University of Cumbria

Access and participation plan 2024-25 to 2027-28

Introduction and strategic aim

The University of Cumbria (UoC) was established to widen participation in Cumbria and address high-level skills demands across our public services and industries. We work together in partnership with local businesses and communities in all our locations extending to Lancashire and London, with 54% of our students studying on one of our campuses. Our off-campus provision is either in a workplace setting or via distance learning. Our Towards 2030 Strategy sets out how we will equip our students with the skills and confidence to realise their potential, succeed in their careers and become active global citizens.

We attract a diverse student population with higher than national average proportions of students who are 21 and over, from areas with low participation in higher education (HE), disclosed disabilities and experiencing multiple causes of disadvantage. We continue to focus on the access of regionally underrepresented groups through interventions outlined in this Plan which include supporting young males from low participation areas. The introduction of our new Institute of Engineering, Computing and Advanced Manufacturing will diversify our portfolio to include courses with higher national application rates from men. Our campus in Barrow-in-Furness (opening in 2025) will create local access to HE for people in West Cumbria, an area where learners with potential have often been unable or unwilling to relocate to pursue their studies.

Our programmes are designed to create opportunities for students to engage in lifelong learning through flexible routes into HE from levels three to eight. In 2021-22 the University had 9,705 full person equivalent students (6,586 full-time (FT) equivalent). 60% were on undergraduate (UG) programmes, the remainder on postgraduate programmes and apprenticeships. 61% were registered on FT programmes, the remainder on PT provision including CPD. A further 4,987 full person equivalent students were registered with the University studying under collaborative provision, with the majority of these being on taught Masters programmes.

We have made progress on the targets outlined in our previous Access and Participation Plan (APP), relating to the proportion of Asian, Black, Mixed and Other (ABMO) ethnicity entrants studying at our North West campuses and the attainment of Black students, students in quintile 1 indicator of multiple deprivation (IMD) and students with disabilities across all our campuses and delivery modes.

We have identified through our assessment of performance the greatest risks to equality of opportunity for students at the University, looking particularly at intersections of student characteristics which may increase such risks. Whilst we acknowledge the difference in outcomes for disadvantaged and underrepresented students generally, we have focused on the success of underrepresented males and of Black students, with a wider lens on ethnic minority students' success, mature students (aged 21 and over), care-leavers and students with a disclosed mental health condition within this Plan.

Risks to equality of opportunity

We identified our indications of risk to equality of opportunity through our assessment of performance using the Office for Students (OfS) Access and Participation (AP) dashboard, Equality of Risk Register (EORR) and reviewing UCAS data and our Higher Education Statistics Agency (HESA) data. Where OfS AP dashboard figures have been quoted, the indicator tab has been used to determine gaps in outcomes. A student and staff consultation further informed our understanding of risks to equality of opportunity through identifying challenges to students at each stage of university and particular student groups in need of support (see Annex B for survey questions). To prioritise the greatest indications of risk, we assessed the size of the gap between students in the affected group and the comparator group, and the persistence of the gap with a particular focus on where the gap has grown since the introduction of the previous Plan. We have considered the numbers of students affected in each group, but we have not excluded a student characteristic where the population is small, but the group faces multiple barriers to equality of opportunity, as these include some of the most deeply disadvantaged students.

Our internal assessment of performance analysed exact data; however, we have applied the HESA Standard Rounding Methodology to our data reported in this document to reduce the risk of identifying individuals within the published figures. Therefore, some of our analysis includes suppressed data, due to the small student populations with stated characteristics, and exact figures are not quoted.

Whilst there is a level of statistical uncertainty relating to some of the student groups identified as most at risk to equality of opportunity stated in our objectives and targets, we have confidence in internal data and the challenges identified at national level that show persistent differences in outcomes are experienced by these students.

We have set objectives for the greatest indications of risk, linked to measurable targets. Where we have not prioritised student groups for formal objectives or targets, mitigating actions have been identified; these will be monitored internally in the comprehensive analysis of other identified risks in our assessment of performance Annex A (see pages 67-71). These indications of risk are largely clustered around characteristics of measures of socio-economic disadvantage and underrepresentation, minority ethnicity, reported disability, age, and care-leaver status.

We have an objective to raise the attainment of young people below the age of 16, to increase their chances of accessing HE as adults. As it is very difficult to set any baseline and to monitor the success of this objective, we have not set a target and we articulate the way we intend to pursue this objective in Intervention Strategy 1.

Indication of risk 1. Fewer applications from young, underrepresented males than young females to FT undergraduate courses leading to fewer enrolments at the University.

Males are less likely than their female peers both to apply and to accept an offer and enrol at the University of Cumbria. Research suggests this is likely to be an indication of the following risks in the EORR: NR1: **knowledge and skills**, NR2: **information and guidance**, NR3: **perception of higher education**, NR5: **limited choice of course type and delivery** mode, NR9: **ongoing impacts of**

coronavirus, NR10: **cost pressures** in addition to an additional risk identified in our University-wide consultation, R13: **sense of belonging at university**. The University work together with North-West universities through two Uni Connect partnerships, Hello Future and Future U with a regional focus on young, underrepresented males' progression to higher education including through working groups to research the needs of and target resource towards supporting this group. Collaborative research and knowledge of our context including the influences in rural and coastal communities, the difference between aspiration and expectation and the types of courses that attract this target group, give us a robust understanding of the risks stated and therefore which interventions to commit to in our strategy.

Linked objectives and target.

Due to the persistent nature of this indication of risk, and the fact we have not made the intended progress across our previous Plan, we recommit to increasing enrolments of young males from underrepresented areas using the TUNDRA metric where the gap is the widest, focusing on prospective students in Quintile 1.

Target PTA_1: Raise the absolute number of FT young male entrants from TUNDRA Q1 by 50% over the duration of the APP (Baseline 30 students in 2021-22; target 45 students in 2027-28). Objectives 1 and 2.

Indication of risk 2. Higher rates of Black students not continuing onto the second year of their course, compared to white students.

Black students are more likely to leave their course after the first year of study compared to white students. Intersectional analysis shows that Black students are more likely than their white peers to come from backgrounds of socioeconomic disadvantage, and this helps to account for the significant decline in continuation of Black students in the years most affected by the COVID-19 pandemic. For those starting FT study in 2020-21, white students had a continuation rate of 87.1% while Black students' rate was 69.6%.

Research suggests that higher rates of Black students' non-continuation may be an indication of the following risks: NR6: **insufficient academic support**, NR7**: insufficient personal support**, NR8: **mental health**, NR9: **ongoing impacts of coronavirus**, NR10: **cost pressures**, R13: **sense of belonging at university**, R14: **placements** and R15: **facilities for parents**. From our University-wide consultation and local knowledge of our student groups, we know that historically, a holistic all-students approach has been deployed by staff supporting students through teaching and learning and student services at the University. A data driven approach to targeting interventions for specific student groups is a developmental project for the University. We are also aware of the impacts of the lack of representation and ethnic diversity in our student and staff body in addition to in the community has on a sense of belonging for our minority ethnicity students and staff, evidenced through initial work carried out for submission to the Race Equality Charter. Unfortunately, we know that racism is being experienced by some of our students in the community having detrimental impact on their mental health and wellbeing in addition to their studies. To tackle this openly, we commit to work with partners at all levels, including those hosting placements to challenge structural racism, review who is represented when we invite

speakers to engage with our students, and question the representation within our curriculum. We also commit to continue working internally with staff and students to ensure a culture of safety and respect so we can work together to champion diversity and tackle racism where it exists.

Linked objective and target.

Our previous Plan focused on reducing the continuation gap between ABMO ethnicity students and white students without disaggregating by minority ethnicity in our target. However, while Asian and Other ethnicity students' continuation has steadily improved since 2018-19 to now exceed white students' continuation rates in 2020-21, Black students' continuation gap has markedly increased since then. Our Mixed ethnicity student population is suppressed between 2017-18 to 2020-21 due to low numbers, and the 4-year aggregate shows a marginal gap of 0.5 percentage points. We therefore consider it most effective to focus this target on the Black student population. The numerical basis of the target references FT students as the numbers of PT students are too small to generate a meaningful baseline. However, we are committed to action in this area including Black PT students.

Target PTS_1: Reduce the difference in continuation between FT Black students and white students by 12.5 percentage points by 2028 (Baseline 17.5% in 2020-21; target 5% in 2027-28). Objective 4.

Indication of risk 3. Higher rates of PT students aged 21 and over not continuing onto the second year of their course, compared to students aged under 21.

Mature students now make up a majority of the population at UoC. Continuation for PT mature students has been inconsistent and therefore closely monitored in recent years. Continuation for PT mature students in 2019-20 was 74.6% compared to young students' continuation which was 92.2%. Many PT mature students are studying on our flexible Practice Development Framework (PDF); this can make it difficult to track continuation with accuracy as the intended flexibility leads to unpredictable and very individual paths through their awards. We are committed to improving the way we manage students' progress through the PDF, and to ensuring that continuation for this group is a clear focus for us in the coming years.

Research suggests that the higher rates of PT mature students' non-continuation is likely to be an indication of the following risks: NR6: **insufficient academic support**, NR7**: insufficient personal support**, NR8: **mental health**, NR9: **ongoing impacts of coronavirus**, NR10: **cost pressures,** R14: **placements** and R15: **facilities for parents**.

Linked objective and target.

With 89.2% of our PT population included in the access and participation data set aged 21 and over, the impact of the widening gap between their continuation rates and those of students under 21 is significant. In contrast, the continuation rates of FT students aged 21 and over have improved year on year since 2019-20 reducing to 3.1 percentage points. We have therefore focused our target on PT students.

Target PTS_2: Reduce the difference in continuation between PT students aged 21 and over and students aged under 21 by 12.6 percentage points by 2028 (Baseline 17.6% in 2019-20; target 5% in 2027-28). Objective 5.

Indication of risk 4. Higher rates of FT care-leaver students not continuing onto the second year of their course, compared to non-care-leaver students.

Care-leavers studying on FT courses are more likely to leave their course after their first year of study, which may be an indication of risks particularly relating to the key phase of transition to HE where greater support is required. The gap in continuation has widened in the years affected by the COVID-19 pandemic. Using internal data, we see that the four-year aggregate gap is 8.8 percentage points but the most recent year's gap between the continuation rates for those who are care experienced and those who are not is 19.3 percentage points.

Research suggests that higher rates of care-leavers non-continuation may be an indication of the following risks: NR2: **information and guidance**, NR3: **perception of higher education**, NR6: **insufficient academic support**, NR7**: insufficient personal support**, NR8: **mental health**, NR9: **ongoing impacts of coronavirus**, NR10: **cost pressures**, NR11: **Capacity issues**, R13: **sense of belonging at university** and R14: **placements**. We know that care-leaver students have little or no family network and linked household income to support them and that an additional stressor contributing to mental health concerns is the potential lack of accommodation outside of term-time. The COVID-19 pandemic brought these stressors into sharper focus for care-leavers and the pandemic is likely to have contributed to the widening of the gap between their continuation outcomes and those for non-care-leavers in 2021-22. Ensuring that there is consistency across staff of who can access information about care-leaver status to proactively support this group of students, is a priority for the University along with identifying estranged student status and other characteristics underrepresented and with differential outcomes. We know that capacity issues with resource of staff in particularly student support services may have a pronounced impact on care-leavers accessing the range of support offered by the University throughout their student career.

Linked objective and target.

Whilst a small group at the University, care leavers are likely to be impacted by multiple risks and barriers, and we have not made the progress intended in our previous Plan, therefore we continue to commit to supporting them and identifying different ways where possible, to remove risks that they face, or mitigate them.

Target PTS_3: Reduce the difference in continuation between FT care-leaver students and non-care-leavers by 15 percentage points by 2028 (Baseline 19.3% in 2020-21; target 4.3% in 2027-28.) Objective 6.

Indication of risk 5. Higher rates of FT students with declared mental health conditions not completing their course, compared to students with no disclosed disability.

Students on FT courses with declared mental health conditions are less likely to continue onto their second year, and then complete their course, than students with no disclosed disability. We are not specifically targeting continuation as we are taking actions to improve completion in this intervention strategy that are also expected to improve continuation, which we will monitor over the course of this Plan.

Research suggests that higher rates of students with a declared mental health condition non-completion may be due to the following risks: NR6: **insufficient academic support**, NR7**: insufficient personal support,** NR8: **mental health,** NR9: **ongoing impacts of coronavirus,** NR10: **cost pressures**, R14: **placements** and R15: **facilities for parents**.

Intersection of characteristics: Over 80% of students with a declared mental health condition in 2017-18 were in quintile 1 or 2 for association between characteristics (ABCS), and these students were less likely to complete their studies compared to quintile 3-5 students with a disclosed mental health condition.

Our consultation with students indicated additional structural risks impacting upon mental health such as placements and the provision and quality of facilities on campus for students who are parents.

Linked objective and target.

The cost-of-living crisis is likely to further impact upon the mental health of students and their ability to manage their wellbeing during study.

Target PTS_4: Reduce the difference in completion between FT students with a declared mental health condition and no disability declared by 9.2 percentage points by 2028 (Baseline 12.2% in 2017-18; target 3% in 2027-28). Objective 7.

Indication of risk 6. TUNDRA Q1 FT male students are less likely to achieve a 2.1 or 1ˢᵗ class degree outcome, compared to TUNDRA Q5 FT male students.

Whilst there is a gap in attainment (of "good" degrees) between males and females overall on FT courses, the gap is more significant for males from postcode areas in England with a history of low progression to university. Therefore, we are targeting the intersection of gender and TUNDRA Q1 where there is the greatest indication of risk to equality of opportunity for attainment.

Research suggests the attainment gap between FT males from low progression to university areas in England and those who are most represented may be due to the following risks: NR1: **knowledge and skills,** NR6: **insufficient academic support**, NR7**: insufficient personal support**, NR8: **mental health,** NR10: **cost pressures,** NR12: **progression from higher education** and R15: **facilities for parents**. Whilst there is a national gender gap in access and success outcomes, the University had previously focused on underrepresented males specifically through access interventions. Further collaboration with our students and Outreach Team is needed to understand the needs of this group once they enrol at university to the barriers to applying to university identified in IR1 are not validated.

<u>Linked objective and target.</u>

Our previous Plan focused on reducing the gap in attainment between disadvantaged and underrepresented students measured by IMD and POLAR4 overall and significant progress has been made over time to reduce the gap overall. Consequently, in this Plan we have set a new target and objective which focuses on intersectionality of gender, where the gap is widening between males and females.

Target PTS_5: Reduce the difference in attainment between FT TUNDRA Q1 and Q5 males by 12 percentage points by 2028 (Baseline 13.7% in 2021-22; target 1.7% in 2027-28). Objective 8.

Indication of risk 7. FT Black students are less likely to achieve a positive employment/further study outcome, compared to white students.

We are making significant progress closing the attainment and progression gap year on year between FT Black students and white students. However, we have set an objective formally targeting progression for Black graduates where the gap is reducing more slowly, recognising that our success in raising their attainment needs to be maintained and augmented by targeted support for the transition to employment.

Research suggests that the gap in progression outcomes for FT Black students may be due to the following risks: NR10: **cost pressures** and NR12: **progression from higher education**. Through our continued research for the Race Equality Charter we will continue to further our understanding of risks to our Black and other minority ethnicity students to, through and onwards from the University. Risks identified in IR2 and the mitigation of these will have impacts on IR7.

<u>Linked objective and target.</u>

Target PTP_1: Close the gap in progression between FT Black and white students by 2028 (Baseline 6.1% in 2020-21; target 0 in 2027- 28). Objective 10.

Identified risks to equality of opportunity for students at the University of Cumbria summary.

The most significant risks identified through our student and staff consultation across the whole student lifecycle to all students were **'Cost of living and finance'** and **'Maintaining health and wellbeing'** which overlap with those identified in the National Equality of Risk Register, 'Risk 8: Mental health' and 'Risk 10: Cost pressures'.

The table below maps the key identified risks for student groups at the University of Cumbria to the risks articulated in the national Equality of Opportunity Risk Register.

Risk to equality of opportunity	FT Male students from low progression areas		Black students	Students aged 21 and over	Care leavers		Students with a disclosed mental health condition
National Risk 1: **Knowledge and skills**	IR1/1R6						
National Risk 2: **Information and guidance**	IR1				IR4		
National Risk 3: **Perception of higher education**	IR1				IR4		
National Risk 5: **Limited choice of course type and delivery mode**	IR1						
National Risk 6: **Insufficient academic support**	IR6		IR2	IR3	IR4		IR5
National Risk 7: **Insufficient personal support**	IR6		IR2	IR3	IR4		IR5
National Risk 8: **Mental health**	IR6		IR2	IR3	IR4		IR5
National Risk 9: **Ongoing impacts of coronavirus**	IR1		IR2	IR3	IR4		IR5
National Risk 10: **Cost pressures**	IR1/ IR6		IR2/ IR7	IR3	IR4		IR5
National Risk 11: **Capacity issues**					IR4		IR5
National Risk 12: **Progression**	IR6		IR7				

from higher education					
Risk 13: **Feeling a sense of belonging**	IR1	IR2		IR4	IR5
Risk 14: **Placements**	IR6	IR2	IR3	IR4	IR5
Risk 15: **Facilities for parents**	IR6	IR2/ IR7	IR3	IR4	IR5

Objectives and targets

Indication of risk	Objectives	Targets	Intervention strategy
	1: Enhance the literacy attainment of young, disadvantaged students in year 7, by delivering and evaluating impact of catch-up reading support in collaboration with Hello Future in schools and colleges in 2024-28, building on the 2023-24 pilot.		
IR1: Fewer applications from young, underrepresented males in England than young, females to FT undergraduate courses leading to fewer enrolments at the University.	2: Increase the number of successful applications from FT young males, TUNDRA Q1 by 50% in 2028.	PTA_1: Raise the absolute number of FT young male entrants from TUNDRA Q1 by 50% over the duration of the APP (Baseline 30 students in 2021-22; target 45 students in 2027-28).	IS1
	3: Maintain progress in increasing proportion of FT students from minority ethnicities enrolling at NW campuses through continued engagement with Lancashire schools and colleges and continuing to support cost of transport to campus, to match North West census representation by 2028.		
IR2: Higher rates of Black students not continuing onto the second year of their	4: Increase the continuation rate of FT Black students to equal the continuation rate of white students by 2030.	PTS_1: Reduce the difference in continuation between FT Black students and	IS2

course, compared to white students.		white students by 12.5% by 2028. (Baseline 17.5% in 2020-21; target 5% in 2027-28).	
IR3: Higher rates of PT aged 21 and over students not continuing onto the second year of their course, compared to students aged under 21.	5: Increase the continuation rate of PT students aged 21 and over and equal the continuation rate of PT students aged under 21 by 2030.	PTS_2: Reduce the difference in continuation between PT students aged 21 and over and students aged under 21 by 12.6% by 2028 (Baseline 17.6% in 2019-20; target 5% in 2027-28).	IS3
IR4: Higher rates of FT care-leaver students not continuing onto the second year of their course, compared to non-care-leaver students.	6: Increase the continuation rate of FT care leavers to equal the continuation rate of FT non-care-leavers by 2030.	PTS_3: Reduce the difference in continuation between FT care-leaver students and non-care-leavers by 15% by 2028 (Baseline 19.3% in 2020-21; target 4.3% in 2027-28.)	IS4
IR5: Higher rates of FT students with declared mental health conditions not completing their course, compared to students with no disclosed disability.	7: Increase the completion rate of FT students with a disclosed mental health condition to equal the completion rate of FT students with no disclosed disability by 2029.	PTS_4: Reduce the difference in completion between FT students with a declared mental health condition and no disability declared by 9.2% by 2028 (Baseline 12.2% in 2017-18; target 3% in 2027-28).	IS5

IR6: TUNDRA Q1 FT male students are less likely to achieve a 2.1 or 1st class degree outcome, compared to TUNDRA Q5 male students.	8: Increase the attainment rate of TUNDRA Q1 FT males achieving 2.1 or 1st degree outcomes to equal the attainment rate of TUNDRA Q5 FT males by 2029.	PTS_5: Reduce the difference in attainment between FT TUNDRA Q1 and Q5 males by 12 percentage points by 2028 (Baseline 13.7 percentage points in 2021-22; target 1.7 percentage points in 2027-28).	IS6
	9: Maintain and monitor progress in closing the gap in attainment between FT Black and Asian students, and white students.		
IR7: FT Black students are less likely to achieve a positive employment or further study outcome, compared to white students.	10: Increase the progression outcomes of FT Black students to equal progression for white students by 2028.	PTP_1: Close the gap in progression between FT Black and white students by 2028 (Baseline 6.1% in 2019-20; target 0 in 2027-28).	IS7

Intervention strategies and expected outcomes

Intervention strategy 1

Objectives and targets: Principal objective: PTA_1 & OBJ2 Increase the number of successful applications from FT young males, TUNDRA Q1 by 50% in 2028. Secondary objectives: OBJ3 maintain progress in increasing proportion of FT students from minority ethnicities enrolling at NW campuses through continued engagement with Lancashire schools and colleges and continuing to support cost of transport to campus, to match North West census representation by 2028 and PTS_5 & OBJ8 (IS6) increasing the attainment rate of TUNDRA Q1 FT males achieving 2.1 or 1st degree outcomes to equal the attainment rate of TUNDRA Q5 FT males by 2029.

Risks to equality of opportunity: NR1: **knowledge and skills** (IR1, IR6), NR2: **information and guidance** (IR1 & 4), NR3: **perception of higher education** (IR1 & 4**)**, NR5: **limited choice of course type and delivery mode** (IR1), NR9: **ongoing impacts of coronavirus** (IR1, 2, 3, 4 & 5), NR10: **cost pressures** (IR1, 2, 3, 4, 5, 6 & 7) and R13: **sense of belonging at university** (IR1, 2, 4 & 5).

Activity	Inputs	Outcomes	Cross intervention?
Collaborative work with the Uni Connects, Hello Future raising attainment of disadvantaged students through catch-up reading support through 48 underachieving year 7 learners of all genders with eight schools in Cumbria building on the small two-school pilot from 2023-24. Additional metacognition embedding in activity for year 7-11 with 600 disadvantaged learners. Existing catch-up pilot with 2 schools which will expand to eight. New metacognition activity- pilot 2023/24 academic year.	Partnership relationships, tutors. Staff training, resources for tutoring. Match 50% funding from Higher Fee Income (£28k overall approximately, approximately £14k for target group).	Short term- increased confidence of pupils in reading. Medium term- toolkit resource created to share following key evaluative milestones. Long term-70% of pupils demonstrate increased reading scores on York Assessment of Reading for Comprehension (YARC) assessment between baseline and endpoint. Dissemination at national conferences. Review impacts with Hello Future and through Access and Participation Steering Group potential to scale up and continue activity either continued match-funded by Hello Future or explore collaboration with another partner.	Y-IS5 The collaborative catch-up reading activity is designed to increase literacy attainment and prior attainment of this target group, therefore, longer term, it may impact the on-course attainment rate of males from low progression postcodes at university.
Develop existing pilot creative media collaborative project 'The Cumbrian Cut' with the Institute of Education, Arts and Society and Hello Future to increase outreach work in Low Participation Neighbourhoods in Cumbria and Lancashire, targeting young, disadvantaged	Staff, Student Ambassadors, salesforce, knowledge and learning from research and experience, existing	Short term- increased engagements with target schools and colleges and target group. Medium term- increased student self-reporting of understanding of university options and self-efficacy. Increased	N

students in year 10 with a focus on males. Expanding from initial pilot of four schools in Cumbria with 90 students. Existing activity, develop pilot to introduce into Lancashire in 2024.	stakeholder relationships, University reputation.	attendance at Open events. Long term- increased applications from target audience. Review impacts through Access and Participation Steering Group to continue to resource activity beyond 2025.	
Continue and expand on bespoke academic activity predominantly on campus. E.g., Sports collaborative programme, Future teachers programme, Health taster programme, dream placement- (in collaboration with Centre for Leadership Performance) for post-16 students. Existing activity and new pilot in 2023/24 academic year.	Staff expertise and time, funds for transport to campus for schools and colleges. (£9,500 overall, approximately 40% expected target group, £3,800).		N
Targeted recruitment activities for our new Barrow campus opening in 2025 to attract a larger number of this target group from the area local to Barrow and to the West Coast of Cumbria. New activity- 2023/24 academic year.	Staff time, marketing. (£2,000).	Short term- increased engagements with target students through schools and colleges engagement. Medium- increased attendance from target audience at Open events. Long term- proportion of applications for Barrow courses from target audience to exceed other institutes. Review impacts of activities through Access and Participation Steering Group to determine continued or further resource needed for sustainable recruitment from target group.	N

Launch additional young, disadvantaged males and ABMO ethnicity campaigns to tailor messaging to ensure target group have the right information including about the transport fund to visit campus at the right time to make informed decisions on relevant digital platforms. New activity- 2023/24 academic year.	Expert in marketing, website, HAVAS (£13,200 overall approximatel y £6,600 for target group).	Short term- increase traffic on website, bookings on Open events. Medium term- increased attendance from target audience at Open events. Long term- increase in applications from target audience. Review impacts of additional campaigns to determine value for money and share findings with relevant working groups.	OBJ3- this access campaign will also target minority ethnicity students.
Enhance and increase targeted transport fund to attend Open events to overcome financial constraints from 2023. Existing activity.	Marketing of funds, staff time to administer, (£12,000 overall. approximatel y 40% expected for target group, £4,800).	Short term- increased bookings from target groups to Open events. Medium term- increased attendance from target group at Open events. Long term- increased applications from target audience.	OBJ3- this will support access to Open events for minority ethnicity students.

Evidence base and rationale: Internal planning and performance management data.

Hello Future. (2019). *Perspectives & Prospects. The educational ambitions and intentions of young white British males from five disadvantages areas in North West England.* Available at: https://www.hellofuture.ac.uk/wp-content/uploads/Perspectives-and-prospects-The-educational-ambitions-and-intentions-of-young-white-British-males-from-five-disadvantaged-areas-in-N.W.-England.pdf (Accessed June 2023).

Hello Future. (2019). *Understanding the contexts of widening participation in: Rural & coastal areas.* Available at: https://www.hellofuture.ac.uk/wp-content/uploads/UNDERSTANDING-THE-CONTEXT-OF-WIDENING-PARTICIPATION-IN-RURAL-AND-COASTAL.pdf (Accessed May 2023).

UCAS. (2023). *A look into the mindset of current applicants and potential applicants. 2023 entry surveys hosted by UCAS at various points in this cycle.* Available at: The 2023 Student Mindset (ucas.com) (Accessed May 2023).

UCAS (2021) *Where next? What influences the choices school leavers make?* Available at: https://www.ucas.com/file/435551/download?token=VUdIDVFh (Accessed: 19 April 2023)

Intervention strategy 2

Objectives and targets: Principal objective: PTS_1 & OBJ4 Increase the continuation rate of FT Black students to equal the continuation rate of white students by 2030.

Secondary objectives: PTS_3 & OBJ6 (IS4) Increase the continuation rate of FT care leavers to equal the continuation rate of FT non-care-leavers by 2030 and PTP_1 & OBJ10 (IS7) increasing the progression outcomes of FT Black students to equal white students by 2028.

Risks to equality of opportunity: NR6: **insufficient academic support** (IR2, 3, 4, 5 & 6), NR7: **insufficient personal support** (IR2, 3, 4, 5 & 6), NR8: **mental health** (IR2, 3, 4, 5 & 6), NR9: **ongoing impacts of coronavirus** (IR1, 2, 3, 4 & 5), NR10: **cost pressures** (IR1, 2, 3, 4, 5, 6 & 7), R13: **sense of belonging at university** (IR1, 2, 4 & 5), R14: **placements** (IR2, 3, 4, 5 & 6) and R15: **facilities for parents** (IR2, 3, 4, 5, 6 & 7).

Activity	Inputs	Outcomes	Cross intervention?
Establish working group in collaboration with the Race Equality Charter Project Lead, to invite Black students and cross-service staff involved in their support to investigate experiences and impacts on continuing studies, to then act on findings. New activity- 2024.	Staff time, financial allocation for student time (approximately £460 for 4 students per year), funding/time for research and evaluation. Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource	Short term- network set-up to facilitate safe place for open dialogue about race and equality in the University. Medium term- co-create action plan for university to submit Race Equality Charter. Recommendations escalated to the Access and Participation Steering Group for action delegation to appropriate teams to allocate existing human resources for new and ongoing projects. Long term- greater reporting of sense of belonging at University by Black and minority ethnicity students.	IS7- Outcomes of this working group will impact all stages of student success for Black students.

	allocation process.		
Streamline systems capturing student data by access rolled out to the Student Enquiry Point (StEP) for academic tutors, and training and support for facilitating students to share experiences with the intention to have full roll-out by 2026. Rollout with Nursing beginning in 2023. Existing system, new application in 2024.	Funding for StEP (£20,000 approximately). Staff time for on-going training and support, reporting.	Short term- learnings shared from Nursing pilot to make recommendations and improvements for further rollout. Medium term- systems streamlined, so improved efficiency of acting on student information leading to proactive support. Long term- improved continuation rates for students.	IS4- Better systems use by staff will support student groups such as care leavers, where characteristics are flagged in the system to allow proactive support interventions.
Community collaboration to tackle racism experienced towards students on placements. New activity- 2024.	Partnerships with the NHS, Multicultural-Cumbria etc. Training for staff on challenging partners if and where racism may be experienced by students on placement. Where needed, bids will be made for additional funds for new activity arising from recommendations, through	Short term- commitments agreed in partnership between organisations and working groups formed with theory of change. Medium term- pilot interventions agreed to and implemented with learnings shared. Long term- minority ethnicity students are less likely to report experiences of discrimination on placement in their exit survey, and increased ability to manage mental health. Increased reported ability to manage discrimination on placement.	IS7- Outcome of working to tackle racism in the community will impact on all stages of student success for Black and other minority ethnicity students.

	the annual resource allocation process.		
Inclusive curriculum development, with new validations of all ITE programmes including consideration of how to decolonise the curriculum for ITE students and the pupils they will teach. This will include embedding Black and minority ethnicity cultural experiences into curriculum and pedagogical practice to the benefit of all. Existing activity, new to some institutes- from 2023.	Staff time (approximately £6,500 per year for one week of Senior Lecturer time allocated per institute). Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource allocation process.	Short term- all revalidating programmes to prioritise inclusive curriculum development review using the Equality Impact Assessment tool. Medium term- review and learnings shared internally. Long term- greater self-reporting of belonging amongst students. ITE students will report that they are confident in their preparedness to ensure that their pupils in school experience a curriculum that considers their ethnicity/backgrounds.	IS7- Inclusive curriculum with a decolonising lens will impact on all stages of student success for Black and other minority ethnicity students.
Institute One Plans (academic department action plans) to focus at course level on continuation by ethnicity, with pilot interventions rolled out where the gaps are most pronounced- Institute of Health (IoH) Nursing. New activity- piloting in 2024.	Staff time £950 per year for 2.5 of 5x grade 10 staff for course level focus on continuation by ethnicity and pilot interventions (£3800 total), research. Where needed, bids will be made	Short term- staff to identify interventions in their 'One Plans' which address risk factors to continuation. Research to be conducted where causes unknown. Medium term- mid-point review of pilot interventions to understand impacts and effectiveness. Long term-increased continuation rates of Black students on courses with greatest gaps.	IS7- By a focus at course level on continuation by ethnicity, interventions may impact progression rates of Black students.

	for additional funds for new activity arising from recommendations, through the annual resource allocation process.		
Further roll-out of peer mentoring to target Black students and male students to support their continuation and attainment.

Existing activity, new application in 2024. | Staff time, funds. | Short term- percentage increase of target students engaging in mentoring scheme.
Medium term- increased self-reported confidence from mentee and mentors and sense of belonging.
Long term- increased continuation rates of mentees and mentors compared to those not engaging with the scheme. | IS6- targeting student group identified also. |

Evidence base and rationale: Berry, J., Loke, G. (2011) *Improving the degree attainment of Black and minority ethnic students.* Available at: https://www.advance-he.ac.uk/knowledge-hub/improving-degree-attainment-black-and-minority-ethnic-students (Accessed June 2023).

HEPI. (2019) *The white elephant in the room: ideas for reducing racial inequalities in higher education.* Available at: https://www.hepi.ac.uk/wp-content/uploads/2019/09/The-white-elephant-in-the-room-ideas-for-reducing-racial-inequalities-in-higher-education.pdf (Accessed May 2023).

Lander, V. (2022) *Launching an anti-racism framework for initial teacher education and training.* Available at: https://www.leedsbeckett.ac.uk/blogs/carnegie-education/2022/11/anti-racism-framework/ Accessed June 2023).

OfS. *Topic briefing: Black and minority ethnic (BME) students.* Available at: https://www.officeforstudents.org.uk/media/145556db-8183-40b8-b7af-741bf2b55d79/topic-briefing-bme-students.pdf (Accessed May 2023).

University of Essex. *Dare to Care (Creating and Anti-Racist Environment).* Available at: https://www.essex.ac.uk/departments/health-and-social-care/dare-to-care (Accessed May 2023).

UPP Foundation. (2017) *On course for success? Student retention at university.* Available at: http://www.smf.co.uk/wp-content/uploads/2017/07/UPP-final-report.pdf (Accessed May 2023).

UUK, NUS. (2019) *Black, Asian and minority ethnic student attainment at UK universities. #Closingthegap.* Available at: https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf (Accessed May 2023).

Intervention strategy 3

Objectives and targets: Principal objective: PTS_2 & OBJ5 Increase the continuation rate of PT students aged 21 and over and equal the continuation rate of PT students aged under 21 by 2030. Secondary objectives: It will also contribute to PTS_1 & OBJ4 (IS2) increasing the continuation rate of FT Black students to equal the continuation rate of white students by 2030 and PTS_4 & OBJ7 (IS5) increasing the completion rate of FT students with a disclosed mental health condition to equal the completion rate of FT students with no disclosed disability by 2029.

Risks to equality of opportunity: NR6: **insufficient academic support**, (IR2, 3, 4, 5 & 6**)**, NR7**: insufficient personal support** (IR2, 3, 4, 5 & 6), NR8: **mental health** (IR2, 3, 4, 5 & 6), NR9: **ongoing impacts of coronavirus** (IR1, 2, 3, 4 & 5), NR10: **cost pressures** (IR1, 2, 3, 4, 5, 6 & 7), R14: **placements** (IR2, 3, 4, 5 & 6) and R15: **facilities for parents** (IR2, 3, 4, 5, 6 & 7).

Activity	Inputs	Outcomes	Cross intervention?
Establish a working group of students aged 21 and over and key staff involved in their support to investigate experiences and impacts on continuing studies, to then act on findings. New activity- 2024.	Staff time, financial allocation for student time (approximately £460 for 4 students per year), funding/time for research and evaluation. Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource	Short term- working group formed, with co-creation of terms of reference, agenda and priorities. Trust established for open communication. Medium term- issues raised will result in a clear action plan co-created with students to improve the continuation rate. Recommendations escalated to the Access and Participation Steering Group for action delegation to appropriate teams to allocate existing human resources for new and ongoing projects.	N

	allocation process.	Long term- increased continuation rates of target group.	
Institute One Plans to focus at course level on continuation by age, with pilot interventions rolled out where the gaps are most pronounced. New activity- pilot 2024.	Staff time (approximately £2,600 per year for two days of Senior Lecturer time allocated per institute). Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource allocation process.	Short term- staff to identify interventions in their 'One Plans' which address risk factors to continuation. Research to be conducted where causes unknown. Medium term- mid-point review of pilot interventions to understand impacts and effectiveness. Long term- increased continuation rates of PT aged 21 and over students on courses with greatest gaps.	N
Review structural impacts on mental health identified in the consultation- e.g., facilities for parents (actions specified in Athena Swan action plan). Commit to continuous improvement for inclusive education. New activity- 2024 and ongoing.	Cost of facilities improvements if needed (e.g., for parents on campus- reviewing estates plan and Equality Impact Assessment (EIA)) – included in other projects.	Short term- response to action plan shared by estates with mitigating actions and timeline. Medium term- review changes and commitments, improved feedback through Student-staff forums regarding facilities. Long term- improved reported wellbeing from students.	IS2, IS4, IS5, IS6 & IS7- reviewing structural impacts on mental health will benefit the mental health of all students by improving the culture and inclusiveness of our campuses.

Evidence base and rationale: Butcher, J. (2020) *Unheard: the voices of part-time adult learners.* Available at: https://www.hepi.ac.uk/2020/02/06/unheard-the-voices-of-part-time-adult-learners/ (Accessed June 2023).

UUK. (2013) *The power of part-time and mature higher education.* Available at: https://dera.ioe.ac.uk/id/eprint/26225/1/PowerOfPartTime.pdf (Accessed June 2023).

Intervention strategy 4
Objectives and targets: Principal objective: PTS_3 & OBJ6 Increase the continuation rate of FT care leavers to equal the continuation rate of FT non-care-leavers by 2030. Secondary objectives:

PTS_1 & OBJ4 (IS2) increasing the continuation rate of FT Black students to equal the continuation rate of white students by 2030.

Risks to equality of opportunity: NR2: **information and guidance** (IR1 & 4), NR3: **perception of higher education** (IR1 & 4**)**, NR6: **insufficient academic support,** (IR2, 3, 4, 5, 6), NR7**: insufficient personal support** (IR2, 3, 4, 5 & 6), NR8: **mental health** (IR2, 3, 4, 5 & 6), NR9: **ongoing impacts of coronavirus** (IR1, 2, 3, 4 & 5), NR10: **cost pressures** (IR1, 2, 3, 4, 5, 6 & 7), NR11: **Capacity issues** (IR4 & 5), R13: **sense of belonging at university** (IR1, 2, 4 & 5), R14: **placements** (IR2, 3, 4, 5 & 6) and R15: **facilities for parents** (IR2, 3, 4, 5, 6 & 7).

Activity	Inputs	Outcomes	Cross intervention?
Establish a working group of care-leavers and estranged students and key staff involved in their support to investigate experiences and impacts on continuing studies, to then act on findings. New activity- 2024.	Staff time, financial allocation for student time (approximately £460 for 4 students per year), funding/time for research and evaluation. Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource allocation process.	Short term- working group formed, with co-creation of terms of reference, agenda and priorities. Trust established for open communication. Medium term- issues raised will result in a clear action plan co-created with students to improve the continuation rate. Recommendations escalated to the Access and Participation Steering Group for action delegation to appropriate teams to allocate existing human resources for new and ongoing projects. Long term- increased continuation rates of target group.	N
Continue to allocate funds to the Cumbria Bursary, with points allocated towards Care-leavers. Introduce	Funds, staff time, marketing (Approx	Short term- Equality Impact Assessment approval for changes to Cumbria Bursary to include	IS2, IS3

scoring for Estranged students who are also vulnerable and a growing group of students at risk, represented at the University. Existing activity.	£8,000 per year allocated to Care Leavers).	Estranged students in prioritisation criteria. Medium term- research conducted on impacts of Bursary on recipients with focus on recommendations from 2018 review. Long term- continuation rates of recipients match those who are not eligible for the Cumbria Bursary.	
Funded transport to the campus for an interview day or applicant visit day. An entry package (subject to availability) to support care-leavers get started at the University. A dedicated pre-entry and post-entry contact. Initial meeting with one of our key contacts including an initial finance meeting. Advice and guidance on applying and personal statements, which can be done via telephone. Accommodation available 365 days a year at Carlisle, Lancaster and Ambleside. Exit package upon graduation to include careers guidance. Existing activity to be reviewed in 2023/2024.	Funds, staff time, accommodation. (Approximately £10,000 per year for total package, £40,000 over the APP duration.)	Short term- increased rate of engagement with transition support from target audience. Medium term- review and refresh support package for Care Leavers, reflecting their feedback and needs. Long term- increased retention of Care Leavers.	N

Evidence base and rationale: HASCE report.

Jisc. (2022) *The Unite Foundation Scholarship Scheme. A quantitative impact analysis on 10 years of accommodation support for estranged and care leaver students.* Available at: https://thisisusatuni.org/wp-content/uploads/2022/06/Unite-Foundation-JiscAnalysis-Report-_Final.pdf (Accessed May 2023).

Styrnol, M., Matic, J., Hume, S. (2021) *Supporting access and student success for learners with experience of children's social care.* Available at: https://s33320.pcdn.co/wp-content/uploads/Supporting-learners-with-experience-of-childrens-social-care.pdf (Accessed May 2023).

Intervention strategy 5

Objectives and targets: Principal objective: PTS_4 & OBJ7 Increase the completion rate of FT students with a disclosed mental health condition to equal the completion rate of FT students with no disclosed disability by 2029. Secondary objectives: PTS_1 & OBJ4 (IS2) increasing the continuation rate of FT Black students to equal the continuation rate of white students by 2030, PTS_2 & OBJ5 (IS3) increasing the continuation rate of PT students aged 21 and over and equal the continuation rate of PT students aged under 21 by 2030, PTS_3 & OBJ6 (IS4) increasing the continuation rate of FT care leavers to equal the continuation rate of FT non-care-leavers by 2030 and PTS_4 & OBJ8 (IS6) increasing the attainment rate of TUNDRA Q1 FT males achieving 2.1 or 1st degree outcomes to equal the attainment rate of TUNDRA Q5 FT males by 2029.

Risks to equality of opportunity: NR6: **insufficient academic support**, (IR2, 3, 4, 5 & 6**)**, NR7**: insufficient personal support** (IR2, 3, 4, 5 & 6), NR8: **mental health** (IR2, 3, 4, 5 & 6) NR9: **ongoing impacts of coronavirus** (IR1, 2, 3, 4 & 5), NR10: **cost pressures** (IR1, 2, 3, 4, 5, 6 & 7), R13: **sense of belonging at university** (IR1, 2, 4 & 5), R14: **placements** (IR2, 3, 4, 5 & 6) and R15: **facilities for parents** (IR2, 3, 4, 5, 6 & 7).

Activity	Inputs	Outcomes	Cross intervention?
Whole-institution approach: review internal systems to standardise the process of maintaining student records and streamline and improve cross-institution communication to support students in time for impact. Ensure student characteristics are accurately coded across the central system	Cost of systems/ staff time (approximately £3,500) to look across all systems of student records. Training support for staff on systems and conversations to signpost to support.	Short term- student records management plan reviewed and shared with timelines to internal stakeholders. Training needs identified for staff in data management and student support. Medium term-increased use by all staff of identified central system and reported understanding of staff knowledge to support	IS2, IS3, IS4, IS6 & IS7- reviewing internal systems to improve process of maintaining student records and accurate coding of characteristics will positively

to identify students' personal circumstances. New activity- 2023/24.		students with mental health conditions. Long term- increased completion rate of target group.	impact all student groups.
Institute One Plans to focus at course level on completion by students with a reported disability, and particularly with a mental health condition with pilot interventions rolled out where the gaps are most pronounced in continuation- an indicator of completion- Nursing and Social Work (Institute of Health), and Forestry and Conservation, (Institute of Science and Environment). New activity- pilot 2024.	Staff time £950 per year for 2.5 of 5x grade 10 staff for course level focus on continuation by ethnicity and pilot interventions (£3800 total), research. Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource allocation process.	Short term- staff to identify interventions in their 'One Plans' which address risk factors to students with a reported disability and their completion. Research to be conducted where causes unknown. Medium term- mid-point review of pilot interventions to understand impacts and effectiveness. Long term-increased completion rates on courses with largest gaps.	N
Institute-led course review of student experience on placements in collaboration with placement providers. Existing activity ongoing.	Staff time. Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource allocation process.	Short term- risks to student mental health on placement identified and appropriate interventions outlined to mitigate these. Medium term- mid-point review of interventions with placement provider and findings shared with APSG. Long term- increased completion of placement and reports of students able to manage their mental health and wellbeing on placement.	IS2, IS3, IS4 & IS6- This exercise will go alongside the activity of tackling racism experienced towards students on placement.

Evidence base and rationale: Robertson, A., Mulcahy, E., Baars, S. (2022) *What works to tackle mental health inequalities in higher education?* Available at: *https://s33320.pcdn.co/wp-content/uploads/Report_What-works-to-tackle-mental-health-inequalities-in-higher-education_AW-Secured-1.pdf* (Accessed June 2023).

UUK (2022) *Suicide-safer universities: support for placement students.* Available at: https://www.universitiesuk.ac.uk/sites/default/files/uploads/Reports/uuk-papyrus-suicide-safer-universities-support-for-placement-students.pdf (Accessed: 19 April 2023)

Intervention strategy 6

Objectives and targets: Principal objective: PTS_4 & OBJ8 Increase the on-course attainment rate of TUNDRA Q1 FT males achieving 2.1 or 1st degree outcomes to equal the rate of TUNDRA Q5 FT males by 2029. Secondary objectives: PTA_1 & OBJ2 (IS1) It will also contribute towards increasing the number of successful applications FT young males, TUNDRA Q1 by 50% in 2028.

Risks to equality of opportunity: NR1: **knowledge and skills** (IR1, IR6), NR6: **insufficient academic support** (IR2, 3, 4, 5 & 6**)**, NR7**: insufficient personal support** (IR2, 3, 4, 5 & 6), NR8: **mental health** (IR2, 3, 4, 5 & 6), NR10: **cost pressures** (IR1, 2, 3, 4, 5, 6 & 7), NR12: **progression from higher education** (IR6 & 7), R14: **placements** (IR2, 3, 4, 5 & 6) and R15: **facilities for parents** (IR2, 3, 4, 5, 6 & 7).

Activity	Inputs	Outcomes	Cross intervention?
Establish cross-university working group to target support towards students with characteristics of socio-economic disadvantage across their lifecycle, with a focus on males. New activity- 2024.	Staff time, financial allocation for student time (approximately £460 for 4 students per year), funding/time for research and evaluation. Where needed, bids will be made for additional funds for new activity arising from recommendatio	Short term- working group formed, with co-creation of terms of reference, agenda and priorities. Trust established for open communication. Medium term- issues raised will result in a clear action plan co-created with students to improve their success. Recommendations escalated to the Access and Participation Steering Group for action delegation to appropriate teams to allocate existing	IS1- This may help identify barriers to the target group applying and enrolling at the University.

	ns, through the annual resource allocation process.	human resources for new and ongoing projects. Long term- increased attainment rate of target group.	
Institute One Plans to focus on course level attainment of by sex, with pilot interventions including review of pedagogy rolled out where the gaps are most pronounced, Institute of Science and Environment, Institute of Health and Institute of Education, Arts and Society. New activity- pilot 2024.	Staff time £950 per year for 2.5 of 5x G10 staff for course level focus on attainment by sex and disadvantage indicators, and pilot interventions (£3800 total), research. Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource allocation process.	Short term- staff to identify interventions in their 'One Plans' which address risk factors to underrepresented students with a focus on males and their completion. Research to be conducted where causes unknown. Medium term- mid-point review of pilot interventions to understand impacts and effectiveness. Long term-increase in male students achieving 2.1 or 1st degree outcome on courses with largest gaps.	N

Evidence base and rationale: Hillman, N. & Robinson, N. (2016) *Boys to Men: The underachievement of young men in higher education – and how to start tackling it.* Available at: https://www.hepi.ac.uk/wp-content/uploads/2016/05/Boys-to-Men.pdf (Accessed May 2023).

Intervention strategy 7
Objectives and targets: Principal objective: PTP_1 & OBJ10 Increase the progression outcomes of FT Black students to equal progression for white students by 2028.

Risks to equality of opportunity: NR10: **cost pressures** (IR1, 2, 3, 4, 5, 6 & 7), NR12: **progression from higher education** (IR6 & 7) and R15: **facilities for parents** (IR2, 3, 4, 5, 6 & 7).

Activity	Inputs	Outcomes	Cross intervention?
Submission to Race Equality Charter to develop initiatives and solutions for action to remove barriers to minority ethnicity students and staff. New activity- 2024.	Staff (approximately £667), research.	Short term- planned overarching theory of change for race equality at UoC. Medium term- mid-point review of identified interventions in Race Equality Charter submission. Long term- improved progression outcomes of target group.	IS2- Solutions and actions from the Race Equality Charter action plan will support Black students and minority ethnicity students at all stages of study.
Staff-led review of employer partnerships and relationships representation for students in curriculum and events, to proactively welcome diversity and lead on race equality conversations with recruiters. New activity- 2024.	Staff training, employer engagement.	Short term- institute reviews of employer partnerships and relationships with Equality, Diversity and Inclusion lens, to share findings in 2024 with APSG with committed actions. Medium term- greater representation of minority ethnicities in employer engagement. Long term- diverse contacts database of employers to engage with through curriculum. Improved progression outcomes of target group.	IS2- Improved, proactive choices to include diverse employers in engaging with students will positively impact all students, and particularly include students from minority groups.
Continue to invest in My Career Enriched platform, to support practice interviews, CV/Application review, provide job vacancy information, access to online workshops and employer	My Career Enriched Platform. Staff time.	Short term- more targeted signposting of existing resources to target group. Medium term- increased uptake by students from target group to platform,	N.

events relating to careers and employability. Existing activity.		accessing the support available. Long term- improved progression outcomes of target group.	
Progression for London activity- Collaboration through new Graduate Outcomes and Employability working group and London Student Opportunity group on careers and employability resource to priority groups in the Graduate Outcomes Survey and APP. · Pilot Global Virtual Internships in semester 2 · Support mentoring through Cumbria Network (Graduway) New activity- 2024.	Staff time (Approximately £7700 total). Cost of Graduway engagement software. (Approximately £1200 contribution total).	Short term- action plan agreed by London Student Opportunity Group and communicated to London students. Medium term- increased uptake by target group of internships and mentoring engagement. Long term- increased levels of declared work experience from target group and confidence to find and apply for job opportunities.	N

Evidence base and rationale: AGCAS. (2018) *AGCAS First-Year Student Career Readiness Survey – Research Report.* Available at:https://www.agcas.org.uk/Knowledge-Centre/b671b272-c0fe-40b4-85dd-1c19b529ddd6 (Accessed May 2023).

A literature review has been conducted for all the intervention strategies, in addition to a student and staff consultation through focus groups and a survey carried out in March 2023, with findings and recommendations impacting intervention strategy design.

The survey and literature consulted in question design can be found in Annex B. The consultation preceded the release of the Equality of Opportunity Risk Register and questions used in the surveys and workshops were formed to consider challenges at each stage of university, groups of students in need of more support and what support was needed from staff in our own context. For the first three questions in the survey, barriers cited and evidenced in existing literature were used to create a quantitative base from which qualitative responses could add context.

We have developed research in collaboration with the Uni Connect Hello Future over time on our access target group which is open-source access. Additionally, we produced an internal report reviewing our financial support packages for students in 2018 which evidenced the impact of the

Cumbria Bursary; recipients of the Bursary achieved outcomes equal to those of students from more affluent backgrounds.

Evaluation

We commit to evaluating the impact of each intervention strategy in addition to the specific outcomes outlined within the intervention strategies. For the activities in **bold** below, we will conduct an evaluation and share the findings on an open access basis. Additionally, for our other interventions, we will conduct qualitative evaluation through participant experience evaluation and process evaluation each year to indicate whether the interventions have had the desired result. We will capture the experience and perceptions of stakeholders. Our quantitative analysis will use settled data throughout the year to monitor how interventions have impacted progress against our targets. In future years, we intend to undertake publication of evaluation of interventions conducted collaboratively with other HE partners; these publications will be able to draw on a larger target population than those undertaken only with UoC students.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
IS1 Catch-up reading support of year 7 disadvantaged males.	**Increased literacy attainment.**	**Type 2- empirical. Outsourced to Cosmos Insight.**	**Rapid reading toolkit by 2025. Shared on website open access and through Uni Connect networks and OfS repository once established.**
IS2 Roll out of Student Enquiry Portal to academic staff.	Improved student record keeping and more efficiency in proactive support offered to students identified as at risk of disengagement or in need of more support due to their characteristics. Longer-term improved retention.	Type 2- empirical. Using quantitative data through the Student Enquiry Portal reporting on engagements and reporting by academic staff, in addition to reports by student characteristic linked to their continuation data.	Shared internally through a report 2025.
IS3 Institute One Plans to focus at course level on continuation by age, with pilot interventions rolled	Increased continuation rates of PT aged 21 and over students on courses with greatest gaps.	Type 2- empirical. Using internal data to measure changes in continuation rates post-interventions year on year.	Internal through quarterly monitoring at Institute committee and annual evaluation through annual monitoring process, reporting

out where the gaps are most pronounced.			through Student Success and Quality Assurance Committee (SSQAC) and Academic Board.
IS4 Continue to allocate funds for Cumbria Bursary, worth £1,000 per year of FT-study or £500 per year of PT study, with prioritisation for Care Leavers (as confirmed through the Student Finance application process).	**Continuation rates of Cumbria Bursary recipients to match students not eligible for the Cumbria Bursary.** *Based on evidence conducted with HASCE in 2018, see Annex B.*	**Type 2. Expand on previous research led by HASCE into the impacts of the Cumbria Bursary on Care Leavers and other student characteristics.**	**Publish report in 2025 on website, open access.**
IS5 Institute One Plans to focus at course level on completion by students with a reported disability, and particularly with a mental health condition with pilot interventions rolled out where the gaps are most pronounced in continuation- and indicator of completion. New activity.	Increased completion rates on courses with largest gaps.	Type 2- empirical. Using internal data to measure changes in completion rates post-interventions year on year.	Internal through quarterly monitoring at Institute committee and annual evaluation through Annual monitoring process, reporting through SSQAC and Academic Board.
IS6 Institute One Plans to focus on course level attainment of by sex, with pilot interventions including review of pedagogy rolled out	Increase in male students achieving 2.1 or 1st degree outcome on courses with largest gaps.	Type 2- empirical. Using internal data to measure changes in attainment rates post-interventions year on year.	Internal through quarterly monitoring at Institute committee and annual evaluation through Annual monitoring process, reporting through SSQAC and Academic Board.

where the gaps are most pronounced.			
IS7 Submission to Race Equality Charter to develop initiatives and solutions for action to remove barriers to minority ethnicity students and staff.	**Planned theory of change for race equality at UoC.**	**Type 1- narrative, moving to type 2 once action plan and theory of change are established to apply evaluation to activities identified.**	**Internally and externally through UoC conferences around race equality.**

Whole provider approach

The University defines itself as a Widening Participation institution, and staff across the University recognise the importance of creating equality of opportunity for all students, with a focus on those from underrepresented groups. The University's overarching strategy – Towards 2030 – is set by the Vice Chancellor's Executive and approved by the University Board. It sets out our core mission, purpose and commitment to our statutory duties, including those under the Equality Act 2010 and the Higher Education and Research Act 2017. Staff across academic and professional services work together through our committee structures to form, implement and reflect on action plans to continuously improve our service and support to all students. The elements of Towards 2030 most relevant to Access and Participation are: _Academic Strategy 2022-2030_, _People and Culture Strategy_, _Learning Teaching and Assessment Plan, Student Support Plan_ and Employability Action Plans. Our Access and Participation Plan is framed within this institutional context, giving it prominence as the core statement of our challenges, risks, and commitments in relation to promoting equality of opportunity for our students.

An annual Access and Participation action plan at University level is approved, and progress against targets monitored, through the deliberative committee structure, ensuring oversight by the Board of Directors and Academic Board, both of which include student as well as staff representation.

Implementation of the APP is overseen by the Access and Participation Steering Group. The Group's membership includes all Academic Institutes, representatives of Professional Services and representation from the Students' Union. This group ensures the linking of insights from our ongoing data analysis and consultative work with the wider student body, to the development and implementation of activity to support students academically, professionally and personally across the lifecycle. The Access and Participation Steering Group reports to the Student Success and Quality Assurance Committee, which is a subcommittee of Academic Board. Student Access and Success outcomes for students from underrepresented groups are regularly formally reported to the Equality, Diversity, Inclusion and Wellbeing Committee, where alignment with the University's Equality and Diversity Plan is tested and assured. This group oversees policies relating to equality

of opportunity and offers constructive challenge to staff responsible for student recruitment, student support, study skills, curriculum design and teaching from an equality perspective.

In the academic institutes, an overarching "One Plan" is used to join up strands of planning linked to teaching and learning, curriculum, pedagogy and practice, in addition to actions intended to prepare students for progressing to employment and further study. The One Plan provides a single document setting out the strategic direction for staff, explicitly mapping these actions to the APP objectives. At course level, staff take a range of actions to support the achievement of the best outcome for students, applying their detailed knowledge of data and contextual information in working with their students to support success. The One Plan also references interventions and targets set in our Employability, Student Support and Learning Teaching and Assessment plans. Achievement of the One Plan goals, at cohort, programme, and institute level, is monitored through the deliberative committees with ultimate oversight by Academic Governance Committee on behalf of the University Board.

In all cases we will continue to promote student success through our mainstream approaches to inclusive, accessible curriculum, to innovative learning, teaching and assessment methods, and to academic development which actively promotes success for all students rather than operating a deficit model. Our policies and strategies – notably the Curriculum Design Framework, Learning and Teaching Plan, Employability Plan and Personal Tutor Policy and Toolkit -- seek to create the necessary infrastructure and practice to give all students the opportunity to develop in an appropriately challenging and supportive environment. The quality and consistency of what we offer to students is assured by this infrastructure of policies and plans, with pragmatic and context-sensitive daily attention to what students tell us they need within the institutes and services. Our Equality and Diversity Statement treats students and staff equally as members of a diverse community with equality of opportunity as its goal. Staff training is available in areas ranging from Unconscious Bias to Making Reasonable Adjustments; training is mandatory for those working directly with students or in the admissions and recruitment functions.

From 2023, new working groups will be established across the University with cross-University staff and student representation to ensure a joined-up approach to delivering interventions and so that we understand why persistent gaps in outcomes are present and what we can further do to eliminate them. These groups may focus on a particular characteristic (such as Disability) or an area of activity (such as assessment design) and will recruit students with relevant personal insight. There will also be close collaboration with the Race Equality Charter leads working group. At the time of writing we are developing our next Learning, Teaching and Assessment (LTA) Plan, which will evolve from the current plan to continue to articulate the essential principles of our practice in supporting learning: inclusive curriculum, varied and active approaches to learning and authentic assessment are the key building blocks of a practice which is student-centred and focusses on facilitating the student's individual development as a professional. Our Centre for Academic Practice Enhancement leads on the promulgation of inclusive and universal approaches to curriculum design, informed by feedback from students in underrepresented groups.

Student consultation

A new Strategic Lead for Access and Participation was recruited to the University in September 2022 to lead on this work with a key priority to engage with the student body in APP work year-round at all stages. There is representation from the Students' Union on the APSG to monitor and evaluate progress against our existing targets, and work together on new submissions.

Identifying risks to equality of opportunity in our context.

- To ensure that sufficient time was given to consult students and staff on their perceived risks to equality of opportunity at the University of Cumbria, a consultation was conducted across the University in March 2023, ahead of the publication of the Equality of Risk Register. Four student workshops were offered across our campuses in Lancaster, Ambleside, Carlisle and online. An additional online survey was opened to ensure that students unable to attend a workshop had another way to share their views. Students with characteristics focused on in the existing APP were sent a targeted email to encourage participation. Where students provided their contact details to receive the final report, they were asked if they would like to support the creation of the APP.

- Questions across workshops and the surveys were the same, but in the surveys pre-populated options were given to rank in the first three questions, based on themes present in existing research literature to provide a quantitative data set in addition to qualitative data providing further context for analysis.

- 36 students engaged across the consultation. The profile of the students contributing to the consultation survey were in the majority undergraduate (87.1%), mature (70.1%), eligible for student finance (93.5%) and identified as white (90.3%). 47.4% disclosed that they had a disability with 31.1% disclosing multiple disabilities. 26.3% are in receipt of the Cumbria bursary, and 10.5% are care experienced and 21.1% estranged from their parents.

Challenges to students at each stage identified in the consultation.

The greatest challenges identified in student survey responses were:

	Applying to university	Continuing studies	Progressing to further study or employment
1.	*'Cost of living & finance'*		
2	*'Maintaining health and wellbeing'*		*'Balancing studies with employment'*
3.	*'Feeling a sense of belonging'*	*'Balancing studies with employment'*	*'Interview and CV/application skills'*

Additional themes in workshops
Applying to university: *'UCAS accessibility challenges', 'Limited Information, advice and guidance' particularly impacting first in family to higher education and 'Not having the confidence and self-efficacy'.* **Continuing studies:** *'English comprehension and literacy' and 'Placements'.* **Progressing to further study or employment**: *'Geography of opportunities.'*

Action staff can take to support these students

The broad themes that suggested solutions were centred around were:

• Consideration of students' personal circumstances
• Review and align student record systems
• Review curriculum and assessment design
• Review bursary and financial support
• Review and improve communication with and to students
• Investment and review of staff resource

Forming our targets and interventions

The Students' Union Sabbatical Welfare Officer is represented on the APSG and has been consulted at all stages of developing the 2024-28 APP, including the drafting of targets and interventions. These have been shaped by the assessment of performance using the OfS APP dashboard, our internal HESA data and the consultation responses from students and staff. We have made the assessment of performance and intervention strategies available to the Students' Union who have conducted their own consultation exercise. Our intervention strategies have been designed to balance ambitious change in addressing risks, what we know of ongoing contextual challenges, and the resource we have available.

Monitoring, evaluation and delivery of access and participation work

For 2023-2024, working groups relating to targeted student groups requiring support will be formed to ensure a whole-university approach, with student representation informing our APP work. Students with shared characteristics to those targeted within this Plan will be invited through the Students' Union to participate in the groups responsible for operational delivery and evaluation of our interventions set out in the 2024-28 plan. The APSG will have overall responsibility for the internal monitoring of our work, and the Students' Union will continue to represent students as part of this.

Additionally, the Strategic Lead for Access and Participation will develop a web presence for this important work to encourage year-round opportunities for feedback and discussion from students

in an impartial space separate from those staff directly delivering the outcomes in access or teaching and learning.

Evaluation of the plan

Progressing on from our previous self-assessment of existing approached to evaluation, a Strategic Lead for Access and Participation was recruited in 2020 and a common evaluation toolkit was developed with significant progress on previous identified actions and shared across services. However, the impacts of the pandemic between 2020-22 impacted the speed of implementation of this toolkit. Pockets of good practice in evaluation exist within the University, but embedding this toolkit and providing training and support for staff are a key priority for implementation in 2023 to move from emerging culture of evaluation to become more established and consistent.

Our overarching approach to evaluation is to ensure a progression of evidence type in areas where there is little evidence in the sector to support interventions. This will predominantly be moving from type 1- narrative, towards type 2- empirical enquiry. We will publish findings where evidence is emerging, for attainment-raising activity and the impact of bursary funds on student success outcomes on an open access basis on our website, and we will share findings through the OfS repository of evidence once it is created. We will also share findings with our networks in the sector, through Uni Connect partnerships and through the Access and Participation Special Interest Group, which we are a member of. This group provides a space for institutional leads for access and participation to share findings, best practice and approaches to supporting students from underrepresented groups. Over the course of this Plan, the Group will be working collaboratively to provide peer support, professionalisation opportunities and advocacy for access and participation across the country.

We will use a mixture of evaluation conducted internally and outsourced externally – including that generated in partnership with Uni Connect partners and other Higher Education institutions – to contribute to the sector understanding of 'what works.' By being explicit about our interventions and their intended impact, we will enable staff across the institution to focus on supporting students to reach their full potential. Where interventions outlined are to improve internal systems supporting our students and pilot activity to improve student success, we commit to full evaluation through a theory of change approach, sharing our findings internally at first through relevant committees including the APSG and SSQAC. We will then reflect on the best avenues for sharing what we have learned through sector networks.

The APSG will be responsible for monitoring the overall progress of the APP through the overall theories of change of the intervention strategies aligned with the student groups experiencing the greatest risks to equality of opportunity outlined in our assessment of performance (Annex A). The operational delivery of interventions and evaluation of these will be conducted through working groups, and information and areas requiring action escalated to APSG. This will allow those involved in delivery of activity to be agile to make any necessary adjustments to their approach in time for impact, if and where interventions are not making intended impact, or circumstances impacting the activity change.

We will conduct a review of our systems of data capture relating to student engagement and access to contextual information such as their characteristics so that systems are accessible and sufficient to carry out monitoring and evaluation of student engagement with interventions. The Strategic Lead for Access and Participation will also be leading a cross-university evaluation culture change relating to access and participation, developing our current best practice (established in access) to be applied in evaluation of success-related activity and interventions. We have developed an Evaluation Toolkit as a key enabler for the development of the culture of evaluation throughout the university. For detailed information about our plans for evaluation of the intervention strategies, please see the table starting on page 23 above.

Provision of information to students

The University is committed to publishing timely, clear and accessible information to existing and prospective students on all aspects of their course and particularly the financial expectations. Focus is placed on ensuring that students from underrepresented groups are informed of the financial support that they are entitled to because of the provisions set out in this plan. The published information for students relating to the Cumbria Bursary and the Progression Scholarship makes it clear that they are entitled to be included in scoring for the Bursary if they have consented to share financial information, or to apply for the Progression Scholarship.

Information for students also states clearly that not all eligible students receive a Bursary or Scholarship as funding is limited. We use objective information, assessed by the Student Loans Company and collected through the University online registration process, about students to create the scores according to transparent criteria. The process of scoring is strictly numerical and the numerical ranking is the only determining factor in whether a student receives a Bursary or not.

The Student Enquiry Point is a point of contact to the Money Advice team for any potential queries regarding fees and finance. The University is determined that no student will be deterred from exploring and achieving entry to an appropriate UoC programme because of poor information or poor access to information.

The University takes the following actions in this area:

• The annual tuition fee for each programme is stated in formal offer letters alongside details of the basis of any inflationary increases that may be applied during the programme. The fees are also published on the University's website as soon as they are confirmed.

• Eligibility and prioritisation criteria for the Cumbria Bursary and the amount of the bursary for FT and PT students, are published on the University's website and prominently linked for applicants and current students on the Student Finance page.

The Cumbria Bursary is our targeted financial support package for 1st year 'home' undergraduate students studying a qualifying course and is a non-repayable bursary which students do not need to apply for. Students and sponsors who consent to share their financial information with their Higher Education Institution and meet our eligibility criteria will be considered for the bursary. It is provided through a fixed number of allocated awards and uses a scored prioritisation process to

impartially rank all eligible applicants (with household incomes of less than £25,000 per annum). We award bursaries to those with the highest scores.

For full time students awarded the Cumbria Bursary, they will receive £1,000 each year of study and part time students studying at least 50% of a full-time equivalent course and registered on a minimum three-year course will receive £500 per year of study.

Eligibility criteria
- Student is entering into year 1 or integrated foundation year of a specified undergraduate degree at the University of Cumbria.
- Student has a household income of £25,000 or less as assessed by Student Finance England, Student Finance Wales, Student Finance Northern Ireland or Student Awards Agency Scotland. Assessed by funding provider before **2nd October 2023**.

Cumbria Bursaries will not be available to students who are:
- studying less than 50 credits per year
- already holding a HE qualification e.g. Cert HE, HND or Foundation Degree (Care Leavers will be exempted).
- undertaking a postgraduate qualification, including PGCE courses

Prioritisation criteria
Usually, there are more students who meet the criteria than there are awards available. Bursaries will be allocated according to the following prioritisation criteria:
- the student's household income
- the student has declared Care Leaver status*
- the student has declared a disability on their UCAS form
- the student is from an area where not many people go into Higher Education

• Student Financial Regulations are published each year and students are asked in their offer letter to read these prior to enrolment. These provide details across a range of subjects including how and when the University collects fees and how the University will respond if students are unable to make payments. These Regulations are available on the University's website, enabling prospective students to read these ahead of their application.

• Course webpages provide students with detailed information with respect to fees, additional costs, and the financial support packages we offer.

• The University participates fully in the Discover Uni official course data scheme as well as providing clear, accessible and up to date information on its website on the fees for each year of entry and the funding support available.

• Outreach staff and Student Money Advisors are trained to provide accurate information, advice and guidance on fees and funding as part of their work to support access to higher education. Comprehensive guidance is provided on the University's website.

• The University works closely with the Students' Union and through its student support and information services to ensure that students have a clear understanding of student finances and the current loan and payment arrangements.

Annex A: Assessment of performance

Summary of student groups with differential outcomes

In summary, there are differential outcomes for students at the following stages with the following characteristics. Data correct as of 12th June 2023.

Stage	Student groups with differential outcomes	Comparator group	Percentage point gap to comparator group in most recent year assessed	Commentary	Analysis
Access	Sex, Males (FT) IMD Q1 (PT) ABCS Q1 students (FT) ABMO (FT, North West campuses)	Sex, Females (FT) IMD Q5 (PT) ABCS Q5 (FT) White (FT, North West campuses)	29.2 percentage points 3 percentage points 6.3 percentage points 4.3 percentage points behind North West ONS data, and 3.3 percentage points difference to all campuses.	When controlling for North West campuses, we are 4.4 percentage points behind the North West	Males are less likely than their female peers to enrol at the University of Cumbria. This is an existing target using POLAR 4 in our 2020-24 APP and we have considerably fewer enroling than in our original baseline year.

				census data for minority ethnicity students.	
Continuation	TUNDRA Q1 (FT) IMD Q1(FT) IMD Q1 or 2 females (FT) IMD Q1 or 2 males (FT) POLAR 4 Q1 (FT) ABCS Q1 (FT) ABCS Q1 (PT) Black (FT) Black (PT) Mixed (FT) 21 and over (FT) 21 and over (PT) Mental health conditions (FT) Mental health conditions (PT) Eligible for FSM (FT) Care Leaver (FT)	TUNDRA Q5 (FT) IMD Q5 (FT) IMD Q3, 4 or 5 females (FT) IMD Q3, 4 or 5 males (FT) POLAR 4 Q5 (FT) ABCS Q5 (FT) ABCS Q1 (PT) White (FT) White (PT) White (FT) Under 21 (FT) Under 21 (PT) No disability (FT) No disability (PT) Not eligible for FSM Not care leaver	2.5 percentage points 8.2 percentage points 2.2 percentage points 8 percentage points 2.4 percentage points 13.7 percentage points 31.6 percentage points* 17.5 percentage points 18.4 percentage points* 0.5 percentage points* 3.1 percentage points 17.6 percentage points 2.5 percentage points 10.3 percentage points* 4.5 percentage points 8.8* percentage points	*4-year aggregate (annual numbers suppressed)	While Asian and Other ethnicity students outperform their white peers in continuation, the gap between Black and white students is persistent. The gap between the most and least advantaged students and the most and least represented is growing. This is more pronounced for males IMD Q1. While the continuation rates of 21 and over PT students significantly increased in 2019-20, they are less likely to continue than students under 21. Reducing the gap between IMD Q1 and Q5 and between ABMO students and their white peers are two existing targets in our 2020-24 APP.

Completion (2017-18 most recent year)	TUNDRA Q1 (FT)	TUNDRA Q5 (FT)	4.9 percentage points		The gap between the most and least advantaged and most and least represented students is growing. This is more pronounced for males.
	IMD Q1 (FT)	IMD Q5 (FT)	10.5 percentage points		
	POLAR 4 Q1 (FT)	POLAR 4 Q5 (FT)	4.9 percentage points		
	ABCS Q1(FT)	ABCS Q5 (FT)	14.1 percentage points		
	Asian (FT)	White (FT)	6.7 percentage points		
	Mixed (FT)	White (FT)	1.1 percentage points*		While there are limitations due to small numbers of students to report on, the OfS 2-year aggregate gap for students with social or communication impairment is substantial and requires further analysis of our internal data.
	Other (FT)	White (FT)	5.3 percentage points*		
	21 and over (FT)	Under 21 (FT)	1.9 percentage points		
	Disability (FT)	No disability	4.1 percentage points	*4-year aggregate (annual numbers suppressed)	
	Cognitive or learning difficulties (FT)	No disability	1.2 percentage points		
	Mental health conditions (FT)	No disability	12.2 percentage points		
	Multiple impairments (FT)	No disability	4.4 percentage points*		
	Social or communication impairment (FT)	No disability	8.7 percentage points*		Completion is a new metric for the APP, and as such we do not have existing targets in our 2020-24 APP.
	Eligible for FSM (FT)	Not eligible for FSM	4.7 percentage points		
	Care leavers (FT)	Not care leaver (FT)	8.2 percentage points*		

Attainment (2021-22 most recent year)	TUNDRA Q5 male (FT)	TUNDRA Q1 male (FT)	8.5 percentage points*		The gap between the most and least advantaged students and most and least underrepresented is growing. This is considerably more pronounced for males (IMD and POLAR 4).
	IMD Q1 (FT)	IMD Q5 (FT)	4.3 percentage points		
	IMD Q1 (PT)	IMD Q5 (PT)	5.2 percentage points		
	IMD Q3, 4 or 5 males (FT)	IMD Q1 or 2 males (FT)	9.7 percentage points		
	IMD Q3, 4 or 5 females (FT)	IMD Q1 or 2 females (FT)	5.3 percentage points		
	POLAR 4 Q1 (FT)	POLAR 4 Q5 (FT)	4 percentage points		While there are limitations due to small numbers of students to report on, the OfS 2-year gap for students with mixed or other ethnicity compared to their white peers is substantial.
	POLAR 4 Q3, 4 or 5 males (FT)	POLAR 4 Q1 or 2 males (FT)	9.2 percentage points		
	Males	Females	9.1 percentage points		
	Asian (FT)	White (FT)	13.4 percentage points		
	Black (FT)	White (FT)	4.3 percentage points		
	Mixed (FT)	White (FT)	4.1 percentage points*		
	Other (FT)	White (FT)	9.8 percentage points*		
	Over 21 (FT)	Under 21 (FT)	1.1 percentage points		Students with cognitive or learning difficulties and sensory, medical or physical impairments outperformed their peers with no disability between 2018-20/21. However, these gaps have opened in 2021/22.
	Disability reported (PT)	No disability reported (PT)	3.8 percentage points		
	Cognitive or learning difficulties (FT)	No disability (FT)	2.2 percentage points	* 4-year aggregate (annual numbers suppressed)	
	Sensory, medical or physical impairments (FT)	No disability (FT)	2.9 percentage points		
	Eligible for FSM	Not eligible for FSM	13.9 percentage points		Eliminating the gap between IMD Q1 and Q5 and between POLAR Q1 and Q5 students are two existing targets in our 2020-24 APP.
	Care Leaver	Not a care leaver	3.3 percentage points*		

Progression *(2020-21 most recent year)*	TUNDRA Q5 (FT)	TUNDRA Q1 (FT)	7.4 percentage points		The gap between the most and least advantaged and most and least represented students is growing. This is more pronounced for males.
	IMD Q1 (FT)	IMD Q5 (FT)	4.7 percentage points		
	IMD Q3, 4 or 5 males (FT)	IMD Q1 or 2 males (FT)	14.5 percentage points		
	IMD Q3, 4 or 5 females (FT)	IMD Q1 or 2 females (FT)	5 percentage points		While significantly reducing, the gap between ABCS Q1 and Q5 still persists.
	POLAR 4 Q1 (FT)	POLAR 4 Q5 (FT)	9.4 percentage points		
	POLAR 4 Q3, 4 or 5 males (FT)	POLAR 4 Q1 or 2 males (FT)	4.8 percentage points		
	POLAR 4 Q3, 4 or 5 females (FT)	POLAR 4 Q1 or 2 females (FT)	3.8 percentage points		
	ABCS Q1 (FT)	ABCS Q5 (FT)	8.7 percentage points		The gap between Black students and their white peers has significantly decreased.
	Black (FT)	White (FT)	6.1 percentage points*	* 4-year aggregate (annual numbers suppressed)	
	Mixed (FT)	White (FT)	4.7 percentage points*		
	Over 21 (FT)	Under 21 (FT)	2.5 percentage points		While there are limitations due to small numbers of students to report on, the OfS 2-year gap for students with a disclosed sensory medical or physical impairment compared to no disability is significant.
	Disability (FT)	No disability (FT)	4.1 percentage points		
	Sensory medical or physical impairment (FT)	No disability (FT)	12** percentage points	** 2-year aggregate (annual numbers suppressed)	
	Eligible for FSM (FT)	Not eligible for FSM (FT)	2.9 percentage points		Reducing the gap between POLAR Q1 and Q5 and IMD Q1 and Q5 and between mixed ethnicity students and their white peers are existing targets in our 2020-24 APP.

Data sources: This assessment of performance primarily uses the OfS AP data dashboard, in addition to our own internal dashboard populated using HESA data to understand further intersectionality and investigate smaller populations of student characteristics that have been suppressed in the OfS public dashboard.

GDPR: To ensure students are not identifiable, we have aggregated smaller student populations where they are not present in the OfS public dashboard for reference and context, for example Care leavers.

Note: We have included within this annex data analysis only areas of identified risk, but conducted a full assessment internally and have summarised below where there are successes for nationally underrepresented groups.

Full time students summary - areas of success.

Access

Our proportion of students from underrepresented areas by the TUNDRA measure is outperforming the sector, and continued Q1&2 higher representation rates than Q5 over a 6-year period. There is a similar picture for IMD (2019). For Q1&2 there is a higher representation rate than Q5 over a 6-year period at the University and we are outperforming the sector. For POLAR 4 Q1&2 we are outperforming the sector and have 40.1% of students across Q1&2 in 2021-22.

We have a higher proportion of students aged 21 and over accessing FT UG courses than under 21-year-olds, growing to 67.1% in 2020-21, more than double the sector benchmark.

We have higher than sector benchmark rates of reported disability by students at 19.8% in 2021-22. Higher than sector benchmark reported rates of disabilities include, cognitive or learning difficulties, mental health conditions and sensory, medical or physical impairment.

Continuation- Asian and Other ethnicity students' continuation rates were higher than white students. Students with a reported disability, overall, had higher rates of continuation than students with none reported, except for students with a reported mental health condition.

Completion- While overall, students with reported disabilities had lower proportions of completion than those with none reported, in 2017-18 students with sensory, medical or physical impairments or multiple impairments had higher rates of completion than no disability reported.

Attainment- Overall, students with reported disabilities had greater attainment than those with none reported, except for students with disclosed cognitive or learning difficulties or sensory, medical or physical impairments who had lower attainment rates. Students with a disclosed mental health condition had particularly greater attainment rates than those with no disability disclosed.

Part-time students

Access- 65.8% of PT students were TUNDRA Q1&2 in 2021-22 and over 60% in both 2- and 4-year aggregates. Over 50% of PT students were POLAR4 Q1&2 over 2021-22 and the 4-year aggregate and over 60% in the 2-year aggregate. Our PT students are more likely to be aged 21 and over, with over 90% for the 2- and 4-year aggregates. They are less likely to be from IMD (2019) Q1&2 than FT students and less likely to report a disability. Over a 4-year aggregate, they are less likely to be eligible for FSM. They are more likely to have a white ethnicity and be ABCS Q1 than FT students.

Looking at intersections, PT males were twice as likely to be from POLAR4 Q1&2 over the 2-year aggregate than females.

Continuation- There is an overall continuation gap of over 12 percentage points between PT and FT students over 2- and 4- year aggregates. This is more pronounced for students aged 21 and over, with students under 21 more likely to continue than students under 21 on FT courses and comparatively students aged 21 and over less likely to continue their studies than FT student aged 21 and over. There is a persistent gap between quintiles 1-4 ABCS and quintile 5 over 2- and 4-year aggregates.

Attainment- PT 21 and over students were likely to have a better attainment rate than FT students. PT IMD Q1& 2 males were likely to have a higher attainment rate than females compared to FT courses in 2021-22 and across 2- and 4-year aggregates. Across the 2- and 4-year aggregates, PT students with a disclosed disability had better attainment rates than none disclosed over 2- and 4-year aggregates, but the gap opened to 1.1 percentage points in 2021-22. PT students with cognitive or learning difficulties were more likely to have better attainment in 2021-22 and across 2- and 4-year aggregates than no disability reported.

Progression- The percentage of PT aged 21 and over students who progressed into professional or managerial employment, further study or other positive outcome was over 27 percentage points higher than for aged 21 and over FT students 2020-21 and the 2-year aggregate. ABCS Q1&2 PT students had over 25 percentage points better progression outcomes in the 4-year aggregate than FT students.

Apprentices

Our apprentices are predominantly aged 21 and over and less likely to report a disability than our FT undergraduate students, however more likely to report cognitive or learning difficulties. They are less likely to be a minority ethnicity student than our full-time undergraduate students, with over 94% of the apprentice population white in 2- and 4-year aggregates. Over 50% of apprentices are from POLAR 4 Q1 & 2 across the 4-year aggregate which is more pronounced for females, with a 11.9 percentage point gap over the 4-year aggregate.

Our apprenticeship provision has grown over the last four years, and therefore we cannot yet identify with confidence gaps in the data for our apprentices. During the 2024-28 plan, we will pay close attention through our Apprentice Steering group and APSG the outcomes of these students. We are working in partnership with North West Ambulance Service group alongside other universities, to proactively promote diversity and inclusion in the workforce and through recruitment and retention of students.

ACCESS

Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Sector all registered English HE providers	2021-22	2021-22 Sector all registered English HE providers
Sex **gap** between females and males (FT, UG)	38.2 percentage points	38.2 percentage points	35 percentage points	38.6 percentage points	42.4 percentage points	14.6	29.2 percentage points	13.6 percentage points
Deprivation (IMD 2019) **gap** between Q5 and Q1 (PT, UG)	4.7 percentage points	6.6 percentage points	6.1 percentage points	5.3 percentage points	18.4 percentage points	-2 percentage points	3 percentage points	-2.8 percentage points
ABCS (FT) **gap** between Q5 and Q1 (FT, UG)	5.8 percentage points	6.6 percentage points	9.1 percentage points	9.9 percentage points	10.7 percentage points	26.6 percentage points	6.3 percentage points	27.8 percentage points
Ethnicity (18-year-olds only, FT, UG) limitations *aggregated all campuses*	12.8% ABMO	14.7% ABMO	24% ABMO	22% ABMO	17.7% ABMO	33.3%	13.3% ABMO	34.8%
Ethnicity (18-year-olds only, FT, UG)	9.5%	7.5%	9.9%	10%	7.8%		10.1%	

North West campuses*								

* The North West ONS ethnicity average is 14.4% so we are still below the regional benchmark

Broad ethnic groups (2021)
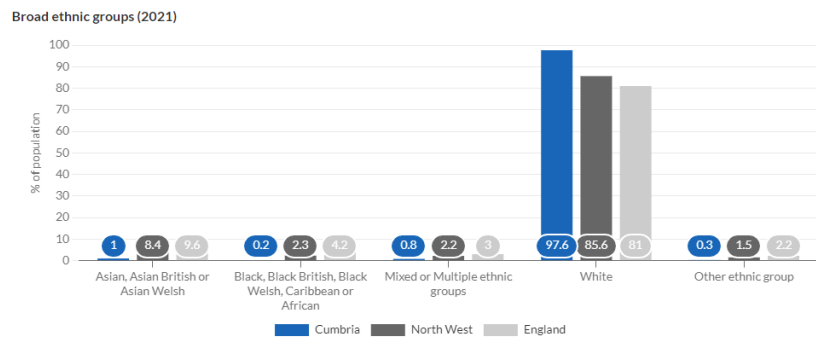
Source: ONS, Census 2021

**Below the national average of 22.5% but above North West average of 16.4%
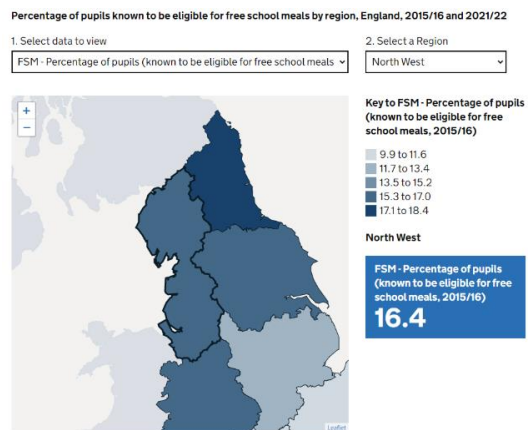
CONTINUATION

Measure	2015-16	2016-17	2017-18	2018-19	2019-20	2019-20 Sector all registered English HE providers	2020-21	2020-21 Sector all registered English HE providers	Comments
TUNDRA **Gap** between Q5 and Q1 (FT, UG)	2.6 percentage points	2.2 percentage points	6 percentage points	5.1 percentage points	0.5 percentage points	2.7 percentage points	2.5 percentage points	3.7 percentage points	
Deprivation (IMD 2019) **gap** between Q5 compared with 1 (FT, UG)	3.5 percentage points	7.8 percentage points	9.7 percentage points	10.6 percentage points	6.5 percentage points	6.9 percentage points	8.2 percentage points	9.1 percentage points	

Deprivation (IMD 2019) **Gap** between Q3, 4 or 5 compared with Q1 or 2 females (FT, UG)	2.7 percentage points	5 percentage points	5.6 percentage points	5.6 percentage points	3.7 percentage points	3.3 percentage points	2.2 percentage points	5 percentage points	
Deprivation (IMD 2019) **Gap** between Q3, 4 or 5 compared with Q1 or 2 males (FT, UG)	5 percentage points	6.9 percentage points	2.9 percentage points	15.8 percentage points	1.3 percentage points	6.2 percentage points	8 percentage points	7.9 percentage points	
POLAR 4 **Gap** between	2.9 percentage points	0.7 percentage points	4.4 percentage points	5.9 percentage points	-0.2 percentage points	3.9 percentage points	2.4 percentage points	5.1 percentage points	

Q5 and 1 (FT, UG)									
ABCS **gap** between q5 and 1 (FT, UG)	7.4 percentage points	9.6 percentage points	13.4 percentage points	19.3 percentage points	12.7 percentage points	12.7 percentage points	13.7 percentage points	14.8 percentage points	
ABCS **gap** between q5 and 1 (PT, UG)	11.1 percentage points	39.5 percentage points	27.8 percentage points	39.1 percentage points	Suppressed (more than 2, fewer than 23 students)	26.1 percentage points			4-year aggregate gap 31.6 percentage points.
Black and white **gap** (FT, UG)	6.5 percentage points	6.4 percentage points	4.2 percentage points	5.6 percentage points	18 percentage points	5 percentage points	17.5 percentage points	5.8 percentage points	
Black and white **gap** (PT, UG)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	No students in this denominator (or 2 or fewer).	8.8 percentage points			4 year-ending 2019-20 aggregate 18.4 percentage points gap

Mixed and white **gap** (FT, UG)	-3.6 percentage points	3.9 percentage points	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, but is within 2 of denominator)	Suppressed (more than 2, but is within 2 of denominator)	1.5 percentage points	Suppressed (more than 2, fewer than 23 students)	2.2 percentage points	4 year- 0.5 percentage points gap (denominator 80), 2 year- 2.7 percentage points gap (denominator 40).
Age: **gap** between under 21 and 21 and over. (FT, UG)	0.1 percentage points	-0.6 percentage points	2 percentage points	8.9 percentage points	8.8 percentage points	8.2 percentage points	3.1 percentage points	9.9 percentage points	
Age: **gap** between under 21 and 21 and over. (PT, UG)	9.6 percentage points	Suppressed (the under 21 numerator is more than 2 but within 2 of the denominator)	24 percentage points	Suppressed (the under 21 numerator is more than 2 but within 2 of the denominator)	17.6 percentage points	5.6 percentage points			

Mental health condition and no disability gap (FT, UG)	9 percentage points	-0.6 percentage points	4.6 percentage points	1.6 percentage points	4.2 percentage points	3 percentage points	2.5 percentage points	2 percentage points	
Mental health condition and no disability gap (PT, UG)	No students in this denominator (or 2 or fewer).	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	9.9 percentage points			4-year aggregate 10.3 percentage points gap
Eligibility for free school meals (FT, UG)	5 percentage points	3.2 percentage points	5.3 percentage points	3.8 percentage points	4.4 percentage points	4 percentage points	4.5 percentage points	5.3 percentage points	
Care leaver and not	Suppressed (more than 2, fewer	Suppressed (more than 2,	Suppressed (more than 2, fewer	Suppressed (more than 2,	8.8 percentage points		Suppressed (more than 2, fewer		2-year aggregate-13.1

care leaver (FT, UG)	than 23 students)	fewer than 23 students)	than 23 students)	fewer than 23 students)			than 23 students)		percentage points 4-year aggregate-8.8 percentage points

COMPLETION

Measure	2012-13	2013-14	2014-15	2015-16	2016-17	2016-17 Sector all registered English HE providers	2017-18	2017-18 Sector all registered English HE providers	Comments
TUNDRA (gap between q5 and q1) (FT, UG)	6.2 percentage points	1 percentage point	13.4 percentage points	3.3 percentage points	4.8 percentage points	5 percentage points	4.9 percentage points	4.8 percentage points	
Deprivation (IMD 2019) gap between q5 and q1 (FT, UG)	6 percentage points	3.7 percentage points	9.6 percentage points	5 percentage points	7.6 percentage points	10.4 percentage points	10.5 percentage points	10.6 percentage points	

POLAR 4 Gap between Q5 and 1 (FT, UG)	5.1 percentage points	0.8 percentage points	13 percentage points	3.3 percentage points	2.5 percentage points	76.9 percentage points	4.9 percentage points	6.7 percentage points	
ABCS (gap between q5 and q1) (FT, UG)	17.3 percentage points	21.5 percentage points	12.7 percentage points	15.7 percentage points	16.5 percentage points	23.2 percentage points	14.1 percentage points	23.5 percentage points	
Ethnicity- Asian and White gap (FT, UG)	-6 percentage points	-5.8 percentage points	-3.8 percentage points	-4.2 percentage points	5.9 percentage points	1.3 percentage points	6.7 percentage points	1.5 percentage points	
Black and White gap (FT, UG)	19.2 percentage points	10.6 percentage points	1.5 percentage points	7.6 percentage points	2.7 percentage points	7.3 percentage points	-2.5 percentage points	7.8 percentage points	
Mixed and White gap (FT, UG)	Suppressed (more than 2, fewer than 23 students)	6.3 percentage points	-0.7 percentage points	1.1 percentage points	4.7 percentage points	3.1 percentage points	Suppressed (more than 2, fewer than 23 students) Completion -0.7pp	2.9 percentage points	4-year aggregate 1.1 percentage points 2-year aggregate 2.4 percentage points
Other and White gap (FT, UG)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	4.4 percentage points	Suppressed (more than 2, fewer than 23 students)	4.5 percentage points	4-year aggregate 5.3 percentage points 2-

									year aggregate Suppressed (more than 2, fewer than 23 students)
Age: gap between under 21 and 21 and over. (FT, UG)	2.5 percentage points	3 percentage points	-0.7 percentage points	1.4 percentage points	0.3 percentage points	9.7 percentage points	1.9 percentage points	10.2 percentage points	
Disability: gap between No disability reported and disability reported (FT, UG)	6.3 percentage points	1.5 percentage points	1.2 percentage points	14.2 percentage points	3.3 percentage points	1.9 percentage points	4.1 percentage points	2.1 percentage points	
Cognitive or learning difficulties and no disability gap (FT, UG)	8 percentage points	0	0.5 percentage points	12.1 percentage points	1.4 percentage points	-0.5 percentage points	1.2 percentage points	-0.9 percentage points	
Mental health condition and no	Suppressed (more than 2, fewer	Suppressed (more than 2, fewer	Suppressed (more than 2, fewer	10 percentage points	9.3 percentage points	4.9 percentage points	12.2 percentage points	5.3 percentage points	

disability gap (FT, UG)	than 23 students)	than 23 students)	than 23 students)						
Social or communication impairment and no disability gap (FT, UG)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	4.4 percentage points	Suppressed (more than 2, fewer than 23 students)	4.2 percentage points	4 years aggregate 8.7 percentage points 2-year aggregate 13.8 percentage points
Eligibility for free school meals (FT, UG)	1.6 percentage points	3 percentage points	4.1 percentage points	2.9 percentage points	2.7 percentage points	7.6 percentage points	4.7 percentage points	8.3 percentage points	
Care-leavers (FT)	No students in this denominator (or 2 or fewer).	No students in this denominator (or 2 or fewer).	0.2 percentage points	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)		Suppressed (more than 2, fewer than 23 students)		2-year aggregate 7.3 percentage points 4-year aggregate 8.2 percentage points

ATTAINMENT

Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Sector all registered English HE providers	2021-22	2021-22 Sector all registered English HE providers	Comments
TUNDRA **Gap** between Q5 and Q1 males (FT, UG)		Suppressed (more than 2, fewer than 23 students)	7.7 percentage points	20.1 percentage points	-4.9 percentage points		Suppressed (more than 2, fewer than 23 students)		4-year aggregate gap 8.5 percentage points.
Deprivation (IMD 2019) **gap** between q5 and q1 (FT, UG)	14 percentage points	10.5 percentage points	19.9 percentage points	15.6 percentage points	11.2 percentage points	15.3 percentage points	4.3 percentage points	17.8 percentage points	
Deprivation (IMD 2019) **Gap** between Q3, 4 or 5 and Q1 or 2 males (FT, UG)	0.9 percentage points	10.8 percentage points	16.7 percentage points	14.9 percentage points	4.9 percentage points	9.5 percentage points	9.7 percentage points	11.5 percentage points	

Deprivation (IMD 2019) **Gap** between Q3, 4 or 5 and Q1 or 2 females (FT, UG)	5.5 percentage points	1.8 percentage points	10.8 percentage points	11.9 percentage points	7.8 percentage points	11.2 percentage points	5.3 percentage points	12.6 percentage points
POLAR 4 **Gap** between Q5 and Q1 (FT, UG)	0.3 percentage points	3.8 percentage points	15.2 percentage points	11.9 percentage points	-6.7 percentage points	8.9 percentage points	4 percentage points	10.3 percentage points
POLAR 4 **Gap** between Q3, 4 or 5 and Q1 or 2 males (FT, UG)	5.8 percentage points	-4 percentage points	5.9 percentage points	9.5 percentage points	0.2 percentage points	5.1 percentage points	9.2 percentage points	5.4 percentage points
Ethnicity-Asian and White **gap** (FT, UG)	0.8 percentage points	3.4 percentage points	24.1 percentage points	30.1 percentage points	19.9 percentage points	6.1 percentage points	13.4 percentage points	8.4 percentage points
Black and White gap (FT, UG)	15.4 percentage points	22.6 percentage points	28.2 percentage points	19 percentage points	15.6 percentage points	18.3 percentage points	4.3 percentage points	20.1 percentage points

Mixed and White **gap** (FT, UG)	15.9 percentage points	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	2.7 percentage points	Suppressed (more than 2, fewer than 23 students)	3.5 percentage points	4-year aggregate 4.1 percentage points 2-year aggregate 9.5 percentage points
Other and White **gap** (FT, UG)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	18.3 percentage points	9 percentage points	Suppressed (more than 2, fewer than 23 students)	10.6 percentage points	4-year aggregate 9.8 percentage points 2-year aggregate 16.6 percentage points
Age: **gap** between under 21 and 21 and over. (FT, UG)	-4 percentage points	-6.7 percentage points	6.3 percentage points	8.3 percentage points	4.3 percentage points	10.6 percentage points	3.8 percentage points	9.4 percentage points	
Disability reported and no disability **gap** (PT, UG)	Suppressed (more than 2, fewer than	Suppressed (more than 2, fewer than	Suppressed (more than 2, fewer	-10.7 percentage points	Suppressed (more than 2, fewer	3.7 percentage points	1.1 percentage points	4 percentage points	4-year aggregate -3.9 percentage

	23 students)	23 students)	than 23 students)		than 23 students)				points, 2-year aggregate 5 percentage points.
Cognitive or learning difficulties and no disability **gap** (FT, UG)	3.7 percentage points	8.6 percentage points	-7.9 percentage points	-3.4 percentage points	-3.5 percentage points	2.1 percentage points	2.2 percentage points	0.3 percentage points	
Sensory, medical or physical impairments and no disability **gap** (FT, UG)	-3.1 percentage points	-7.8 percentage points	-1.6 percentage points	0.9 percentage points	-4.4 percentage points	0.6 percentage points	2.9 percentage points	-0.9 percentage points	
Eligibility for free school meals (FT, UG)	14.9 percentage points	9.4 percentage points	5.8 percentage points	15.4 percentage points	11 percentage points	10.3 percentage points	13.9 percentage points	12.4 percentage points	
Care Leaver and non-care-leaver **gap**.	*[Care leaver dominator more than 2, fewer than 23 students]*	*[Care leaver dominator more than 2, fewer than 23 students]*	*[Care leaver dominator more than 2, fewer than 23 students]*	*[Care leaver dominator more than 2, fewer than 23 students]*	*[Care leaver dominator more than 2, fewer than 23 students]*		*[Care leaver dominator more than 2, fewer than 23 students]*		4-year aggregate-3.3 percentage points gap.

PROGRESSION

Measure	2017-18	2018-19	2019-20	2019-20 Sector all registered English HE providers	2020-21	2020-21 Sector all registered English HE providers	Comments
TUNDRA Gap between Q5 and Q1 (FT)	-1.5 percentage points	5.3 percentage points	-0.5 percentage points	7.1 percentage points	7.4 percentage points	6.7 percentage points	
Deprivation (IMD 2019) **Gap** between q5 and q1 (FT, UG)	4.3 percentage points	8.2 percentage points	9 percentage points	10.6 percentage points	4.7 percentage points	10.8 percentage points	
Deprivation (IMD 2019) **Gap** between Q3, 4 or 5 males and Q1	9.5 percentage points	17.1 percentage points	3.8 percentage points	7.4 percentage points	14.5 percentage points	7.9 percentage points	

or 2 males (FT, UG)							
Deprivation (IMD 2019) **Gap** between Q3, 4 or 5 females and Q1 or 2 females (FT, UG)	2.5 percentage points	5 percentage points	5.7 percentage points	6.7 percentage points	5 percentage points	7.2 percentage points	
POLAR 4 Q5 and Q1 **gap** (FT, UG)	6.2 percentage points	7.5 percentage points	2.2 percentage points	8.8 percentage points	9.4 percentage points	9.3 percentage points	
Gap between POLAR 4 Q3, 4 or 5 males and Q1 or 2 males (FT, UG)	-2.9 percentage points	4.3 percentage points	4.6 percentage points	5 percentage points	4.8 percentage points	5.4 percentage points	
Gap between POLAR 4 Q3, 4 or 5 females and Q1 or 2 females (FT, UG)	2.3 percentage points	-2.7 percentage points	5.1 percentage points	5.3 percentage points	3.8 percentage points	4.3 percentage points	

ABCS (gap between q5 and q1) (FT, UG)	32.9 percentage points	33.1 percentage points	22.7 percentage points	21.8 percentage points	8.7 percentage points	17.3 percentage points	
Black and White gap (FT, UG)	Suppressed (more than 2, fewer than 23 students)	3 percentage points	15.2 percentage points	4.5 percentage points	Suppressed (more than 2, fewer than 23 students)	3.6 percentage points	4-year aggregate 6.1 percentage points
Mixed and White gap (FT, UG)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	0.2 percentage points	Suppressed (more than 2, fewer than 23 students)	-0.6 percentage points	4-year aggregate 4.7 percentage points
Age: **gap** between under 21 and 21 and over. (FT, UG)	-13.3 percentage points	-10 percentage points	-2.5 percentage points	0	2.5 percentage points	2.8 percentage points	
Disability: gap between No disability reported and disability reported (FT, UG)	9.2 percentage points	4.6 percentage points	3.7 percentage points	1.7 percentage points	4.1 percentage points	2.1 percentage points	

Sensory, medical or physical impairments and no disability gap (FT, UG)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	1.3 percentage points	Suppressed (more than 2, fewer than 23 students)	2.1 percentage points	2-year aggregate 12 percentage points
Eligibility for free school meals (FT, UG)	4.6 percentage points	5.1 percentage points	6.9 percentage points	6.7 percentage points	2.9 percentage points	6.8 percentage points	

Indications of risk outside of formal targets and planned action.

For further information please see Annex A, assessment of performance.

Student characteristic(s): Measures of socio-economic disadvantage and underrepresentation		
Tracking underrepresentation by area, Indices of Multiple Deprivation (2019), Participation of local areas (POLAR 4), Association between characteristics (ABCS), eligibility for free school meals (FSM)		
Stage	**Indication of risk**	**Mitigation action**
Access	In 2021/22 ABCS quintile 1 students were less likely than quintile 5 students to enrol at the University of Cumbria by 6.3 percentage points. The gap is wider over 2- and 4-year aggregates. Given the measure includes a cluster of indicators, and our assessment of performance clearly identifying the underrepresentation of disadvantaged males at the university, we will target this group, but explore the ABCS measures in our access targeting of interventions for schools and colleges.	1. Explore ABCS Access characteristics where they are not already used for access intervention targeting in 2024.
Continuation	In 2020/21 the gap between the most and least advantaged students grew by five measures (TUNDRA, IMD 2019, POLAR 4, ABCS and FSM eligibility). This is more pronounced for males IMD Q1&2. There had been progress made against all these metrics, except for students eligible for FSM, in the previous year, in some cases the gap closing or closed. However, evidence suggests that the pandemic has contributed to the re-opening of the gap for students experiencing one or more indicators of disadvantage.	2. Explore ABCS continuation characteristics where they are not already used for on-course student identification and success intervention targeting in 2024.
Completion	The gap between the most and least advantaged students grew by four measures in 2017-18 (TUNDRA, IMD 2019, POLAR 4 and FSM eligibility). This is more pronounced for males IMD Q1&2 and POLAR 4 Q1&2. While the gap reduced for ABCS, it remained high 14.2 percentage points, encompassing FSM, IMD and TUNDRA characteristics in addition to others.	3. Establish cross-university working group to target support towards students with characteristics of socio-economic disadvantage across their lifecycle in 2024.
Attainment	In 2021/22 the gap between the most and least advantaged students grew by two measures (POLAR 4 and FSM eligibility). This is considerably more pronounced for males (IMD and POLAR 4). While the IMD gap greatly reduced, when controlling for Q1 and 2 males compared to females, it sharply increased.	4. Target set for male attainment.

Progression	In 2020/21 the gap between the most and least represented students significantly grew. While the gap between the most and least advantaged students reduced by three measures (IMD 2019, ABCS and FSM eligibility) the gap grew between the most and least advantaged males.	3. Working group as above. Target for male attainment expected to impact progression outcomes for target group.

Student characteristic(s): Minority ethnicity students
Asian, Black, Mixed, Other ethnicity (ABMO)

Stage	Indication of risk	Mitigation action
Access	We have made progress against our historic target of increasing the proportion of students from minority ethnicities enroling at our North West (NW) campuses. This is due to the location and demography of our London campus skewing data if included. When controlling for NW, we are 4.4 percentage points behind the NW census data for minority ethnicity proportions, and therefore will continue to target efforts to diversify our student body through an aligned objective, to maintain progress in this area.	5. Set objective to maintain ABMO student proportion growth, to align with NW census data.
Continuation	While Asian and Other ethnicity students were more likely to continue to the second year of their course than their white peers in 2020/21, Black students were 17.5 percentage points less likely to than white students in 2020-21, only a reduction of 0.5 percentage points from 2019-20.	6. Disaggregate existing target, to target Black students' continuation.
Completion	While Asian students' completion rates were higher than white students over the academic years 2012-2015, a gap opened in 2016-17 which has continued to grow into 2017-18. Mixed and Other ethnicity student populations are small and have been suppressed for 2017-18, however the 4-year aggregate shows there are gaps between Other ethnicity student completion rates and white students. In 2017-18, Black and Mixed ethnicity students were more likely to complete their studies than white students.	7. Ongoing implementation of the London Campus Plan to support academic outcomes for students on our Top-up programme in Business, which attracts a very diverse student body consistent with its location in the London Borough of Tower Hamlets. 8. Establish cross-university working group to target support towards minority ethnicity students across the student lifecycle in 2024.
Attainment	The gaps between Asian and Black students and white student attainment continued to close in 2021-22 and significantly so for Black students. While numbers are suppressed for Mixed and Other ethnicity students, the gap widened over the 2-year aggregate compared to 4-years.	9. Objective to maintain and monitor progress in Black and Asian student attainment.
Progression	Our numbers of students whose ethnicity is Black, Mixed or Other are suppressed for 2020-21. However, there are gaps in progression outcomes between all three ethnic groups in the 2 and 4-year aggregates.	10. Set target for Black students' progression.

Student characteristic(s): Reported disabilities

Disclosed mental health conditions, cognitive or learning difficulties, multiple impairments, social or communication impairment, sensory, medical or physical impairments

Stage	Indication of risk	Mitigation action
Continuation	The gap between students with a disclosed mental health condition and no disability declared in continuation was closing and had reduced by 1.7 percentage points to 2.5 in 2020-21. The number of students with a social or communication impairment is suppressed due to the number being fewer than 23, however over a four-year period there is a 1.8 percentage point gap.	11. Internally monitor continuation of students with disclosed mental health conditions and interventions committed to impact completion target to determine any impacts to continuation in 2023/24 and ongoing.
Completion	The gap between students with reported disabilities and none reported in completion widened in 2017-18 by 0.8 percentage points. The disability type with the largest difference in completion to none reported were those with a reported mental health condition at 12.2 percentage points difference. The students with cognitive or learning difficulties completion rate gap continued to close in 2017-18 and while the most recent year numbers are suppressed for multiple impairments, the 2-year aggregate shows a closing gap from 4-years of 0.2 percentage points. The gap for students with declared social or communication impairment and no disability is suppressed, however, the 2-year aggregate shows that the gap is widening compared to no disability reported.	12. Set target to improve the completion rates of students with disclosed mental health condition. 13. Internally monitor completion rates of students with declared social or communication impairment in 2023/24 and ongoing.
Attainment	While the gap has opened for 2021-22 for both students disclosing a cognitive or learning difficulty, or a sensory, medical or physical impairment, they were outperforming students with no disclosed disability in the 2- and 4-year aggregates.	14. Due to the exceptional nature of the pandemic and its impacts on students with a disability, we will continue to monitor their outcomes closely, as the longer-term impacts of the pandemic continue to be experienced throughout 2023/24 and ongoing.
Progression	While the progression outcomes of students with a reported disability improved in 2020-21, the gap slightly opened between students with a reported disability and those with none. While there are limitations due to small numbers of students to report on, the OfS 2-year gap for students with a disclosed sensory medical or physical impairment compared to no disability is significant.	15. Internally monitor progression rates of students with declared cognitive or learning difficulty and disclosed sensory, medical or physical impairment in 2023/24 and ongoing.

Student characteristic(s): Age	Students 21 and over	
Stage	**Indication of risk**	**Mitigation action**
Continuation	While there is a gap in continuation between students who are 21 and over and under 21 students, this has significantly closed in 2020-21 by 5.7 percentage points to 3.1 percentage points. However, the gap in continuation between PT students 21 and over and under 21 is significant.	16. Target for continuation of PT students aged 21 and over.
Completion	The gap between students aged 21 and over opened over 2017-18 to 1.9 percentage points.	17. Internally monitor completion rates of students aged 21 and over in 2023/24 and ongoing.
Attainment	The gap between students aged 21 and over continued to close in 2021-22 and reduced to 3.8 percentage points.	18. Internally monitor attainment rate of students ages 21 and over to maintain progress in 2023/24 and ongoing.

Student characteristic(s): Care-leaver		
Stage	**Indication of risk**	**Mitigation action**
Continuation	Whilst the numbers are small, the gap between continuation of care leavers over a 4-year aggregate is 8.3 percentage points.	19. Target for continuation of care-leavers.
Completion	Whilst the numbers are small, the gap between completion of care leavers and non-care leavers over a 4-year aggregate is 8.3 percentage points.	20. Establish Care-leaver and estranged students cross-university working group to target support towards them across the student lifecycle in 2024.
Attainment	Whilst the numbers are small, the gap between attainment of care leavers and non-care leavers over a 4-year aggregate is 10.9 percentage points.	21. Internally monitor care leavers attainment rate and impact of interventions for target to improve continuation to determine any impact to attainment in 2023/24 and ongoing.

Annex B: Evidence base and rationale for intervention strategies (further detail)

Consultation Survey questions (with supporting literature considered when designing survey options in brackets).

1. What do you think are the greatest challenges that students face in applying to university? Please rank with 1 as the greatest challenge. (Minimum of 5 must be selected).

Cost of living and finance *(Blackbullion, 2023; Blake, 2023; Jones, 2022; Johnston & Westwood, 2023; UniTasterDays, 2019)*
Understanding the benefits *(The Russell Group, 2020; UPP Foundation & HEPI, 2021)*
Higher level study skills
Feeling a sense of belonging
Social skills and relationships *(HEPI & Unite Students, 2017)*
Maintaining mental health and wellbeing *(Holt-White, De Genarro, Anders, Cullinane, Early, Montacute, Shao & Yarde, 2022, UCAS, 2021)*
Understanding the UCAS application and/or interview process *(The Russell Group, 2020)*
Understanding the Student Loan application process *(Unifrog, 2022; UniTasterDays, 2019)*
Gaining work experience *(Unifrog, 2021)*
Family expectations *(Zhao, L., Zhao, W., 2022)*
Getting the qualifications to meet the entry requirements *(OfS, 2022; The Russell Group, 2020; UCAS, 2021)*
Identifying if support will be available to meet specific needs *(UCAS, 2021)*
Other

2. What do you think are the greatest challenges that students face to continuing their studies at university? Please rank with 1 as the greatest challenge. (Minimum of 5 must be selected).

Cost of living and finance *(Neves (Advance HE) & Brown (HEPI), 2022; Blackbullion, 2023)*
Higher level study skills *(Neves (Advance HE) & Brown (HEPI), 2022)*
Feeling a sense of belonging *(Neves (Advance HE) & Brown (HEPI), 2022; Pearson & WONKHE, 2021)*
Social skills and relationships *(Neves (Advance HE) & Brown (HEPI), 2022)*
Maintaining mental health and wellbeing *(Neves (Advance HE) & Brown (HEPI), 2022; UUK, 2018)*
Balancing studies with employment *(Sutton Trust, 2023)*

Family expectations (Phillips, C., 2015)

Achieving the grades to progress onto the next stage of the course

Accessing support to meet specific needs *(Neves (Advance HE) & Brown (HEPI), 2022)*

Other

3. What do you think are the greatest challenges that students face continuing to further study or employment after university? Please rank with 1 as the greatest challenge. (Minimum of 5 must be selected).

Cost of living and finance *(Lees, Foster, 2022)*

Interview and CV/application skills *(Lees, Foster, 2022)*

Social skills and relationships

Maintaining mental health and wellbeing *(ISE, WONKHE, AGCAS, Handshake, 2022; Lees, Foster, 2022)*

Balancing studies with employment *(Lees, Foster, 2022)*

Gaining work experience *(Lees, Foster, 2022; Prospects, 2021)*

Family expectations

Achieving the degree classification to progress onto the next stage (further study or employment) (UUK, 2019)

Understanding career pathways *(ISE, WONKHE, AGCAS, Handshake, 2022; Lees, Foster, 2022)*

Accessing support to meet specific needs

Other

4. What do you think is working well to support students at the University of Cumbria, that you think we should continue?

Free text.

5. Which student groups do you think particularly need more support from the University of Cumbria staff and why?

Free text.

6. What actions do you think staff at the university should take to support those students?

Free text.

Please use this space to add any further comments or questions you would like considered as part of your response.

Free text.

Excerpt from HASCE report

An Evaluation of the Effect of Bursary and Other Types of Financial Support on Student Outcomes at the University of Cumbria. October 2018.

High Level Summary

This project forms part of an evaluation of the impact of financial support, provided by the University of Cumbria (UoC), to students from under-represented groups. It reports on a statistical analysis to detect whether there is an impact of financial support, but also reports on the contribution of other variables likely to affect student outcomes.

In summary, the analysis finds **financial support at UoC is effective** because financial support recipients* have the same outcomes (continuation into 2nd year; degree completion; degree result and graduate outcomes) as students from homes with mid-level incomes and who had not received a bursary (the comparison group).

*students from homes with low-income levels and who had therefore received a bursary

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Fees, investments and targets
2024-25 to 2027-28

Provider name: The University of Cumbria

Provider UKPRN: 10007842

Summary of 2024-25 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 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	9250
Postgraduate ITT		N/A	9250
Accelerated degree		N/A	11100
Sandwich year		N/A	1650
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

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

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0		N/A	6935
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	6935
Postgraduate ITT		N/A	6935
Accelerated degree	*	N/A	*
Sandwich year		N/A	1237
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

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

Fees, investments and targets
2024-25 to 2027-28

Provider name: The University of Cumbria

Provider UKPRN: 10007842

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	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£416,000	£436,000	£460,000	£480,000
Financial support (£)	NA	£323,000	£359,000	£379,000	£396,000
Research and evaluation (£)	NA	£31,000	£33,000	£35,000	£36,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£83,000	£87,000	£92,000	£96,000
Access activity investment	Post-16 access activities (£)	£291,000	£305,000	£322,000	£336,000
Access activity investment	Other access activities (£)	£42,000	£44,000	£46,000	£48,000
Access activity investment	**Total access investment (£)**	**£416,000**	**£436,000**	**£460,000**	**£480,000**
Access activity investment	*Total access investment (as % of HFI)*	*4.0%*	*4.0%*	*4.0%*	*4.0%*
Access activity investment	*Total access investment funded from HFI (£)*	*£416,000*	*£436,000*	*£460,000*	*£480,000*
Access activity investment	*Total access investment from other funding (as specified) (£)*	*£0*	*£0*	*£0*	*£0*
Financial support investment	Bursaries and scholarships (£)	£323,000	£359,000	£379,000	£396,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£0	£0	£0	£0
Financial support investment	**Total financial support investment (£)**	**£323,000**	**£359,000**	**£379,000**	**£396,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**3.1%**	**3.3%**	**3.3%**	**3.3%**
Research and evaluation investment	Research and evaluation investment (£)	£31,000	£33,000	£35,000	£36,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.3%	0.3%	0.3%	0.3%

Fees, investments and targets
2024-25 to 2027-28

Provider name: The University of Cumbria

Provider UKPRN: 10007842

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Raise the absolute number of FT young male entrants from TUNDRA Q1 by 50% over the duration of the APP.	PTA_1	Access	Intersection of characteristics	Other (please specify in description)		Number of FT young male entrants from TUNDRA Q1.	No	The access and participation dataset	2021-22	Headcount	30	33	38	41	45
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Reduce the difference in continuation between FT Black students and white students by 12.5 percentage points by 2028.	PTS_1	Continuation	Ethnicity	Black	White	Percentage difference in continuation rates between Black students and white students.	No	The access and participation dataset	2020-21	Percentage points	17.5	15	11	7	5
Reduce the difference in continuation between PT students aged 21 and over and students aged under 21by 12.6 percentage points by 2028.	PTS_2	Continuation	Age	Mature (over 21)	Young (under 21)	Percentage difference in continuation rates between PT students aged 21 and over and under 21 year olds continuing their studies.	No	The access and participation dataset	2019-20	Percentage points	17.6	15	11	7	5
Reduce the difference in continuation betweeen FT care-leaver students and non-care-leavers by 15 percentage points by 2028.	PTS_3	Continuation	Care leavers	Care leaver students	Students who are not care leavers	Percentage difference in continuation between FT care-leaver students and none-care-leavers. UCAS data into SITS via the interface when an application is submitted and is provided by the applicant on the UCAS application form.	No	UCAS data (please include details in commentary)	2020-21	Percentage points	19.3	15.55	11.8	8.05	4.3
Reduce the difference in completion between FT students with a declared mental health condition and no disability declared by 9.2 percentage points by 2028.	PTS_4	Completion	Reported disability	Mental health condition	No disability reported	Percentage difference in completion between FT students with a declared mental health condition and no disability reported.	No	The access and participation dataset	2017-18	Percentage points	12.2	11	9	6	3
Reduce the difference in on-course attainment between FT TUNDRA Q1 and Q5 males by 12 percentage points by 2029.	PTS_5	Attainment	Intersection of characteristics	Other (please specify in description)	N/A	Percentage difference in attainment between FT TUNDRA Q1 males and Q5 males.	No	The access and participation dataset	2021-22	Percentage points	13.7	12	9	7	1.7
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Close the gap in progression between FT Black and white students by 2028.	PTP_1	Progression	Ethnicity	Black	White	Percentage difference in progression between FT Black students and white students.	No	The access and participation dataset	2020-21	Percentage points	6.1	5	4	2	0
	PTP_2														
	PTP_3														
	PTP_4														

	PTP_5													
	PTP_6													
	PTP_7													
	PTP_8													
	PTP_9													
	PTP_10													
	PTP_11													
	PTP_12													