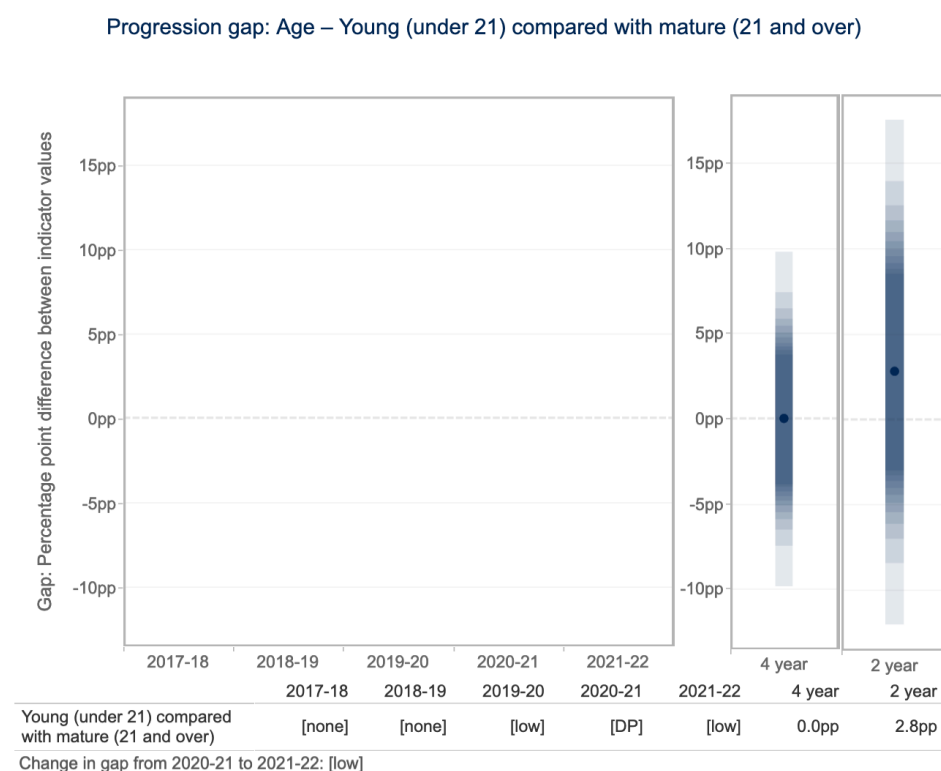
Our mature learners have comparable progression rate, 95.8%, to their young peers in the 4-year aggregate, although in the 2-year aggregate their rate drops below that of the comparator group: 92.4% for mature learners vs. 95.1% for young learners (Fig.13.a). The sector rates of mature learner progression are significantly lower: 72.2% in the 4-year aggregate and 71.9% in the 2-year aggregate.

Fig.13a FT progression rates of mature and young learners at HSU.



There is no gap in progression (0.0pp) between our mature and young learners in the 4-year aggregate (0.3pp in the sector), although our gap widens to 2.8pp in the 2-year aggregate (2.0pp in the sector).

Fig.13b FT progression gaps between mature and young learners at HSU.



However, our progression data for mature and young learners are very small, at <15-30 mature learners, and <5-25 young learners per annum within the 4-year aggregate.

Given the very small data and progression gaps, we do not recommend a target in Progression for mature learners. Instead, we will continue to monitor our progression data and gaps for mature learners.

2. SUMMARY OF TARGET AREAS

We have used the initial performance assessment above and the emerging indicators of risk (i.e. measures where our performance is weak) to signpost to the priority areas for further investigation and/or including as target areas in the new Access and Participation Plan (APP). In summary, these areas are:

ACCESS

1. Students from the most disadvantaged backgrounds (IMD Quintiles 1 and 2) compared to their most advantaged peers (IMD Quintile 5).
2. Global Majority students (Black and Asian students in particular), compared to White students.

CONTINUATION

1. Mature learners, compared to young learners.

2. ABCS Quintile 1 students, compared to ABCS Quintile 5 students.

COMPLETION

No targets are included in this area.

ATTAINMENT

1. Disabled students, compared to students without declared disability.

PROGRESSION

No targets are included in this area.

AREAS FOR CONTINUED MONITORING

The priority areas for continued monitoring are:

1. IMD continuation (Quintiles 1 and 2 vs. Quintile 5).
2. TUNDRA student enrolment rate and gap (Quintile 1 vs. Quintile 5).
3. Disability student enrolment rate and gap.
4. Mature learner student enrolment rate and completion gap with young learners.
5. ABCS Quintile 1 student enrolment rate.
6. FSM eligible student enrolment rate.

RISKS TO EQUALITY OF OPPORTUNITY

We have considered the identified indicators of risk against the national Equality of Opportunity Risk Register (EORR). This highlights 12 risks that are of national concern, and which are more likely to affect students with particular characteristics.

ACCESS (PRE-ENROLMENT)

The first four (5) Risks on the EORR relate to the Access (pre-enrolment) area, and we note that all 5 risks are generally more likely to have impact on outcomes for the target groups we have identified in relation to enrolment outcomes (disadvantaged students, measured by IMD, and students from the Global Majority).

We have therefore considered all 5 Risks in relation to our context, and in consultation with our community of staff and students. We have also considered Risk 10 – Cost pressures.

The following summarises our context in relation to each risk, considerations of whether it is occurring, and potentially the cause of the indicators of risk (i.e. poor performance) we have identified. Further information can also be found in the main Access and Participation Plan, and in Annex B.

RISK 1 – KNOWLEDGE AND SKILLS

Access to higher education may be impacted by the home circumstances of an individual, the area in which they live or by the school that they attend. With campus sites based in Bournemouth and London, the target learners in each area differ as do their personal circumstances. For example, in the South West 17% of disadvantaged students went on to university in 2018/19 – the lowest rate of all English regions – compared with 45% in London (Centre for Social Mobility, 2022)¹.

This risk will therefore need to be considered in how it impacts both our campus sites and the differing local populations.

RISK 2 – INFORMATION AND GUIDANCE

Information, advice, and guidance have diminished in supply and quality since the career education reforms of 2012 and the resultant loss of Career Education, Information, Advice, and Guidance (CEIAG) advisors at many schools (Education Committee, 2023)².

RISK 3 – PERCEPTIONS OF HIGHER EDUCATION

The perception of higher education and its impact on students may be influenced by perceptions of the provider itself, a learner's own familial or financial circumstance or through the limited provision of a provider. This requires a consideration into the familial backgrounds and perceptions of our target populations as research has concluded that parents of White disadvantaged pupils were also more likely to believe that leaving school at 16 did not necessarily limit an individual's career opportunities and aimed for their child to begin an apprenticeship or full-time work at the end of Year 11 (Department for Business Innovation & Skills, 2015).³

Consideration of this risk relates to the family focused work we have committed to as part of our Access & Participation Plan

RISK 4 – APPLICATION SUCCESS RATES

Application success rates at HSU are consistently monitored at several internal committees, this includes the conversion rates of students applying for courses at HSU and those who enrol. The majority of our courses at HSU require an interview as part of the application process, consideration of this additional element has been addressed in the Access & Participation via peer support by current students who those applying.

RISK 5 – LIMITED CHOICE OF COURSE TYPE AND DELIVERY MODE

¹ Centre for Social Mobility, 2022, Social Mobility in the South West: Levelling Up Through Education: https://www.exeter.ac.uk/media/universityofexeter/newsarchive/researchgeneral/Social_Mobility_in_the_South_West_Report.pdf

² Education Committee. 2023. Careers Education, Information, Advice and Guidance. <https://committees.parliament.uk/publications/40610/documents/198034/default/>

³ Bowes, L., J. Evans, T. Nathwani, G. Birkin, A. Boyd, C. Holmes, and S. Jones. (2015) 'Understanding Progression into Higher Education for Disadvantaged and under-represented Groups.' <https://dera.ioe.ac.uk/id/eprint/24682/1/BIS-15-462-understanding-progression-into-higher-education-final.pdf>

Limited course delivery modes can contribute to students not applying to study at an institution. At the Health Sciences University courses are available in full-time and part-time modes, with a foundation year also accessible for students.

Limitations on our choices of course may impact the access for particular students, this includes through perceptions of the physicality of a number of courses which include Chiropractic, Osteopathy and Sports & Rehabilitation. This risk is addressed in our Access and Participation Plan following research which recommends that providers 'strengthen information-sharing processes between providers and schools/colleges relating to how HE programmes in London will be delivered and what students can expect from their institution's extra-curricular offer.'⁴ (Access HE, 2021).

RISK 10 – COST PRESSURES (PRE-AND POST-ENTRY)

Over the last two years 9 in 10 HE students report experiencing a rise in their cost of living, more than 9 in 10 worry about that, nearly 50% feel they are in a financial difficulty, 60% of those who receive a student loan consider it insufficient to cover their cost of living, 30% have taken on more debt, and nearly 80% worry about the impact of the financial squeeze on their learning (Johnson & Westwood, 2023)⁵.

The 2024 Student Academic Experience Survey delivered by Advance HE and HEPI⁶ flags up the continuing rise of students who take term-time employment (56% in the 2024 edition of the survey vs. 55% in 2023) that went up by more than 10% since 2022. This picture matches our own observations and data on students at Rose Bruford.

Cost of living pressures on student finances and term-time work, which has been the most common approach student take to relieve those pressures, are exacerbated further by the demands in terms of time and focus on learning.

National data and our own observations indicate that there is a significant pressure on students, including our own, to balance course requirements with the financial necessity of paid work. The pressure is particularly evident for students from our target groups: IMD Quintiles 1 and 2, and students from Global Majority backgrounds.

This Risk is therefore a concern for us both in the pre- and post-application parts of the student journey, and we must adopt financial support strategies that relieve financial pressures on our prospective and enrolled students through e.g., fee waivers for participation in our outreach activities and the application process, travel bursaries for attending auditions and interviews, and on-course financial support in the form of bursaries and hardship funds.

ON-COURSE (STUDENT SUCCESS)

⁴ Access HE (2021), Best Laid Plans: London's 'Covid Cohort' and Progression to Higher Education' <https://www.accesshe.ac.uk/yYdlxOu7/AccessHE-Best-Laid-Plans-Embargoed.pdf>

⁵ Johnston, C. & A. Westwood. 2023. Cost of living and higher education students, England: 30 January to 13 February 2023. Office for National Statistics. <https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/bulletins/costoflivingandhighereducationstudentsengland/30januaryto13february2023>

⁶ Student Academic Experience Survey 2024. Advance HE. <https://documents.advance-he.ac.uk/download/file/document/10746>

The remaining Risks on the EORR relate to the on-course and progression areas.

Our on-course and progression data are generally positive, with gaps below or around the sector averages where gaps exist, except our disabled students.

We have identified the 'access' Risk 2 and 'on-course' Risks 6, 7, 8, and 10, as most relevant in our context, which leaves out 'on-course' Risks 9 ('Ongoing impact of coronavirus') and 11 ('Capacity issues') and the 'progression' related Risk 12 ('Progression from higher education').

Further information can also be found in references in the main Access and Participation Plan, and in Annex B.

RISK 6 – INSUFFICIENT ACADEMIC SUPPORT AND RISK 7 – INSUFFICIENT PERSONAL SUPPORT

Setting up peer-learning and learning communities is an effective approach to fostering academic integration that has the potential to narrow equity gaps for disadvantaged, disabled, and Global Majority students (e.g., Johnson et al., 2020)⁷. Personal tutoring links to increases in sense of belonging and satisfaction through students feeling more connected (Palmer et al., 2009)⁸, which is particularly important in the First Year of undergraduate study, during their transition to higher education (Thomas, 2006; Reinheimer & McKenzie, 2014)^{9,10}.

Belonging, which is determined by how successfully students integrate academically and socially, appears to be a major determinant of student continuation, completion, and attainment, particularly for disadvantaged and non-traditional student groups (Pedler et al., 2022; Ahn & Horward, 2023)^{11,12}.

Providing targeted academic and personal support early on during transitioning is especially effective for e.g., disabled students (Safer et al., 2020)¹³.

⁷ Johnson, M. D., A. E. Spowles, K. R. Goldenberg, S. T. Margell & L. Castellino. 2020. 'Effect of a Place-Based Learning Community on Belonging, Persistence and Equity Gaps for First-Year STEM Students', *Innovative Higher Education*, 45: 509-531. <http://doi.org/10.1007/s10755-020-09519-5>

⁸ Palmer, M., P. O'Kane & M. Owens. 2009. Betwixt spaces: student accounts of turning point experiences in the first-year transition, *Studies in Higher Education*, 34:1, 37-54. <https://doi.org/10.1080/03075070802601929>

⁹ Thomas, L. 2006. "Widening Participation and the Increased Need for Personal Tutoring." In *Personal Tutoring in Higher Education*, edited by Liz Thomas and Paula Hixenbaugh, 21–31. Stoke on Trent, UK: Trentham Books.

¹⁰ Reinheimer, D. & K. McKenzie. 2014. The Impact of Tutoring on the Academic Success of Undeclared Students, *Journal of College Reading and Learning*, 41:2, 22-36. <https://doi.org/10.1080/10790195.2011.10850340>

¹¹ Pedler, M. L., R. Willis & J. E. Nieuwoudt. 2022. A sense of belonging at university: student retention, motivation and enjoyment, *Journal of Further and Higher Education*, 46:3, 397-408. <https://doi.org/10.1080/0309877X.2021.1955844>

¹² Ahn, M. Y. & H. Davis. 2023. Students' sense of belonging and their socio-economic status in higher education: a quantitative approach. *Teaching in Higher Education*, 28(1), 136-149. <https://doi.org/10.1080/13562517.2020.1778664>

¹³ Safer, A., L. Farmer & B. Song. 2020. Quantifying Difficulties of University Students with Disabilities. *Journal of Postsecondary Education and Disability*, v33, n1, pp. 5-21. <http://files.eric.ed.gov/fulltext/EJ1273641.pdf>

Risks 6 and 7 are therefore of relevance to us and we must address them through implementation of support structures, activities, and staff training that help identify who needs what support and enable us to provide the support effectively.

RISK 8 – MENTAL HEALTH

A consideration of the mental health impacts on a student's learning experience and overall higher education journey was a focus throughout the construction of our Access & Participation Plan. Students can either join HSU with existing mental health conditions or develop a condition during the course of their study. A detailed overview of our mental health provision is included as part of our whole provider approach in the Access & Participation Plan.

Health Sciences University is committed to supporting our student population and mental health provision is a key element for facilitating an enjoyable, successful and supported higher education experience. The University is committed to joining The University Mental Health Charter, which is published by Student Minds 'which provides evidence-informed principles to support universities to adopt a whole-university approach to mental health and wellbeing.'¹⁴(2022, Student Minds). HSU have created a University Mental Health Charter group which features members of academic and professional services staff and students including members of Student's Union and Mental Health Champions.

¹⁴ 2022, Student Minds, The Student Mental Health Manifesto: Our vision for a future where every student can thrive):
https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/2024_manifesto_digital_final_high_res.pdf

Annex B

Intervention Strategy 1:

Evidence based rationale: For this intervention strategy, information and research was taken from the TASO Toolkit (TASO, 2023) regarding access to higher education for students from IMD Quintiles 1 & 2 and this was applied to current and proposed activities. Outreach activity that is currently in place at HSU is highlighted in further detail in Intervention Strategy 3 and will also contribute to this strategy. In a 2023 report produced by TASO, Schools in for the Summer, evidence suggests that individuals who attend summer schools are already more likely to be considering higher education as an option and a rethinking of recruitment strategies for summer schools is vital in order to engage learners who will benefit the most from this programme.

As per the TASO Toolkit, Summer Schools act as a pre-entry aspiration raising intervention and benefit attendees by improving expectations, the belief that they will attend HE. In TASO's report, Schools in for the Summer¹, the key and important role of Student Ambassadors in contributing to summer school delivery is highlighted and this intervention strategy will seek to further provide information for students by utilising our Ambassadors personal HE journeys, provide more information about HSU and aid the demystification of certain aspects of HE (TASO 2023).

Evaluation

This intervention strategy will be evaluated in three main forms – applicant numbers of student from IMD Quintiles 1, the number of attendees at our events from IMD Quintiles 1 and through survey responses by these individuals at each other outreach activities. The most prominent form of evaluation of these activities is Type 2, Empirical Enquiry, which suggests that an activity is associated with better outcomes for students (TASO 2023). Evidence and evaluation of these activities will be presented to the Access & Participation Steering Group through regular reporting as this will ensure that our whole provider has an understanding of the direct results of Intervention Strategy 1.

¹ TASO, 2023, Schools in for Summer, https://cdn.taso.org.uk/wp-content/uploads/2023-11_Report_Schools-in-for-the-summer-interim-findings-on-impact-of-summer-schools_TASO.pdf

Activity	Outcomes	Method(s) of evaluation: Include type of evidence you intend to generate e.g. Type 2	Summary of Publication Plan: When evaluation findings will be shared and the format they will take
<p><i>A Health Sciences Summer School which as the entry for the All Aboard HSU access programme for target year 12 students:</i></p> <ul style="list-style-type: none"> • Three Day Summer School • Virtual UCAS application guidance & advice session with a Specialist Student Ambassador • Virtual Interview tips & advice session with a Specialist Student Ambassador • Virtual Study skills & revision session with a Specialist Student Ambassador • Virtual Budgeting session with the Student Services team 	<p>Short Term Outcomes:</p> <p>Increased knowledge and skills to support application to higher education and aspiration raising</p> <p>Increased confidence and sense of empowerment for attendees regarding their attitudes towards HE</p> <p>Participants will have an increased confidence regarding UCAS applications</p> <p>Participants will feel prepared and confident regarding university interviews</p> <p>Participants will feel prepared and informed about vital aspects of university life, including budgeting</p> <p>Medium Term Outcomes:</p> <p>Participants are able to make a confident and well thought out decision regarding their future</p> <p>Participants gain communication and personable skills to engage with older peers and university academic staff</p> <p>Participants will confident about revision techniques to support immediate examinations and beyond</p> <p>Participants will increase knowledge on personal barriers that they may encounter during their HE journeys</p> <p>Long Term Outcomes:</p>	<p>Type 1 – attendance numbers for the summer school and subsequent workshops</p> <p>Type 2 – survey to be completed by attendees to measure the impact of the sessions</p> <p>Type 2 – survey to be completed by the Specialist Student Ambassador to measure the impact of their role in the programme</p> <p>Type 2 – monitoring of the enquiry and applications rates of student from lower participation neighbourhoods</p>	<p>Annual report of participation numbers and satisfaction and success of attendees to published on the Access & Participation pages</p> <p>Annual report of participants experience and thoughts relating to this activity will be included in the Impact Report published on our Access & Participation pages and shared with staff and external stakeholders</p> <p>Internal reporting of attendees and application conversion to be reported to the Access & Participation Steering Group</p>

	<p>Increased enquiry and application from applicants from lower participation neighbourhoods</p> <p>Increased number of Specialist Student Ambassadors taking on a mentor position who took part in the programme themselves</p>		
<p><i>Transition Weekend for target learners to explore campus early and increase sense of belonging</i></p> <ul style="list-style-type: none"> • Ice Breaker sessions to meet peers & HSU Student's Union • Opportunity to meet and speak to academics • Study skills advice from Library Team and Student Services • Explore campus early • Financial advice session by Student Services 	<p>Short Term Outcomes: Participants will feel more prepared for starting their HE journey at HSU Participants will feel more informed about expectations of university life Participants will feel more comfortable about attending the HSU sites</p> <p>Medium Term Outcomes: Participants will have the opportunities to make connections with peers Participants will feel more confident speaking to academic staff at HSU Participants will have a better understanding of HSU and will feel part of the HSU Community</p> <p>Long Term Outcomes: Increased enquiry and application from applicants from lower participation neighbourhoods due to support programme in place Participants will become active members of the HSU Community and will support the event in future years</p>	Type 2 – pre and post surveys to be completed by attendees to measure of the impact of the sessions	<p>Internal reporting of application numbers and attendee to be reported to the Access & Participation Steering Group</p> <p>Annual report of participants experience and thoughts relating to this activity will be included in the Impact Report published on our Access & Participation pages and shared with staff and external stakeholders</p>
<p><i>Target outreach visits to schools with high number of pupils from lower participation postcodes</i></p>	<p>Short Term Outcomes: Increased awareness of HSU in the local community</p>	Type 1 – attendance numbers for each event to be monitored	Internal reporting of number of target students reached to be reported to the Access & Participation Steering Group

<ul style="list-style-type: none"> • <i>Mixture of primary and secondary schools</i> • <i>Showcase allied health careers and highlight the importance of health in our society</i> • <i>60-minute Presentation & Workshop – 4 external visits per academic term</i> 	<p>Increased awareness of allied health careers in the local community Increased awareness of the variety of subjects that can studied at HSU</p> <p>Medium Term Outcomes: Increased knowledge of different allied health careers and the entry paths to these careers Increased awareness of the importance on health in our society and how allied health professions directly benefit this</p> <p>Long Term Outcomes: Increased awareness of HE and intention for applying to HE in the future Increased enquiry and application from applicants from lower participation neighbourhoods due to support programme in place</p>		
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Intervention Strategy 2:

Evidence based rationale: Information and research regarding effective measures to increase access to higher education for students from Global Majority backgrounds was taken from the TASO Toolkit (TASO, 2023)². The activities outlined in this intervention strategy focus on pre-entry aspiration activities, with a particular focus on the role of a Specialist Student Ambassador as a role model. In Janet Brown's 2023 report, *The Role of Role Models in Widening Participation*³, key findings include that student ambassadors provide a trusted, experience-based and honest source of HE information and Student Ambassadors can be authentic representations of diversity in HE. The role of a Student Ambassador at HSU has expanded from standard ambassadors, to Specialist Student Ambassador to provide specific for access and participation activity to the introduction of Senior Specialist Student Ambassador to ensure the student voice is prominent in all outreach activity delivered at HSU.

The benefits of Mentoring, Counselling, Coaching and Role Models in a pre-entry setting have been recognised as part of the TASO toolkit with studies showing 'these interventions are associated with an increase in students' attitudes/aspirations, and in some cases attainment and HE progression.'⁴ In order for us to assess the role our Student Ambassadors form in pre-entry access we will include specific questions in all surveys distributed at events to understand the benefits of having our events firmly led and fronted by our team of Ambassadors. For this intervention this will be particularly focus on the role of a role model and are Ambassadors will aim to promote HSU 'as a desirable and attainable destination.'⁵

Evaluation

This intervention strategy will be evaluated in three main forms – applicant numbers of student from Global Majority backgrounds, the number of attendees at our events from Global Majority background and through survey responses by these individuals at each outreach activity. The most prominent form of evaluation of these activities is Type 2, Empirical Enquiry, which suggests that an activity is associated with better outcomes for students (TASO 2023). Evidence and evaluation of these activities will be presented to the Access & Participation Steering Group through regular reporting as this will ensure that our whole provider has an understanding of the direct results of the Intervention and feedback will be included as part of the Annual Impact Report published on the Access & Participation webpages

²TASO, 2023, <https://taso.org.uk/intervention/mentoring-counselling-coaching-and-role-models-pre-entry/>

³ Janet Brown, 2023, *Student Ambassadors: the role of role models in Widening Participation*, <https://gohigherwestyorks.ac.uk/student-ambassadors-the-role-of-role-models-in-widening-participation/>

⁴ TASO, 2023, <https://taso.org.uk/intervention/mentoring-counselling-coaching-and-role-models-pre-entry/>

⁵ TASO, 2023, <https://taso.org.uk/intervention/mentoring-counselling-coaching-and-role-models-pre-entry/>

Activity	Outcomes	Method(s) of evaluation: Include types of evidence you intend to generate e.g. Type 2	Summary of Publication Plan: When evaluation findings will be shared and the format they will take
<p><i>Targeted schools outreach activity in geographical areas with high percentages of Global Majority individuals</i></p> <ul style="list-style-type: none"> Home town assemblies by our Specialist Student Ambassadors for those who were educated in areas of England with higher Global Majority population 	<p>Short Term Outcomes: Participants will gain knowledge about HSU and our courses Participants will hear directly from individuals from similar backgrounds about their HE journey Participants will gain confidence and find reassurance from hearing from peers who have gone on to university Participants will be given an experience they can share with family members and their community about HE</p> <p>Medium Term Outcomes: Participants will gain an understanding that universities welcome a wide range of individuals from different backgrounds into HE communities Participants will consider their current perceptions of university and consider the qualities they believe make a potential learner Participants will gain a consideration of their own beliefs and wants about pursuing further education and this can encourage independent research into options Participants will be given the tools to drive their own exploration into choices and will be advised of the appropriate support provisions in place to guide this</p> <p>Long Term Outcomes:</p>	<p>Type 2 – monitoring of the enquiry and applications rates of students from schools and colleges with higher percentage Global Majority Students – monitor figures from schools visited by SSAs</p> <p>Type 2 – Surveys from attendees to assess the success of the event</p>	<p>Internal reporting of attendees and application conversion to be reported to the Access & Participation Steering Group</p> <p>Feedback from presenting SSAs and event attendees to be included as part of the Annual Impact Report and published on the Access & Participation webpages</p>

	<p>Increased number of enquiry and applications to HSU from Global Majority individuals</p> <p>Increased number of SSAs to deliver hometown presentations to their communities to share their interests</p> <p>Increased relationships between HSU and school and colleges with greater percentages of students from Global Majority</p>		
<p><i>Student Consultative Group conducted in tandem with the Student's Union and students from Global Majority backgrounds</i></p> <ul style="list-style-type: none"> One session per term to hear feedback of student experience regarding services & facilities Opportunity to enable new activity suggested by consultative group to enhance student experience 	<p>Short Term Outcomes</p> <p>Increased sense of community at HSU for Global Majority students</p> <p>Increased relationship between students and staff at HSU</p> <p>Increased understanding of the HSU experience for students from Global Majority backgrounds</p> <p>Increased student voice from students from Global Majority background</p> <p>Medium Term Outcomes</p> <p>Increased trust from student from Global Majority backgrounds towards staff at HSU and the institution itself</p> <p>Increased understanding and knowledge for staff to comprehend the challenges faced by students from a Global Majority background</p> <p>Increased activity and events delivered by and for our Global Majority population</p> <p>Increased understanding of the perceptions of both HSU and HE from the Global Majority background</p> <p>Long Term Outcomes</p>	<p>Type 2 – survey to be completed by members of the Student Consultative Group to measure impact of the sessions and satisfaction</p>	<p>Internal reporting of discussions and proposed activities fed to Access and Participation Steering Group to inform wider HSU community of discussions</p>

	Increased understanding by HSU staff on how to create an inclusive and supportive community for Global Majority students which will increase enquiry and applications from this demographic		
<i>Establishment of Specialist Student Ambassadors at our London Campus</i> <ul style="list-style-type: none"> • Senior Specialist Student Ambassadors to showcase and promote the role • Awareness of the importance of Access & Participation Ambassador work to provide a key role in the advertisement of roles • Create a team of students from diverse backgrounds and experiences at the London site to support outreach activity 	<p>Short Term Outcomes: Best practice reflected across both our London and Bournemouth sites Increase sense of belonging and community for students across HSU locations Increase number of Ambassadors from varied experiences and background to represent HSU</p> <p>Medium Term Outcomes: New Ambassadors acquire transferable skills from the role and feel embedded at HSU Gained understanding of Global Majority experience at HSU and their perceptions of HE Increase in relationship between HSU staff and student community Ambassadors feel as though their voice is valued and acted on at HSU Greater representation of our diverse student community at outreach events</p> <p>Long Term Outcomes Ambassadors directly inform the work of Access & Participation which leads to better clarity on the type of activities which will engage students from Global Majority backgrounds Increase number of enquiries and applications from student from Global</p>	<p>Type 1 – Cohort of Ambassadors to be reviewed and evaluated at the end of each academic year to ensure diversity among courses and lived experiences</p> <p>Type 1 – Review of how many Ambassadors employed at the London site specifically to see growth in the role and numbers</p>	Numbers of Ambassadors across both sites to be annually reported to the Access & Participation Steering Group

	Majority backgrounds due to increase representation and engagement		
<i>Establishment of a Community Connection Day:</i> <ul style="list-style-type: none"> One Saturday per year at Bournemouth & London sites Science workshops for a variety of ages which are run by Specialist Student Ambassadors Information sessions for families about HSU and Allied Health professions Advertised via school partnerships 	<p>Short Term Outcomes: Increase name and recognition for HSU and our courses and facilities within the local community Increase knowledge of course and allied health careers for attendees Increase engagement</p> <p>Medium Term Outcomes Increased engagement at other events with members of local community Increased outreach with local schools Increased sense of belonging in the community for Specialist Student Ambassadors</p> <p>Long Term Outcomes Increased reputation within the local community for Health Sciences University Increased knowledge in the local area of how to get into an allied health profession Increased application rate at Health Sciences University</p>	<p>Type 2 – Number of attendees at Community Events to be monitored</p> <p>Type 2 – Survey feedback from attendees to measure success and enjoyment of the event</p>	<p>Internal reporting of attendees and attendee feedback to be reported to the Access & Participation Steering Group</p> <p>Feedback from event attendees to be included as part of the Annual Impact Report and published on the Access & Participation webpages</p>
<i>Creation of the Inclusive Curricula Working Group</i> <ul style="list-style-type: none"> Develop and support inclusive curriculum that enhances the HE experience for all students at HSU Place students at the heart of the learning process, recognising that inclusivity means equity not equality 	<p>Short Term Outcomes Increased knowledge about what makes an inclusive curriculum and how this can benefit students and staff Increased awareness of how an inclusive curriculum mirrors the diverse environment our graduates will work in</p> <p>Medium Term Outcomes Increased relationship between students and staff</p>	<p>Type 1 – Monitoring and evaluation of the curriculum to be regularly evaluated as part of the Inclusive Curricula Working Group</p>	<p>Internal reporting on changes and updates to curriculum to be presented to the Access and Participation Steering Group#</p>

	<p>Increased acknowledgement that the staff at HSU listen and respond to the evolving professional health environment and ensure to reflect this in their teachings</p> <p>Long Term Outcomes</p> <p>A consistently reviewed and evaluated curriculum that represents the diverse environment our graduates will be working in</p> <p>Reputation increase for the strength of curriculum, which will increase applications to Health Sciences University</p>		
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Intervention Strategy 3:

Evidence based rationale: For this intervention strategy, information and research was taken from the TASO Toolkit (TASO, 2023) regarding access to higher education for students who have been eligible for free schools meals and this was applied to current and proposed activities for this target group. In 'Equity in Education, Levelling the Playing Field of Learning'⁶ (2023), Elliot Major and Briant emphasises the importance of prioritising an equity, not equality, based approach in the classroom in order to recognise the talents in all pupils despite the additional barriers that can impact a learner's experience. This thesis establishes the importance of a coherent and consistent approach to support for young people who may be impacted by additional barriers to their academic journey.

A combined programme of pre-entry aspiration raising, information and guidance and soft skill support sessions can be most effective when delivered as part of a cohesive offer to specific target groups. It is common for HE providers to combine these activities as a package for effective over the course of several months (TASO, 2023). Need-based financial support is evidenced as having a positive, albeit small, impact on HE participation, particularly when combined with a proactive campaign to help prospective students understand and access what is available to them (TASO 2023). There is evidence to suggest that teacher training interventions may raise aspirations, improve attainment and increase teaching ability and retention, and improve school success (TASO, 2023).

Evaluation

This intervention strategy will be evaluate in three main forms – applicant numbers of students from free school meal eligible backgrounds to HSU, the number of students from free school meal eligible backgrounds who attend our school based outreach activities and through teacher and attendee satisfaction evaluation at our outreach activities. The most prominent form of evaluation of these activities is Type 2, Empirical Enquiry, which suggests that an activity is associated with better outcomes for students (TASO 2023). Evidence and evaluation of these activities will presented to the Access & Participation Steering Group through regular reporting as this will ensure that our whole provider has an understanding of the direct results of Intervention Strategy 3.

⁶ Equity in Education: Levelling the Playing Field of Learning, Emily Briant and Lee Elliot Major, 20243, Hatchette UK

ctivity	Outcomes	Method(s) of evaluation: Include types of evidence you intend to generate e.g. Type 2	Summary of Publication Plan: When evaluation findings will be shared and the format they will take
<p>Outreach activity with attainment raising and information and guidance sessions</p>	<p>Short Term Outcomes: Increased relationship between local schools and colleges and Health Sciences University Increased sense of belonging and reputation in the local community Increased knowledge, information and guidance for prospective students Medium Term Outcomes: Increased confidence in application process for prospective students Increased knowledge regarding the courses and allied health careers available at Health Sciences University Long Term Outcomes: Increased number of applications to Health Sciences University from students from FSM eligible backgrounds Increased relationship and applications from specific schools with long term engagement with Health Sciences University</p>	<p>Type 1 – monitoring of the attendance figures of each event to evaluate impact Type 2 – monitoring and reporting of application figures of students from free school meals eligible backgrounds</p>	<p>Activity attendance figures will be reported to Access & Participation Steering Group</p> <p>Activity attendance figures will be included in an annual Impact Report published on the Access & Participation webpages on the HSU website.</p> <p>Applications number will be reported to Access & Participation Steering Group and Student Recruitment Steering Group</p>
<p>Knowledge and Information sessions for teachers & advisors in person and online</p>	<p>Short Term Outcomes: Increased relationship between local schools and colleges and Health Sciences University Increased knowledge for teachers and advisors regarding the application process and how to support students Increased reputation for Health Sciences University within local schools and colleges</p>	<p>Type 2 – attendee surveys to be completed at each event to measure success and satisfaction on intervention</p>	<p>Responses to be reported to Access & Participation Steering Group</p> <p>Feedback and responses to be included in an annual Impact Report published on the Access & Participation webpages on the HSU website.</p>

	<p>Medium Term Outcomes Increased confidence for teachers and advisors on how to best support students with applications, information and guidance Increased confidence for teachers and advisors about how they view the support available from Health Sciences University Increased knowledge and awareness of support available for students who are from free school meals eligible backgrounds</p> <p>Long Term Outcomes Increased enquires and applications from students who are from free school meal eligible backgrounds</p>		
Enhancement of work experience offer	<p>Short Term Outcomes Increased knowledge and awareness of courses at Health Sciences University and how they translate into allied health professions Increased awareness of the courses offered at Health Sciences University Students gain experience of working in a clinic and gain experience of the environment Participants gain understanding of the necessary skills and knowledge required for further at Health Sciences University</p> <p>Medium Term Outcomes Participants will gain experience in a work setting that can be used on their UCAS applications Participants will increase confidence in</p>	<p>Type 1 – monitoring of the attendance figures of each event to evaluate impact</p> <p>Type 2 – monitoring and reporting of application figures of students from free school meals eligible backgrounds</p>	<p>Applications number will be reported to Access & Participation Steering Group and Student Recruitment Steering Group</p> <p>Activity attendance figures will be included in an annual Impact Report published on the Access & Participation webpages on the HSU website.</p> <p>Feedback and responses to be included in an annual Impact Report published on the Access & Participation</p>

	<p>their understanding of what it is like to be based in a clinic</p> <p>Participants will have an increased relationship with Health Sciences University staff and Specialist Student Ambassadors</p> <p>Long Term Outcomes</p> <p>Increased amount of interest and applications from students from free school meal eligible backgrounds</p> <p>Increased reputation for work experience offer in local schools and colleges.</p>		
Enhancement of work with local partners	<p>Short Term Outcomes</p> <p>Increased reputation for Health Sciences University with local schools and colleges</p> <p>Increased number of relationships with local partners</p> <p>Medium Term Outcomes</p> <p>Participants will increase knowledge and awareness of our courses and allied health professions</p> <p>Participants will increase knowledge and understanding of what it is like to study at Health Sciences University</p> <p>Participants will increase confidence</p> <p>Long Term Outcomes</p> <p>Increased interest and applications from students from free school meal eligible backgrounds</p>	<p>Type 1 – monitoring of the attendance figures of each event to evaluate impact</p> <p>Type 2 – staff and attendee surveys to measure knowledge, enjoyment and impact of events</p>	<p>Activity attendance figures will be included in an annual Impact Report published on the Access & Participation webpages on the HSU website.</p> <p>Feedback and responses to be included in an annual Impact Report published on the Access & Participation</p>
Financial support via bursary promotion and knowledge	<p>Short Term Outcomes</p> <p>Increased security regarding financial expectations at HSU</p> <p>Increased knowledge of the support available at HSU for students from a low</p>	<p>Type 2 – monitoring and reporting of application figures of students from free school meals eligible backgrounds</p>	<p>Applications number will be reported to Access & Participation Steering Group and Student Recruitment Steering Group</p>

	<p>household income background</p> <p>Medium Term Outcomes</p> <p>Increased confidence and reassurance for students from lower income households particularly relating to financial stress</p> <p>Increased understanding of the level of support provided by HSU</p> <p>Long Term Outcomes</p> <p>Increased interest and applications from students from free school meal eligible backgrounds</p>		
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Intervention Strategy 4:

Evidence based rationale:

For this intervention strategy, information and research was taken from the TASO Toolkit (TASO, 2023) regarding continuation interventions that promote a sense of belonging and support mental health support. As per a HEPI report, 'Student Belonging and the wider context'⁷ (2022), Vytiniorgu highlights the four key spheres of higher education-specific belonging which are: academic engagement, social engagement, personal space and surroundings. These spheres were identified and constructed by student voice to understand the different aspects which contribute to a heightened sense of belonging for a student which can contribute to increased attainment rates.

The TASO evidence toolkit addresses the positive impact of bursaries by highlighting the benefits of alleviating the pressure on students to supplement their income via part-time work as this kind of support is intended to facilitate better engagement in HE, improved attainment and course completion (TASO 2023). By introducing specific learning environments for mature learners and encouraging a sense of community through specific study sessions and voice via a SU Officer role, there is evidence to suggest that this can lead to the development of study skills, building social interaction between staff and students, foster belonging in HE and support student wellbeing (TASO 2023).

Evaluation

This intervention strategy will be evaluated in two main forms – continuation figures of mature learners continuing their study at HSU and via feedback and response from the mature learner community at HSU to ensure that the interventions introduced are successful. The most prominent form of evaluation of these activities is Type 2, Empirical Enquiry, which suggests that an activity is associated with better outcomes for students (TASO 2023). Evidence and evaluation of these activities will be presented to the Access & Participation Steering Group through regular reporting as this will ensure that our whole provider has an understanding of the direct results of Intervention Strategy

⁷ Student Belonging and the wider context, Richard Vytiniorgu, HEPI, 2022, <https://www.hepi.ac.uk/wp-content/uploads/2022/11/Student-belonging-and-the-wider-context.pdf>

Activity	Outcomes	Method(s) of evaluation: Include types of evidence you intend to generate e.g. Type 2	Summary of Publication Plan: When evaluation findings will be shared and the format they will take
Increased sense of belonging activities to create a community for mature learners	<p>Short Term Outcomes Increased sense of belonging and community for mature learners Increased awareness of the mature learner experience Increased understanding about the best mechanism of support for mature learners</p> <p>Medium Term Outcomes Increased relationship between mature learners and their peers Increased relationship between mature learners and HSU staff Increased confidence from mature learners that HSU are listening and actioning their requests Increased engagement at academic sessions by mature learners</p> <p>Long Term Outcomes Increased continuation of mature learners during period of study</p>	<p>Type 2 – monitoring of continuation figures for mature learners</p> <p>Type 2 – surveys to be completed by mature learners who access new initiatives to monitor satisfaction and success</p>	<p>Continuation figures to be published and share to Access & Participation steering group</p> <p>Feedback and success to be reported by new Mature Learners Officer to Mental Health Charter Group</p>
Timetabling reassessment and changes to study hours to provide mature learners with the opportunity to balance study with personal life	<p>Short Term Outcomes Increased understanding of the mature learner experience at HSU Increase sense of belonging for mature learners at HSU Increased understanding about the best mechanism of support for mature learners at HSU</p> <p>Medium Term Outcomes Increased relationship between mature learners and their peers</p>	<p>Type 2 – monitoring of continuation figures for mature learners</p> <p>Type 2 – monitoring of attendance figures for mature learners in academic sessions</p>	<p>Continuation figures to be published and shared to Access & Participation steering group</p>

	<p>Increased relationship between mature learners and HSU staff</p> <p>Increased confidence from mature learners that HSU are listening and actioning their requests</p> <p>Increased attendance at academic sessions by mature learners</p> <p>Increased participation in academic sessions by mature learners</p> <p>Long Term Outcomes</p> <p>Increased continuation of mature learners during period of study</p>		
Introduction of a Mature Learners bursary to support financial pressures of attending university	<p>Short Term Outcomes</p> <p>Increased attendance and participation for mature learners in academic sessions</p> <p>Increased understanding and expectations of the mature learner experience by HSU staff</p> <p>Medium Term Outcomes</p> <p>Increased relationships between mature learners and their peers</p> <p>Increased relationships between mature learners and HSU staff</p> <p>Increased attendance at academic sessions by mature learners</p> <p>Long Term Outcomes</p> <p>Increased continuation of mature learners during period of study</p>	Type 2 – monitoring of continuation figures for mature learners	Continuation figures to be published and shared to Access & Participation steering group

Evidence based rationale:

For this intervention strategy evidence and rationale was framed using Stuart Capstick's report: Benefits and Shortcomings of Peer Assisted Learning (PAL) in Higher Education, an appraisal by students.⁸ PAL has been launched as an intervention at HSU for first year Chiropractic students and has been integrated into a successive programme to support the academic and personal growth for new students in their first term at HSU. As part of this intervention strategy we propose to expand this scheme for additional courses in order to support the development of students transitioning to further education study. In Capstick's report he refers to a study conducted by students in receipt of PAL, but also students who acted in a role of PAL Leader and the key successful themes in the feedback are understanding of the course, preparation for university study and adjustment to university life and expectations.

The position of a mentor or role model within a university environment is acknowledge as part of the TASO evidence toolkit noting 'there is evidence from the UK to suggest that programmes involving mentoring, counselling, coaching and advising are associated with better outcomes for students in terms of attainment and retention/completion.'⁹The current evidence that exists relating to this particular intervention within the context of HE is focused on the year of entry, particularly at the point of induction which is our intended timescale for the proposed intervention strategy. This relates to an additional element of our intervention strategy which is the re-transition period for students progressing from the first year of study to their second year of study, ensuring that students feel prepared and confident for the new academic expectations.

Evaluation

This intervention strategy will be evaluated in two main forms – comparison attainment figures for students in receipt of PAL and those who are not and through survey feedback and responses for students who act as PAL Leaders and those who receive support from their peers via the PAL scheme. Surveys and feedback will also be requested by those who are in attendance of the re-transition event, both those receiving mentorship and those acting in the role of mentee to assess the benefits of this activity for HSU students. The most prominent form of evaluation for both of these activities will be Type 2 – Empirical Enquiry to assess through the data collected whether our invention strategy has directly contributed to better student outcomes. The results of this feedback and experience will be directly reported to the Access & Participation Steering Group and will be included as part of an annual Impact Report completed by the Access & Participation Team and published on our webpages. There is also the potential to present findings at relevant Widening Participation focused conferences for other higher education providers.

⁸ Benefits and Shortcoming of Peer Assisted Learning (PAL) in Higher Education: an appraisal by students, Stuart Capstick, 2004, <https://www.bournemouth.ac.uk/sites/default/files/asset/document/stuart-capstick.pdf>

⁹ TASO Evidence Toolkit, <https://taso.org.uk/intervention/mentoring-counselling-coaching-and-role-models-post-entry/>

Activity	Outcomes	Method(s) of evaluation: Include types of evidence you intend to generate e.g. Type 2	Summary of Publication Plan: When evaluation findings will be shared and the format they will take
<i>Promote and showcase student jobs on campus which fit around study hours and provide the opportunity to work and study at HSU:</i>	Short Term Outcomes: Increased sense of community for our students Increased financial support and opportunities for our students Medium Term Outcomes Increased sense of belonging at HSU Increased relationship between students and their peers Increased relationship between students and HSU staff Long Term Outcomes Increased continuation rate from students from ABCS Quintile 1	Type 2 – Annual monitoring of numbers of students employed in roles directly advertised and created by HSU	Employability numbers of HSU students will be included as part of the Access & Participation annual Impact Report
<i>Continue Peer Assisted Learning Provision</i>	Short Term Outcomes: Increased sense of community for our students Increased academic support for students Increased knowledge of services of support available for students at HSU Medium Term Outcomes Increased sense of belonging at HSU Increased relationship between students and their peers Increased relationship between students and HSU staff Increased confidence in academic abilities	Type 2 – surveys to be completed by students in receipt of PAL mentorship to assess the academic and personal benefits Type 2 – surveys to be completed by students acting as PAL Leaders to assess the academic and personal benefits Type 2 – attainment figures will be compared for students in receipt of PAL support and those who are not	Feedback and responses will be included as part of the Access & Participation annual Impact Report Feedback and responses will be directly reported to the Access & Participation Steering Group Comparative attainment statistics will be directly reported to the Access & Participation Steering Group

	<p>Increased ability to perform well in assessments</p> <p>Long Term Outcomes</p> <p>Increased continuation rate from students from ABCS Quintile 1</p>		
<p><i>Introduce a retransition workshop for target students to support year one to year two success</i></p>	<p>Short Term Outcomes:</p> <p>Increased sense of community for our students</p> <p>Increased knowledge and awareness of what the second year of study looks like at HSU</p> <p>Medium Term Outcomes</p> <p>Increased sense of belonging at HSU</p> <p>Increased relationship between students and their peers</p> <p>Increased relationship between students and HSU staff</p> <p>Increase confidence in preparation for next year of study</p> <p>Increased knowledge and confidence about assessment structure for the year ahead</p> <p>Improved academic results in assessments and participation</p> <p>Long Term Outcomes</p> <p>Increased continuation rate from students from ABCS Quintile 1</p>	<p>Type 2 – surveys to be completed by students who acted as mentors in the re-transition event</p> <p>Type 2 – surveys to be completed by students who received mentorship by their peers in the re-transition event</p>	<p>Feedback and responses will be included as part of the Access & Participation annual Impact Report</p> <p>Feedback and responses will be directly reported to the Access & Participation Steering Group</p>
<p><i>Financial Support from HSU for students from lower income backgrounds</i></p>	<p>Short Term Outcomes:</p> <p>Increased financial support and opportunities for our students</p> <p>Increased skills which can be utilised for financial gain</p> <p>Increased skills and knowledge in a professional environment</p> <p>Medium Term Outcomes</p>	<p>Type 2 – monitoring of continuation figures for ABCS Quintile 1 students</p>	<p>Continuation figures to be published and shared to Access & Participation steering group</p>

	<p>Increased confidence in abilities and awareness of how to work in related field during study at HSU</p> <p>Skill development relating to self-promotion and self-employment opportunities</p> <p>Increased sense of belonging at HSU</p> <p>Long Term Outcomes</p> <p>Increased continuation rate from students from ABCS Quintile 1</p>		
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Intervention Strategy 6:

Evidence based rationale:

For this intervention strategy, Megan Hector's report: Arriving at Thriving: Learning from Disabled Students to Ensure Access for All¹⁰ was considered, particularly when assessing rationale behind academic support to champion staff to assist their confidence in supporting students who have a declared disability. In Hector's report she references this area of focus as one that can contribute both the most positively and negatively to a student's higher education experience: 'one of the huge problems with that, that I've experienced and I know many of my peers have, is that academics do not understand them.' By delivering training sessions for our members of academic staff at HSU we will ensure that our staff are confident in how best to support students with a declared disability, whilst also ensuring that students will be confident in the level of support they will receive from academics at HSU.

Providing adjustments (or accommodations) for disabled students is an identified intervention strategy on TASO's Evidence Toolkit in order to support students to succeed on their courses and the importance of this strategy is strengthened by the legal requirement to support disabled students under the Equality Act 2010. HSU do provide reasonable adjustments for students with a declared disability, but as part of this intervention strategy we will seek to increase the confidence of our staff implementing these adjustments to ensure greater support and success for our disabled student population.

Evaluation

Feedback and survey responses which is Type 2 evidence will form the primary evaluation of this intervention strategy, with key focuses on the student voice and their evaluation of the support received by HSU staff to support their academic advancement. The staff training sessions will be evaluated via survey responses to ensure that the information being delivered is relevant and providing knowledge and the ability to make confident decision to support students with declared disabilities. This feedback will be reported to the Access and Participation Steering Group and feedback will be acted on and reviewed annually.

¹⁰ Arriving at Thriving: Learning from Disabled Students to ensure access for all, Megan Hector, 2020, Higher Education Commission, file:///C:/Users/ERoe/Downloads/apdf_raa40680_i_pc_i_disabled_students_inquiry_report_screen_reader_version_i_djl_i_f_raa.pdf

Activity	Outcomes	Method(s) of evaluation: Include types of evidence you intend to generate e.g. Type 2	Summary of Publication Plan: When evaluation findings will be shared and the format they will take
<i>Disabled Students Commitment</i>	<p>Short Term Outcomes: Increased understanding of the support level needed for students with a declared disability Gaps in support are identified and resolved in a timely manner with the knowledge and instruction of HSU staff</p> <p>Medium Term Outcomes Increased sense of belonging at HSU Increased relationship between students and HSU staff</p> <p>Long Term Outcomes The attainment gap between students declaring a disability and their peers who have not is lessened</p>	Type 2 – Annual survey completed by students with a declared disability to gain further understanding of their experiences and assess the success of the intervention measures put in place	<p>Feedback and responses will be directly reported to the Access & Participation Steering Group</p> <p>Feedback and responses will be directly reported to members of the Disabled Students Commitment</p>
<i>Enhanced training regarding support for students with a disability for HSU staff</i>	<p>Short Term Outcomes: A stronger understanding of the disabled students experience is gathered by staff from across the institution Appropriate academic support is identified and installed to champion the disabled student experience</p> <p>Medium Term Outcomes: Staff at HSU gain further understanding and training to support their students Students have more understanding and trust that support is in place at HSU</p> <p>Long Term Outcomes The attainment gap between students declaring a disability and their peers who have not is lessened</p>	Type 2 – Survey to be completed by staff who receive the training to evaluate their confidence and comprehension of the support measures in place	Feedback and responses will be directly reported to the Access & Participation Steering Group

Fees, investments and targets

2025-26 to 2028-29

Provider name: AECC University College

Provider UKPRN: 10000163

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using CPIH

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	9535
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
Foundation year/Year 0 (classroom based)		N/A	5760
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	*	N/A	*
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	CWSH, CWS & College of ESPORTS Limited	10084822	9535
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
Foundation year/Year 0 (classroom based)	CWSH, CWS & College of ESPORTS Limited	10084822	5760
Foundation year/Year 0 (non-classroom based)	*	*	*
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	7145
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	*	N/A	*
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	*	*	*
Foundation year/Year 0 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
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: AECC University College

Provider UKPRN: 10000163

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	£272,000	£281,000	£289,000	£299,000
Financial support (£)	NA	£197,000	£217,000	£238,000	£262,000
Research and evaluation (£)	NA	£6,000	£6,000	£7,000	£7,000

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 (£)	£85,000	£87,000	£90,000	£93,000
Access activity investment	Post-16 access activities (£)	£168,000	£174,000	£178,000	£184,000
Access activity investment	Other access activities (£)	£19,000	£20,000	£21,000	£22,000
Access activity investment	Total access investment (£)	£272,000	£281,000	£289,000	£299,000
Access activity investment	Total access investment (as % of HFI)	9.3%	9.6%	9.8%	10.2%
Access activity investment	Total access investment funded from HFI (£)	£272,000	£281,000	£289,000	£299,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£177,000	£197,000	£218,000	£242,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£20,000	£20,000	£20,000	£20,000
Financial support investment	Total financial support investment (£)	£197,000	£217,000	£238,000	£262,000
Financial support investment	Total financial support investment (as % of HFI)	6.7%	7.4%	8.1%	8.9%
Research and evaluation investment	Research and evaluation investment (£)	£6,000	£6,000	£7,000	£7,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.2%	0.2%	0.2%	0.2%

[illegible]

[illegible]