

Birmingham Newman University Access and Participation Plan 2025-26 to 2028-29

1. Introduction and Strategic Aim

Birmingham Newman University is a vibrant community of approximately 4,000 staff and students, learning in partnership on a single campus in Birmingham. Our mission is to provide inclusive, high-quality higher education to all who can benefit, and our success in this has been recognised by our students.

We are a place-based institution, meeting the needs of the local workforce and the priorities for skills development in the region. Our primary purpose is to provide a transformative experience through a first-class higher education for local students who go on to work and live regionally, making a positive impact on the social and economic life of the West Midlands area. The University was founded in 1966 as Newman College to train teachers for Catholic schools, many of which had been established in the poorest areas of major cities to meet the needs of the marginalised and disadvantaged. The mission of the University as a broad-based inclusive institution continues this focus on social mobility, personal development, and public service.

Many of the teaching spaces on campus have either been built or refurbished recently. There is an emphasis on spaces that promote group work and active learning. There are few rooms with fixed seating, and the most recently completed lecture theatre has seats around small tables to specifically promote group work. The rooms in our largest teaching block have large internal windows looking out onto communal spaces which helps foster a sense of learning community. University life is centred around the Atrium which also gives access to the library which has areas designated for different uses by students, including quiet study.

The institution has grown from a single-discipline College to a multi-disciplinary University offering a broad range of undergraduate, taught postgraduate, and research degrees. The Faculty of Education reflects the history of the institution as a teacher training college and as of July 2024 had 970 students registered. It is divided into subject areas of Early Childhood Education and Care (97 students), Education Studies (234 students) and Teacher Training (639 students). The Faculty of Arts, Society and Professional Studies has 2,088 registered students and comprises of the School of Arts, Humanities and Human Sciences (Psychology, Counselling, Humanities, English Studies, History, Theology and Religious Studies and Sport with 1249 students), the School of Business and Law (Business and Management, Accounting and Finance, Computer Science, Criminology, Law, Policing and Working With Children, Young People and Families with 611 students), and the School of Nursing and Allied Health (Nursing, Physiotherapy, Occupational Therapy, Health and Social Care, and Paramedic Science with 228 students).

Small class sizes in many areas foster strong professional relationships between staff and students which facilitates the support that we provide. Each student is allocated an Academic Professional Tutor (APT), this scheme being the responsibility of one of the Associate Deans. APTs direct students to more specialist support in the Directorate of Student Success when appropriate.

Our core aim at Birmingham Newman is to provide a university opportunity for all those who have the ability and commitment to benefit, regardless of family background, financial circumstances and previous educational experiences.

Our student body is diverse and representative of our region; our current 2020-2025 Strategic Framework references this, acknowledging the *'diverse wealth of lived experiences'* amongst our students and the *'implications for the nature and ethos of Newman's teaching approach, learning environment and student support provision'*. We are proud of our distinctive student profile which does not match the national student picture in many ways. We have accordingly designed our university around what we know about our students and their lives.

In 2022-23, over 40% of students at Birmingham Newman University are mature and a great many have both caring and employment responsibilities in addition to their full-time studies. We recognise that our students lead complex lives, and this is evidenced by the range of life issues that receive consideration by the Mitigating Circumstances Board. Overall, 96.5% of our students either commute and/or are disabled and/or are Black and Minority Ethnic (BAME) and/or are mature; and three quarters of our students have *more than one* of the following characteristics: commuter student, BAME, disabled or mature. Our data for the last four years show that 22.5% of our students are male and 77.5% are female, which is very much in line with the subjects that feature in the distinctive portfolio we offer. In terms of ethnicity, 53% are White, 23% Asian, 14% Black and 9% of Other or Mixed Ethnicity, against a national picture of 83% White. The number of students declaring a disability at Birmingham Newman has steadily increased since 2018-19 from just under 20% to approximately 26%, which is higher than the national average for working-age adults. The largest groups of disabled students are those with specific learning difficulties and those with mental health issues. In 2022-23, 58% of our *young* students came from TUNDRA quintiles 1-3 (quintiles with the lowest participation rate in higher education), compared to 47% nationally. Over 55% of our entrants come from the most deprived Index of Multiple Deprivation quintile 1; this is over double the national figure. Over 87% of our entrants were from the more deprived quintiles 1-3 compared to a national figure of 63.4%. In the most recent four years, between 65% and 70% have been the first generation in their family to attend higher education, and in 2022-23, 37% of entrants had been eligible for free school meals. Access and Participation data shows that the latter figure is the highest of the five universities in Birmingham, illustrating again how we make an outstanding contribution to the government levelling up agenda.

The majority of our students are local, from the southwest margins of Birmingham and the West Midlands. Our data shows that 91% of our students are 'commuter students' using the definition of having the same term-time address as their permanent address. In a survey of commuter students that we undertook in 2019, just under 40% of 232 students responding reported that their commute was longer than an hour and nearly 4% that it was longer than two hours. Most of our students would also be regarded as commuter students with only 8% living in our own halls of residence. It is also notable that Longitudinal Educational Outcomes data shows that all our students remain in the West Midlands region after graduation (although there may be a small number who move but this is below the reporting threshold for that data set). This is undoubtedly related to their caring and employment prospects referred to earlier and has serious implications for their employment prospects post-graduation.

Our outstanding contribution to access and excellent provision is recognised nationally by ranking 8th and 7th respectively across the country in the last two iterations of the Higher Education Policy Institute (HEPI) English Social Mobility Index. The University has received consistently high ratings in the National Students Survey. In 2020 and 2022 our overall satisfaction rating was higher than the sector average while in 2021 it was equal. Our own calculation of overall satisfaction (calculated as the overall positivity across questions 1-24), has placed us first and seventh nationally in 2023 and 2024 respectively for full-time undergraduate students. Our accolades in access and participation are coupled with quality provision, demonstrated by our TEF Silver Award (2023); Ranking 1st in the UK for full-time student satisfaction in the 2023 NSS; 1st in England for student experience, 2nd for "first-generation" students, and 3rd for teaching excellence in the Daily Mail university guide 2023; 8th in country for 'lecturers and teaching quality' (WhatUni awards 2024); 1st in England for social inclusion in the Times Good University Guide social inclusion index 2024; and 1st in England for student satisfaction in the Complete University Guide 2025.

We are proud of the achievements thus far, and our orientation as a university of our place, serving our communities. Over the course of this Plan, we set our ambition to go further in this work to ensure that students experience equality of opportunity to succeed on programme and beyond into their chosen professional fields and pathways. We have set an agenda to close identified gaps in on-course outcomes for target student groups, and to ensure appropriate monitoring practices are in place across the full range of measures for access and participation, allowing us to respond to any emerging challenges in a more pro-active way.

2. Risks to Equality of Opportunity

In order to understand where risks to equality of opportunity may be present at Birmingham Newman University, we completed an assessment of performance (see Annex A), which explores enrolment, continuation, completion, degree outcomes (achievement of a First or 2:1 award) and progression to employment or post-graduate study for our students over the last 6 years. We have used the Office for Students (OfS) Access and Participation dataset as our primary data source, supplemented with internal data and other external datasets and evidence where appropriate. We have considered information and data from our student body as well as the OfS Equality of Opportunity Risk Register (EORR).

We have identified four key risk areas. As a smaller provider, we have considered which risks are likely to be most relevant to our student body and which we can reasonably seek to mitigate, making a positive impact at an institutional level and contributing positively to sector performance. Our intervention strategies seek to address the risks we have identified as a priority for us. We did not identify any risks in the Access phase.

2.1.1 Risk Area 1 – There is a risk that a lack of access to pre-enrolment information advice and guidance; a lack of access to a range of appropriate support; mental health and wellbeing; and cost pressures, may be affecting continuation outcomes for Black learners.

We have determined the following indicator of risk that suggest the risks noted above may be occurring.

- There is a 4-year aggregate (2018-19 to 2021-22) 8.4pp gap in continuation rates between Black students and white students.
 - The gap widens to 9.5pp over the 2-year aggregate (2020-21 to 2021-22).
 - In comparison, the sector continuation gap for Black students (4-year aggregate) is 5.5pp.

2.1.3 Risk Area 2 – There is a risk that a lack of access to a range of academic support; mental health and wellbeing; and cost pressures, may be affecting the attainment outcomes (achievement of a First or 2:1 degree award) for students with target characteristics.

We have determined the following indicators of risk that suggest the risks noted above may be occurring.

- There is a 4-year aggregate (2019-20 to 2022-23) 18.7pp gap in attainment rates between the most and least disadvantaged students (IMD Quintile 1 and IMD Quintiles 3,4&5 (aggregate), respectively).
 - The gap is 16pp over the 2-year aggregate (2021-22 to 2022-23).
 - In 2022-23, the latest year of data, this gap is 13pp, which shows an encouraging trend.
 - In comparison, the sector attainment gap for IMD Quintile 1 students (4-year aggregate) is 14.3pp.
- There is a 4-year aggregate (2019-20 to 2022-23) 21.4pp gap in attainment rates between Black, Asian, mixed and other ethnicity students (as an aggregated cohort) and white students.
 - The gap is 17.5pp over the 2-year aggregate (2021-22 to 2022-23).
 - In 2022-23 this gap is 16.1pp.
 - In comparison, the sector attainment gap for Black, Asian, mixed and other ethnicity students (4-year aggregate) is 11.1pp.

2.1.4 Risk Area 3 – There is a risk that a lack of access to a range of appropriate support and other personal factors may be affecting the progression outcomes for students with target characteristics.

We have determined the following indicators of risk that suggest the risks noted above may be occurring.

- There is a 4-year aggregate (2018-19 to 2021-22) 13.7pp gap in progression rates between the most and least disadvantaged students (IMD Quintile 1 and IMD Quintiles 3,4&5 (aggregate), respectively).
 - The gap is 13.4pp over the 2-year aggregate (2020-21 to 2021-22).
 - In 2022-23 this gap is 8.3pp, which suggests an encouraging trend.

- In comparison, the sector progression gap for IMD Quintile 1 students (4-year aggregate) is 8.4pp.
- There is a 4-year aggregate (2018-19 to 2021-22) 15.2pp gap in progression rates between Black, Asian, mixed and other ethnicity students (as an aggregated cohort) and white students.
 - The gap is slightly smaller at 12.6pp over the 2-year aggregate (2020-21 to 2021-22).
 - In 2021-22 this gap is 13.8pp.
 - In comparison, the sector progression gap for Black, Asian, mixed and other ethnicity students (4-year aggregate) is 2.9pp.

2.2.1 Links to the Equality of Opportunity Risk Register

Along with evidence (see Annex B), our institutional experience and student consultations suggest that these indicators of risk may be a result of EORR Risks 2, and Risks 6-8 and 10. These risks may be present in different combinations and to varying extent across for each identified target group, across the lifecycle.

Risk 2: Information and Guidance

This Risk relates to access to information and guidance about higher education, including higher education choices, study modes, expectations, and access pathways, as well as linked information about careers and employability. We consider this Risk relevant in the context of our students' successful transition-in, first year of study and their continuation. Target students, and particularly our large mature learner base (a characteristic that intersects with ethnicity and disadvantage), often lack awareness of the expectations of study, their degree content and the potential career paths available to them, before enrolling. This may be the result of disrupted study or return to study, where the availability of information, advice and guidance has not been present. Student feedback highlights that students can struggle with transition and navigating the processes, expectations and hidden curriculum as they transition to Newman, and for some these challenges are still felt into second and third year; each level with a new set of expectations. We have therefore considered this risk a catalyst for considering a multi-year/ multi-year 'transition' and 'induction' across all years of study; where information and guidance on expectations, requirements, settling in/back, and successful independent study is considered beneficial.

In our context, we are particularly cognisant of the multiple priorities that our students are balancing, as they navigate their own complex lives. The ability to absorb and utilise information and guidance is often disrupted by other priorities, and therefore an approach that is scaffolded, compassionate, relevant and timely to the phase of study, and across the timeframe of their study, is required.

For example, consultations with our students during the development of this Plan highlighted that a significant number of mature, non-white ethnicity, and disadvantaged students access Newman after completing an Access course externally. While these students feel that their previous studies equip them with general skills applicable higher education study, they report lacking awareness about their degree content and potential career paths before enrolling. Birmingham Newman addresses the concern about career pathways by offering career-embedded modules, placement opportunities, and careers fairs. Students who were able to access these provisions reported finding them valuable, providing them with additional focus and motivation to further engage with their studies and recognising that introducing consistent wrap-around employability and support activities across the institution is positive. It was also considered by students that pre-enrolment support, information and guidance activity should be tailored to small, specific groups of students to maximize its impact, helping them connect with peers and feel more confident in their decision to apply or begin their studies at Birmingham Newman.

Risk 6: Insufficient Academic Support

This Risk relates to insufficient Academic or Personal Support which is personalised and timely. The presence of this Risk has influenced our prioritisation of the developments required for inclusive and compassionate curriculum approaches, teaching and learning, and assessment design.

Students from disadvantaged and underrepresented backgrounds in higher education make most of our student body. Many live locally and commute to and from the university campus, have term-time work commitments, care responsibilities, or some type of disability. This presents a significant challenge to providing timely and sufficient academic and personal support, given our institutional and staff size limitations.

Consultation in the development of this Plan highlighted that students value and rely on the flexibility of teaching and learning and assessment, and considered timetabling. These practices are considered as providing personal support in that they are compassionate towards, and responsive to, students needs and lives. The efforts of individual staff members and schools to be supportive were applauded by students, but they also recognised that some practices are not institution-wide, resulting in inconsistencies in the student experiences, which was a concern. This Plan will seek to ensure a high standard of consistent approach.

In an internal student survey, academic performance emerged as the top concern for students. This response is influenced by the significant portion of mature learners who have intentionally chosen to return to education. As a result, the Students' Union is highly regarded for its ability to provide swift and effective academic support and representation through its strong departmental connections, relationships with senior staff members, and established procedures and policies.

Student consultations findings revealed that academics generally strive to provide bespoke support, such as one-to-one drop-in sessions, where students can receive academic assistance and provide or receive feedback. While students who proactively accessed this resource found it useful, they recognised that it does not adequately support students who lack the confidence to voice their questions or concerns. As a result, these students miss out on guidance and signposting that could aid their continuation, progression and attainment.

Moreover, students noted that the current opportunities to provide feedback and ask questions are highly formal and limited in scope. The delay between completing modules and being asked for feedback, along with the lack of reporting on outcomes, leads to the underutilisation of existing feedback channels. The Students' Union agreed that the student representative network was currently underutilised and views the system as having the potential to address minor and broader academic concerns and prevent issues before they arise. This would enhance engagement with academic life, boosting students' confidence in seeking additional academic support, and increase student satisfaction. In turn, this would positively impact other aspects of student life and foster a stronger sense of community on campus.

Additional academic support was identified as a vital and potentially crucial intervention. A universal curriculum model that includes placement preparation, scaffolded learning and development, and academic skills support throughout all years of study was recognised as an effective approach to helping students who feel uncertain about the requirements for placement. These intervention activities may also support raising student awareness of academic expectations, particularly surrounding academic integrity, attendance and engagement, for future years of study. This is particularly important in cases where their department does not currently offer proactive measures to address these issues.

Risk 7: Insufficient Personal Support

Insufficient Personal Support is also considered a risk in our context, particularly with increasing pressures on students regarding costs; mental health and wellbeing; and the institutional capacity and flexibility for support as student needs change.

In the student consultations, it was highlighted that students at times felt that they found it challenging to balance personal circumstances with the demands of their studies, negatively impacting their academic success. Although access to personal support within the institution has improved, particularly through enhanced social opportunities provided by the Students' Union, concerns remain. Students' Union staff representatives highlighted that they were restricted in what they can do as they don't receive central funding to support student societies and clubs, and until

September 2024, where peer mentoring was piloted on select courses and SU Officers representing different student demographics were implemented, there hasn't been an institutional push to identify and use positive role-models to inspire and encourage active engagement from students, for example, from the alumni network. The Students' Union outlined this as a cause for low attendance and retention rates for students who do not have much representation within the SU or community at the institution, such as global majority students. Students suggested that the timeliness and accessibility of personal support with accessing DSAs was an area that may require improvement. Those who live on-campus also expressed concerns related to the reduction in capacity of halls of residence, something which the SU staff outlined as being addressed soon with the implementation of extended advisory activities.

Risk 8: Mental Health

Much of our student population are balancing complex lives and competing priorities, and are more likely to be disproportionately affected by the cost-of-living crisis. These attributes make the mental health risk particularly relevant to our context. The Students' Union raised that increasing the capacity of mental health support was a key priority area, as a recent internal survey saw over 50% reporting that they had a mental health concern.

Given the current cost of living situation in the UK, students who would normally not consider themselves to have a mental health condition are also experiencing high levels of stress and worry. In our context, many students, and disabled students with a mental health condition in particular, experience heightened levels of anxiety related to general financial and study pressures that require working in term time. Many of our students are also mature and have care responsibilities.

This presents a challenge for mental health and wellbeing, as well as for our provision of related support. Our student consultations on this APP did confirm that our students, mature and commuter students in particular, are at risk of alienation, and that students generally perceive the support with mental health and wellbeing as 'stretched' and relying on referral for such support externally, to the NHS. Given the deteriorated capacity of the NHS mental health services, our students struggle to access professional support for their mental health, which exacerbates further negative effects on their studies and wellbeing. It is an important balance to recognise the importance of an agile mental health support provision for students and to frame it within the context of being an education-provider and a lever for student satisfaction and outcomes.

Insights from our conversations with students revealed that they recognise the importance of social integration and support networks in maintaining their mental health, which can impact their interest and capacity to engage with their studies. However, students noted a lack of time and capacity to access activities outside the curriculum, due to competing demands and pressures.

Our proposed strategies in this Plan help the institution identify at-risk students who may need additional monitoring and proactive outreach from relevant services. This approach, alongside the Students' Union recent pledge to provide Officers with mental health first aid training and to change governance structures, were recognised as having the potential to alleviate the increasing pressure on student support services, allowing the department to offer support to a wider range of support and structure to students, which in turn positively influences their continuation, attainment, and progression rates.

Risk 10: Cost Pressures

Student consultations as well as an internal survey conducted by the Students' Union revealed that cost pressures were a major concern, especially for those with childcare responsibilities or who had to forgo full-time employment to attend university. While financial advice and support is desired, it is not actively offered by either the university or its Students' Union.

Costs associated with participating in activities outside of term time were a point of concern for proposed for pre-enrolment and year-group transition sessions, despite the activities themselves being seen as valuable

opportunities. The suggestion to introduce institution-wide flexibility in academic study was welcomed as a positive way to support students juggling commitments outside of their studies, particularly if this flexibility is tailored by academics to the specific needs of the cohort. Continuation of financial support was also encouraged.

2.3 Other Challenges

Small Datasets

When deciding which risk areas to concentrate on in this APP, we considered our status as a smaller provider and our broader context as a university of our place. Given our smaller size, the data we utilised comes from a small cohort, limiting our capacity for comprehensive data analysis and statistical significance. This constraint also impacts our ability to make accurate assessments and interpretations, particularly when examining disaggregated data and intersections of various characteristics. This includes more detailed data driven analysis by course. We have conducted aggregated analyses and provided insights where we deemed it meaningful, although would stress the volatility even in our aggregate data over time, which will impact our milestones and targets.

Covid-19

Finally, the ongoing impact of the Coronavirus pandemic will persist throughout the lifetime of this Plan. Risks to equal opportunity in accessing higher education, succeeding within it, and progressing to favourable graduate outcomes, which disproportionately affect underrepresented and disadvantaged students, are not yet fully realised or understood. We will remain vigilant in monitoring this context, closely examining our data to address any emerging performance gaps. We will ensure our student support is effective and responsive to evolving needs. Understanding the experiences of students will be facilitated through our increased efforts in evaluation and research, as outlined in our Evaluation Strategy and supported in our collaborative efforts through our SEER membership.

3. Objectives

From the assessment of performance (Annex A) and consideration of Risks (above, and Annex B), we have identified the following objectives that are our priorities under this Plan:

Target Reference (Annex C, Table 5d)	Objectives	Intervention Strategy
PTS_1	To support continuation for Black students, aiming to eliminate the gap in continuation between these students and their white peers by 2032-33.	IS1, IS2, IS3, IS4
PTS_2	To support attainment (achievement of a First or 2:1 degree award) for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), achieving a reduction in the gap in attainment between the most disadvantaged students (IMD Q1) and their more affluent peers (IMD Q3,4,&5), aiming to eliminate the gap by 2035-36.	IS1, IS2, IS3, IS4
PTS_3	To support attainment (achievement of a First or 2:1 degree award) outcomes for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities), aiming to eliminate the gap in attainment between these students and their white peers by 2035-36.	IS1, IS2, IS3, IS4
PTP_1	To support progression outcomes for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), achieving a reduction in the gap in progression between the most disadvantaged students (IMD Q1) and their more affluent peers (IMD Q3,4&5), to no more than 5 percentage point gap in by 2032-33.	IS1

PTP_2	To support progression outcomes for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities), aiming to achieve a gap of no more than 7 percentage points in progression between these students and their white peers by 2032-33.	IS1
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4. Intervention Strategies

We have developed strategies to address risks to equality of opportunity and achieve our objectives. These strategies:

- Outline activities to mitigate risks and meet objectives and targets.
- Identify who will design, deliver, and evaluate the activities, along with an estimated cost.
- Include an evaluation plan.
- Are based on evidence from sector best practices and local insights from students.

We are dedicated to sharing the evaluation findings. Publication plans are indicative and will expand as dissemination opportunities arise. Relevant evaluation outcomes will inform ongoing practice improvements.

4.1 Intervention Strategy 1 – Intentional Academic Design

This strategy focuses on curriculum, teaching, learning and assessment as critical areas to facilitate and promote successful outcomes for target students. This site of focus is particularly crucial in our context, given our students are often balancing multiple priorities (family and/or work) and often do not have capacity to engage in extra-curricular activities. In student consultations, students noted that concentration on support that can happen in curriculum is important, and this has an impact on experience and helping to balance other commitments. As such, this Strategy includes provisions for enhancing flexibility in programmes via, for example, timetabling, assessment types and study modes; and, further developing inclusive and compassionate practices in academic design, informed by understanding of students complex needs. As part of the consultations for this Plan, students noted that this personal, considered support and proactive recognition of and response to student needs, coupled with good relationships between students and academics, is a strength and further development is welcomed. This strategy also includes provisions for ensuring professional and employability development is considered and delivered via curriculum, as well as offering a coaching programme to support students in a range of academic, professional and personal skills.

4.1.1 Objectives and Targets

To support continuation, completion, attainment and progression outcomes for:

- Black students, aiming to eliminate the gap in continuation between these students and their white peers by 2032-33.
- The most disadvantaged students (IMD Quintile 1), achieving a reduction in the gap in attainment outcomes between these students and their peers (IMD Quintiles 3,4&5), and aiming to eliminate the gap in by 2035-36.
- Black, Asian, Mixed and other non-white ethnicity students, achieving a reduction in the gap in attainment outcomes between these students and their white peers, and aiming to eliminate the gap in attainment between these students and their white peers by 2035-36.
- The most disadvantaged students (IMD Quintile 1), achieving a reduction in the gap in progression outcomes between these students and their peers (IMD Quintiles 3,4&5), aiming to reduce in the gap in progression to no more than 5 percentage point gap in by 2032-33.
- Black, Asian, Mixed and other non-white ethnicity students, aiming to achieve a gap of no more than 7 percentage points in progression between these students and their white peers by 2032-33.

Targets: PTS_1, PTS_2, PTS_3, PTP_1, PTP_2 – see Annex C, Table 5d.

4.1.2 Risks to Equality of Opportunity

The following risks from the National Equality of Opportunity Risk Register are relevant: Risk 2, Information and Guidance; Risk 6, Insufficient Personal Support; Risk 7, Insufficient Academic Support; Risk 8, Mental Health; and Risk 10, Cost Pressures.

4.1.3 Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. We do not propose to evaluate the strategy as a whole, but have set out evaluation against each of the activities. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below.

4.1.4 Publication Plan

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: <ul style="list-style-type: none">• Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes.• Capture learning and insights that inform practice improvements and any appropriate changes and developments.• Highlights and themes from this report will be shared online, for example through our website / SEER website.	Progress 'highlights' will be shared annually
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.
We will also contribute at conferences and through workshops and events hosted by networks such as, but not limited to, SEER and our local UniConnect partnerships.	At a minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO, GuildHE.	As they arise, anticipated contributions at minimum every 2 years.

4.1.5 Summary of Evidence Base and Rationale

We have conducted a literature review that reflects current research, good practice, and trends reflective of the OfS guidance in the areas of flexibility and inclusivity of higher education. Theorising inclusion goes back to Vincent Tinto's institutional departure model (1988), which considers the levels of student integration and socialisation in academia, which have since been reframed as belonging. Belonging appears to be a major determinant of retention and attainment, particularly for disadvantaged and non-traditional student groups (Pedler et al., 2022; Ahn & Horward, 2023). It is the unifying and underlying feature of approaches to making curricula and the student experience more inclusive. Inclusivity intersects with and influences strongly student retention – the continuation of study, persistence – the students' attitudes and behaviours to attainment (Arshad-Snyder, 2017; Hall et al, 2021), and attainment.

A number of factors may affect negatively sense of belonging and inclusion, from perceived lack of representation in the curriculum and the need for in-term work due to the cost-of-living crisis and care responsibilities to living away from and having to commute daily to campus (many BME students are commuter students) and the heightened sense of isolation due to perceived discrimination, the lower self-efficacy, or the lack of positive role-models (Seuwou et al., 2023).

While belonging to the institution, course, and learning community can have a profound effect on a student's on-course outcomes like continuation, completion, and attainment of a good degree outcome, their social capital, confidence, and skills development related to future employment shape significantly their progression prospects (Concina et al., 2022). Embedding career and employability development aims to improve students' progression rates through developing employability skills, knowledge about the 'how to' and confidence in the ability to pursue a career, as well as professional networks and contacts (Burk et al., 2020; Bathmaker, 2021).

Both belonging, and the associated effects on on-course outcomes, and employability and career readiness, and their effect on progression outcomes, can be instrumentalised through deliberate and inclusive design (Burgstahler, & Cory, 2008) that offers flexibility (Loon, 2021) and uses compassionate pedagogy (Ahern, 2019).

The most effective teaching approaches to delivering flexibility, inclusivity, and compassion in curricular, co-curricular, and career development contexts appear to include active learning (Safari et al., 2020; Martinez-Rodrigo et al., 2017; Song et al., 2017) and blended learning (Yen et al., 2018; Grønlien et al., 2021). Further detail is provided in Annex B.

Intervention Strategy 1: Intentional Academic Design

Activity	Inputs	Outcomes	Evaluation Standards of evidence denoted as (T1), (T2), (T3).	Cross Intervention
<p>Enhancing flexibility in provision This activity is part of broader ongoing curriculum, teaching, learning and assessment review and development, and focuses on intentional design relating to:</p> <ul style="list-style-type: none"> • Timetabling • Flexibility in study • Flexibility in assessment • Pivoting to online where /when necessary to facilitate student participation at key times while balancing personal contexts (e.g. Ramadan) <p>To effectively wrap around students' complex needs and 'meet them where they are', recognising and responding to the barriers and challenges that are more likely to be present for our student base. For example, timetabling and flexibility/ optionality/ blended (to increase attendance and respond to specific student concerns, e.g. travel expense, caring responsibilities, etc.).</p> <p>As part of consultations on this Plan, students noted the positive impact that these activities have on student experience, particularly supporting students to balance commitments. However, students agreed further development work and ensuring consistency across the institution are key priorities.</p> <p>Further and targeted development of existing activity.</p>	<p>Academic staff time.</p> <p>Administration (timetabling) staff time.</p> <p>IT / VLE development.</p>	<p>Intermediate Outcomes</p> <ul style="list-style-type: none"> • Improved student motivation and engagement in learning. • Improved student mental health and wellbeing. • Improved student self-perceptions about academic abilities, confidence and belonging. • (Tutors) Improved understanding of student experiences and challenges affecting student outcomes; and in-curricula strategies for effective support. <p>Outcomes</p> <ul style="list-style-type: none"> • Improved continuation rates for target students. 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Output analysis: Number of courses with flexible provision for study, assessment and mode. (T1) • Review of teaching and learning, timetabling, assessment intensity, and other modifications to practices. (T1) <p>Impact Evaluation</p> <ul style="list-style-type: none"> • Enhanced module evaluation questionnaires, exploring student experiences and feedback. (T2) • Data Analysis: continuation rates for target students. (T2) • Data Analysis: completion and attainment rates for target students. (T2) 	

		<ul style="list-style-type: none"> Improved completion and attainment rates for target students. 		
<p>Inclusive and Compassionate Academic Design</p> <p>This activity considers the academic experience, and particularly inclusivity and compassion in curriculum, teaching and learning and assessment. Specific activities are:</p> <ul style="list-style-type: none"> Enhancing inclusivity in relation to decolonisation and disability, e.g. (e.g. task/time adjustments; diversity of resources and content, accessible design of online course content), with considerations made from interview and throughout study. Including conscious assessment design, timing and load; reduce burden; cost pressure considerations. Adopting an Equality Impact Assessment approach and student support lens to curriculum development and review. Training for academic staff – Develop and implement an enhanced and tailored programme of EDI training. Provide EDI training for staff in specific key areas (e.g. ethnicity awarding gap), contextualised for Newman. Undertaking training is linked to passing probation. Student voice in course design to create co-creational and collaborative elements of the course, helping to address some of the areas of concern from at-risk groups. Collaborative working between academics and student support directorate Ensuring the curriculum in its approaches to, for e.g. academic integrity (NB. GM students/ ESL/ balancing study-life-work, is compassionate and seeks to continuously understand contexts and reduce burden. Facilitating greater collaboration between student support services and academic programmes to strengthen support in curriculum, with embedded-in-curriculum resilience and wellbeing initiatives. Incorporation of mental health resources and support services. 	<p>Academic staff time.</p> <p>Student services staff time.</p> <p>Student time.</p> <p>Training provider.</p>	<p>Outcomes</p> <ul style="list-style-type: none"> EDI training delivered; staff attendance Inclusivity impact assessments completed for curriculum areas. Improved student motivation and engagement in learning. Improved student mental health and wellbeing. Improved student self-perceptions about academic abilities, confidence and belonging. (Tutors) Improved understanding of student experiences and challenges affecting student outcomes; and in-curricula strategies for effective support. (Tutors) Improved confidence in 	<p>Process Evaluation</p> <ul style="list-style-type: none"> Output analysis: Number of staff attending EDI training (T1). Number of courses with student co-created elements. (T1) Number of courses with embedded support elements. (T1) Annual Course Review in respect of EDI/ inclusivity. (T1) <p>Impact Evaluation</p> <ul style="list-style-type: none"> Enhanced module evaluation questionnaires, exploring student experiences and feedback. (T2) (Tutors): Evaluation of EDI training and reporting on confidence and practice improvements. Via Survey/ focus group. (T2) Data Analysis: continuation rates for target students. (T2) Data Analysis: completion and attainment rates for target students. (T2) 	IS4

<ul style="list-style-type: none"> • Teaching to different strengths, such as presentations, projects, or reflective practices. • Group work and collaborative projects to build a sense of community. • Fostering an environment of open communication between students and teachers. • Encouraging participation in extracurricular activities to enhance social integration and support networks around study. • Building a process and roadmap for signposting and pro-active referrals to support services • Communication of the value of a range of support, in relation to study. <p>Students noted the importance of equipping students with life skills and knowledge through curriculum, and encouraging social integration and support networks to form. Students stressed that this needs to happen in curriculum as there is limited capacity for students to participate in extra-curricular events. Students wished to see further collaboration with students as to what kinds of support/ guidance they would like integrated into curriculum to support their rounded development and wellbeing. Students noted that Newman already support students well in these areas, facilitated by small numbers and good staff-student relationships and understanding.</p> <p>Further and targeted development of existing activity.</p>		<p>understanding and addressing EDI areas and supporting students</p> <p>Outcomes</p> <ul style="list-style-type: none"> • Improved continuation rates for target students. • Improved completion and attainment rates for target students. 		
<p>Responsive to industry with embedded careers and employability development</p> <p>Ongoing development of employability embedded into curriculum, which includes enhancing the collaboration between academic and careers staff and engaging industry. We will drive the following key actions as part of continuous improvements in this area:</p> <ul style="list-style-type: none"> • Academic ownership of embedding employability into the curricula, supported by the careers team Hub and Spoke model and Train the Trainer support. 	<p>Staff time (academic, careers, Employability Task Group).</p>	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Increased knowledge and capacity relating to career and employability skills. • Increased level of professional 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: Number of courses with industry advisory panels, placements and other integrated employability elements, by type. (T1) 	

<ul style="list-style-type: none"> • Collaborative working between academics and careers team, with regular input from careers into curriculum: <ul style="list-style-type: none"> ◦ Build on academic relationships and negotiate cluster level agreements in subjects, aimed at determining priorities, for improvement of grad outcomes, particularly considering target groups for progression outcomes under this Plan. ◦ Engagement in all subjects at Level 4, 5 and 6 with a range of input including aspiration sessions; placements options, support and capacity building; preparation for employment, skills for presenting to employers, etc. ◦ Introduction of 'heat maps' via a template for academic leads, dealing with how employability is embedded into programmes. • Industry engagement and participation in Industry Advisory Boards at course level, and ensuring these are consistent across courses. <p>Further and targeted development of existing activity.</p>		<p>networks and contacts.</p> <ul style="list-style-type: none"> • Increased knowledge and understanding of the labour market, professional standards and competencies. • Improved self-perceptions about career and employability capacities, readiness and confidence. • Improved motivation and engagement in learning. <p>Outcomes</p> <ul style="list-style-type: none"> • Improved attainment rates for target students. • Improved progression rates for target students. 	<ul style="list-style-type: none"> • Annual course review in respect of employability components (T1) <p>Impact Evaluation</p> <ul style="list-style-type: none"> • Surveys and/or 2-3 student focus groups at minimum every two years from 2024-25, to explore impact of employability aspects of curriculum and understand their experiences. (T2) • Data Analysis: continuation and completion rates by target groups. (T2) • Data Analysis: attainment by target students. (T2) • Data analysis: progression into employment and into highly skilled employment or post-graduate study pathways for target students. (T2) 	
<p>Coaching Programme</p> <p>Implementation of Progression Coaching Programme embedded in curriculum as 'one stop' for support and development, focused on academic skills, resilience and confidence.</p> <p>Activities undertaken by coaches include:</p>	<p>Coach time.</p> <p>Administration staff time.</p>	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Improved cognitive and metacognitive outcomes. 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: Number and % of pupils engaging with coaching and % with target characteristics. (T1) 	

<ul style="list-style-type: none"> Identifying personal and career goals and mapping out experiences and opportunities during their HE journey to support those aims. Working with the Student Success to identify challenges and coping strategies relating to academic engagement. Identify significant assessment milestones and proactively draw up plans to meet them successfully. Encourage ambition, broaden career horizons, and normalise successful study outcomes. <p>PERSONAL TUTOR SCHEME: There is inconsistency of access across programme areas, some courses have structured and scheduled sessions, whereas others operate a drop-in model with little or no follow up or attendance tracking. There is also little consistency of the understanding of the role of the personal tutor, from both the tutor's perspective and more importantly the student's, many of whom would not be able to name their Academic Personal Tutor.</p> <p>The personal tutor network has the potential to provide the foundations that much other engagement work (and therefore attainment), can be implemented. We could have an aim of tracking attendance of academic personal tutor sessions with the goal of ensuring there is a much lower (or zero) take-up gap for students with protected characteristics than we see with overall engagement metrics. Creating/boosting this link could be the key to not just this aim but would support many others.</p> <p>PERSONAL DEVELOPMENT PLANS: Personal Development Plans will be utilised in certain academic areas where our data highlights an embedded challenge with attainment and completion. In areas selected the PDPs will be embedded into the early curriculum and carried out by Student Success staff. These conversations will explore a student's level of competence and confidence in matters related to academic writing and research and, importantly, digital literacy. These PDPs will also focus on the non-academic factors that may cause barriers to engagement and the student will then be pre-emptively connected to relevant support.</p>		<ul style="list-style-type: none"> Improved motivation and engagement in learning. Improved self-perceptions about academic abilities, confidence and belonging. Improved module/assessment grades. Improved mental health and wellbeing. (Coaches) Improved understanding of student experiences and challenges affecting student outcomes; and strategies for effective support. <p>Outcomes</p> <ul style="list-style-type: none"> Improved continuation rates for target students. Improved completion and attainment rates for target students. (Coaches) Improved confidence and career development. 	<ul style="list-style-type: none"> Output analysis: Number of sessions run. (T1) Some post-coaching polls gathering student experience /perceptions. (T2) <p>Impact Evaluation</p> <ul style="list-style-type: none"> Baseline and annual student survey exploring perceptions and confidence in respect of outcomes (T2). 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys (T2). Annual end-of-year Staff Survey exploring confidence in providing coaching and perceptions on impact for students (coaches) (T2). Data Analysis: continuation and completion rates by target groups (T2). Data Analysis: module attainment and attainment (degree outcome) by target students (T2). <p><i>TBC if possible: Comparative analysis of outcomes</i></p>	
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The overlap between centralised PDPs in selected areas and academic personal tutoring delivered by Faculty, will bring important consistency to the conversations between staff and students. The existence and evolution of the documents over time will bring together a cohesive team around the student focused on responding to that students individual needs.			(continuation, completion, attainment) between students who have engaged with coaching and those who have not (T2&T3).	
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4.1.6 Cost

Total approximate cost of Intervention Strategy 1 (2025-26 to 2028-29): £1,068,000

4.2 Intervention Strategy 2 – Data driven provision and monitoring

This strategy focuses on strengthening a range of data capture and setting monitoring provisions with the aim of using this enhanced understanding and evidence to more proactively address student needs and provide effective support in a timely manner. This includes a new learner analytics project and strengthening our 'at risk' monitoring system. Improvements and targeting as part of our CRM workflow process will also provide timely and enhanced support to target students at applicant, pre-entry and transition phase.

4.1.1 Objectives and Targets

To support continuation, completion and attainment outcomes for:

- Black students, aiming to eliminate the gap in continuation between these students and their white peers by 2032-33.
- The most disadvantaged students (IMD Quintile 1), achieving a reduction in the gap in attainment outcomes between these students and their peers (IMD Quintiles 3,4&5), and aiming to eliminate the gap in by 2035-36.
- Black, Asian, Mixed and other non-white ethnicity students, achieving a reduction in the gap in attainment outcomes between these students and their white peers, and aiming to eliminate the gap in attainment between these students and their white peers by 2035-36.

Targets: PTS_1, PTS_2, PTS_3 – see Annex C, Table 5d.

4.1.2 Risks to Equality of Opportunity

The following risks from the National Equality of Opportunity Risk Register are relevant: Risk 2, Information and Guidance; Risk 6, Insufficient Personal Support; Risk 7, Insufficient Academic Support; Risk 8, Mental Health; and Risk 10, Cost Pressures.

4.1.3 Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. While we are not making any commitments to being able to establish Type 3 (T3) standards at this time, there may be capacity to do so, or move towards quasi-experimental design, by exploring differential outcomes of cohorts pre- and post- the enhanced data and monitoring activities in this Intervention Strategy. This will be explored over the course of this Plan. We do not propose to evaluate the strategy as a whole, but have set out evaluation against each of the activities. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below.

4.1.4 Publication Plan

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: <ul style="list-style-type: none">• Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes.• Capture learning and insights that inform practice improvements and any appropriate changes and developments.• Highlights and themes from this report will be shared online, for example through our website / SEER website.	Progress 'highlights' will be shared annually
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.

We will also contribute at conferences and through workshops and events hosted by networks such as, but not limited to, SEER and our local UniConnect partnerships.	At a minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO, GuildHE.	As they arise, anticipated contributions at minimum every 2 years.

4.1.5 Summary of Evidence Base and Rationale

Our literature review and wider consideration of good practice in data gathering and use to monitor and respond to risk to student experience and outcomes underpins the activities we have included within this Strategy.

The 2016 UK Higher Education Commission report ('From Bricks to Clicks') declares that learning analytics have "enormous potential to improve the student experience at university". Predictive modelling that aims to estimate and identify levels of risk and at-risk students using analytics data can be very effective at informing interventions of risk mitigation (Sclater, 2016; Loon, 2021).

Learner analytics and proactive use of CRM to deploy information, guidance, and support, have been shown to enhance teaching quality, enable evidence-based targeting of at-risk students and student groups, and enable personalised learning.

TASO (2023) points to causal evidence that the use of analytics can:

- help accurate prediction of discontinuation and dropping out and develop personalised interventions to tackle them (Cambruzzi et al., 2015).
- boost attainment and engagement through engaging students with the analytics adaptive learning (Krumm et al., 2014; Davis et al., 2016; Hellings & Haelermans, 2020).
- enhance attendance, completion, success, and participation, via matching students to peers based on academic performance and interests (Labarthe et al., 2016).

Learning analytics provide a tool that can operationalise tracking of student engagement and progress in outreach activities as well as on-course, identifying at-risk learners and personalising support interventions, and even assisting with co-creation with students in the context of curriculum decolonisation. Further detail is provided in Annex B.

Intervention Strategy 2: Data driven provision and monitoring

Activity	Inputs	Outcomes	Evaluation Standards of evidence denoted as (T1), (T2), (T3).	Cross Intervention
<p>Learner Analytics Project A new project to develop and establish relevant metrics that will help to generate understanding of where students may need support before end outcomes; and in turn to provide support to strengthen performance. Monitoring will be made against interim metrics such as attendance, engagement and participation, using these as interim measures of progress towards APP milestones and targets.</p> <p>Areas for strengthening data capture include:</p> <ul style="list-style-type: none"> • Attendance • Engagement with VLE, etc. • Engagement with library provision • Engagement with student support provision • Engagement with careers development provision • Student engagement with SU <p>In consultations on this Plan, students noted the benefits of early recognition and intervention, and that these data should inform other activities such as coaching / personal tutoring.</p>	<p>Staff time (academic, data team, managerial).</p> <p>IT /data capture resource.</p>	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Early identification of students at risk of discontinuing, not completing or not achieving a good Degree outcome. Identification of target groups at risk. • Proactive monitoring of and support provided to identified at risk (target) students. <p>Outcomes</p> <ul style="list-style-type: none"> • Improved number of 1st attempt assessment submissions. • Improved module / assessment grades. • Improved continuation rates for target students. • Improved completion and attainment rates for target students. • Improved utility of analytics to inform 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Staff review that considers the effectiveness and value of, and desired improvements to, learning analytics and at-risk monitoring systems. This is likely to include a Staff Survey and Action Learning. (T1, T2). <p>Impact Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: continuation and completion rates by target groups (T2). • Data Analysis: module attainment and attainment (degree outcome) by target students (T2). 	<p>IS1 IS3 IS4</p>

		understanding of patterns of behaviour and effects on learner outcomes.		
At Risk Monitoring & Response Implement improvements to the monitoring 'at risk' and 'cause for concern' systems, with agreed flag processes for early warnings of issues, which is important for effective responses and support.	Staff time (academic, data team, managerial). IT /data capture resource.	As above.	As above.	IS3 IS4
Leveraging CRM at applicant stage to enhance pre-entry and transition support Provision of targeted and enhanced support using the established workflow via CRM to support the applicant journey, with a focus on interventions for target students. Includes more focussed communications (for example, around financial support, application process, clearing etc) for target groups. As part of consultations on this Plan, students considered that this activity would help to ensure timeliness of support, which should be as early as possible, from point of entry. New activity using existing infrastructure.	Staff time. CRM capability.	Intermediate outcomes <ul style="list-style-type: none"> Increased knowledge and awareness about HE and expectations of study. Improved sense of belonging in HE. Improved self-perceptions about academic abilities and confidence. Improved confidence and preparation for HE life and learning. Outcomes <ul style="list-style-type: none"> Improved conversion rates (application to enrolment) for target students. 	Process Evaluation <ul style="list-style-type: none"> Student feedback / polls gathering student experience and perceptions. (T2) Impact Evaluation <ul style="list-style-type: none"> Data Analysis: conversion rates (application, offer, enrolment) for target students. (T2) Data Analysis: continuation rates by target groups. (T2) 	IS4

		<ul style="list-style-type: none"> • Improved continuation rates for target students. 		
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4.2.6 Cost

Total approximate cost of Intervention Strategy 2 (2025-26 to 2028-29): £562,000

4.2 Intervention Strategy 3 – Tailored and Responsive Student Support

This strategy focuses on the range of tailored personal and wellbeing support provided to support students holistically through their study. Our new Student Success Directorate has been established to address the range of risks for our target student groups that can impact outcomes. Increased provision has been made in terms of staff resource, meeting the request of students made in consultations on this Plan. We have a focus on supporting mental health and wellbeing, which is a key concern amongst most of our student base. In consultations on this Plan, students noted that considerations of service location, visibility and communications/ in-reach of services, which also helps to reduce stigma about accessing wellbeing services, should be made. Also, that the university should continue work to strengthen understanding about the complex needs of students, to continually improve support. These provisions have been addressed in this Strategy. This Strategy also includes support services embedded in curriculum, linking to Intervention Strategy 1. Finally, it incorporates the critical financial support provided to target students to help mitigate the cost-of-living crisis and balance of work pressures.

4.1.1 Objectives and Targets

To support continuation, completion and attainment outcomes for:

- Black students, aiming to eliminate the gap in continuation between these students and their white peers by 2032-33.
- The most disadvantaged students (IMD Quintile 1), achieving a reduction in the gap in attainment outcomes between these students and their peers (IMD Quintiles 3,4&5), and aiming to eliminate the gap in by 2035-36.
- Black, Asian, Mixed and other non-white ethnicity students, achieving a reduction in the gap in attainment outcomes between these students and their white peers, and aiming to eliminate the gap in attainment between these students and their white peers by 2035-36.

Targets: PTS_1, PTS_2, PTS_3 – see Annex C, Table 5d.

4.1.2 Risks to Equality of Opportunity

The following risks from the National Equality of Opportunity Risk Register are relevant: Risk 2, Information and Guidance; Risk 6, Insufficient Personal Support; Risk 7, Insufficient Academic Support; Risk 8, Mental Health; and Risk 10, Cost Pressures.

4.1.3 Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. We do not propose to evaluate the strategy as a whole, but have set out evaluation against each of the activities and expect to be able to consider some interplay or aggregates of findings between some activities. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below.

4.1.4 Publication Plan

Format of Findings	When findings will be shared
<p>We will produce an annual summary progress and review report, which will:</p> <ul style="list-style-type: none">• Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes.• Capture learning and insights that inform practice improvements and any appropriate changes and developments.• Highlights and themes from this report will be shared online, for example through our website / SEER website.	Progress 'highlights' will be shared annually

We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.
We will also contribute at conferences and through workshops and events hosted by networks such as, but not limited to, SEER and our local UniConnect partnerships.	At a minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO, GuildHE.	As they arise, anticipated contributions at minimum every 2 years.

4.1.5 Summary of Evidence Base and Rationale

Our review of the literature around student support revisits the theme of belonging, because the sense of belonging to the HE institution appears a determining factor for the continuation (Thomas, 2012) and success (Meehan & Howells, 2019) of many of at-risk characteristics (from students from low-income families and Global Majority students to mature students, students with disability, and care experienced students). Commuter students and IMD Quintile 1 students often are least likely to feel they belong, and most likely to drop out (Ahn & Davis, 2023). Feeling they belong to the course, subject, and HE provider can demonstrably affect students' ability to undergo a successful transition into higher education, attainment, and confidence (Hurtado et al., 2007); engagement with coursework (Wlison et al., 2015); self-efficacy (Freeman et al., 2011); satisfaction (Zumbrunn et al., 2014); and, rates of continuation, completion, and attainment (Peddler et al., 2022; Ahn & Davis, 2023).

Having knowledge of the available support and how to obtain it is crucial (Thomas, 2020), especially for disadvantaged students who are at higher risk of discontinuation in their first year, or dropping out before completion (Mi Young Ahn et al., 2023). This includes in particular support with mental health and wellbeing, and financial support and guidance on personal finances (Wavehill, 2022; OfS, 2023).

Effective approaches to support provision centre around embedding the support into curricula (Wavehill, 2022), engaging students in reflection through personal development planning (Hunt et al., 2017), and agency (Wavehill, 2020).

Pedagogies of transition (Kitt, 2015), compassion (Gibbs, 2017), and cultural responsiveness (Johnson, 2022), as well as strength-based as opposed to deficit models of delivery, have been shown to work best. Further detail is provided in Annex B.

Intervention Strategy 3: Tailored and Responsive Student Support

Activity	Inputs	Outcomes	Evaluation Standards of evidence denoted as (T1), (T2), (T3).	Cross Intervention
<p>Mental Health Support and Communications More than 80% of Birmingham Newman students claim mental health affects their academic studies and access to support noted as an issue. We provide a range of support, including:</p> <ul style="list-style-type: none"> • 1-2-1 case managed wellbeing support, covering support with emotional and spiritual wellbeing, mental health, money matters; and, supporting students who have experience of domestic abuse, sexual violence, or homelessness. • Dedicated support lead for students who are care experienced or are estranged from their families. • Disability support, with a focus on supporting registration for disability financial support and flagged for reasonable adjustments. Registration form for pre-applicants students who register with a disability HESA code, to encourage them to declare their disability. Triage system for such students who get standard reasonable adjustments and who are invited to come and discuss more individualised ones. <p>Development of our services are provided under this Strategy, and our identified priorities to help address our targets are:</p> <ul style="list-style-type: none"> • Increasing understanding of the terminology students use when engaging with mental health and wellbeing support, informing communications to students. • Continuing to develop a model which prioritises early brief interventions and ensures that students are aware of the layered support available. We will ensure that students are aware that they can engage with support without requiring a label or a diagnosis, and with the understanding that challenges with their mental 	<p>Student success staff time.</p>	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Improved cognitive and metacognitive outcomes. • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities and confidence. • Improved student emotional and mental well-being. • Improved module/assessment grades. <p>Outcomes</p> <ul style="list-style-type: none"> • Improved continuation rates for target students. • Improved completion and attainment rates 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: Number and % of students engaging with service and % with target characteristics (T1). • Output analysis: Number of sessions run and number of Action Plans in place (T1). • Data analysis: Analysis of referrals vs. self-sign, by student characteristics (T1). <p>Impact Evaluation</p> <ul style="list-style-type: none"> • Survey or polls exploring perceptions and confidence in respect of outcomes (T2). • 2-3 student focus groups at minimum every two years from 2024-25, polls exploring perceptions and confidence in respect of outcomes (T2). • Data Analysis: continuation and completion rates by target groups (T2). • Data Analysis: module attainment and attainment (degree outcome) by target students (T2). 	<p>IS1 IS4</p>

<p>wellbeing can be situational. Reassurance to students will be provided as to the level of support required: if more in-depth help is required, we have it available via our trained Mental Health Advisor and via referrals to our partner for structured counselling when appropriate.</p> <ul style="list-style-type: none"> • Tracking user data in this area and increase engagement with this form of support from groups who are underrepresented in our usage statistics. • Increasing our focus and resource allocation on proactive interventions in areas where our data tells us it is required, and in relation to targets set out in this Plan. We will use data analyses to inform specific Action Plans to address challenges for target groups, in targeted areas. Action plans will be coordinated, led, and monitored from the Student Success Directorate but co-created with colleagues in Faculty. They will include interventions around teaching, learning, and assessment but also will utilise the full range of support offers available within the Directorate (and beyond) as required. The Action Plans will be monitored, and their impact regularly analysed. • Setting expectations and effective communications about the support offered, including raising visibility and accessibility. <p>We know that our support enables students to perform better academically, stay engaged with their course, and ultimately our work directly impacts completion rates. We will track attainment, completion and service usage to demonstrate impact and bring more students closer to the support they will benefit from.</p> <p>In consultations on this Plan, students noted that location of service provision, visibility of services and positive communications are particularly important. Students also noted that the increasing focus on target groups and specific challenges will be welcome and will also generate better understanding of the specific and complexities of issues impacting our students. Expanding resource to meet demand was also welcomed by students.</p>		for target students.		
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<p>Communication and Recognition Campaign Development of a communications and information strategy, planned throughout the year, to:</p> <ul style="list-style-type: none"> • Improve the information and advice across the lifecycle regarding available support and how to access it, with a simple 'roadmap' of support. • Develop positive attitudes and skills (for self-assessment, self-reporting, and presenting) for seeking support • Provide informative, open access events and 'tasters' of support in visible and through-traffic spaces. In consultation on this Plan, students proposed a 'parent-student club', to create a network for studying/working parents and access peer support. • Recognise and celebrate the value of various support mechanisms and the long-term benefits of, for example, self-care, resilience, and reflective practices, exercise and mindfulness. <p>As part of consultations to this Plan, students raised the idea of the roadmap to help students and staff understand the support available to them.</p>	<p>Student success staff time.</p>	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Improved visibility and engagement with the Student Success team and support services. • Improved motivation and engagement in learning. • Improved self-perceptions about academic abilities and confidence. • Improved student emotional and mental well-being. <p>Outcomes</p> <ul style="list-style-type: none"> • Improved continuation rates for target students. • Improved completion and attainment rates for target students. 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Student polls on awareness of support services and likelihood to engage. (T1) <p>Impact Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: continuation and completion rates by target groups (T2). • Data Analysis: module attainment and attainment (degree outcome) by target students (T2). 	
<p>Financial support and literacy A range of financial support is available to students who are experiencing hardship.</p>	<p>Staff Admin time. Bursary funds.</p>	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Improved student emotional and 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: Number and % of students receiving financial 	

<ul style="list-style-type: none"> • The Support Fund. Open to all, students apply for funding based on demonstrating financial difficulty. • Short-term loans are provided to students who are experiencing situational hardship. This is on application. • Dyslexia assessments are provided, with partial funding provided by the university • Travel and shopping vouchers are available for immediate and emergency hardship. • A community pantry is open to both staff and students, and the canteen offers also discounted food after 2 pm. <p>To strengthen this support, we will explore ways to quicken the process of application and receipt of hardship funding, as well as provide sessions on financial and budgeting advice and guidance, which will be promoted particularly to those accessing hardship funding. As per suggestions from students, we will consider how to raise awareness of what 'hardship' means, and how financial literacy may be incorporated into curricula.</p> <p>Students are also supported to access external funding, and Birmingham Newman subscribes to the 'Guide to Alternative Funding', which provides information about prospective external sources of funding.</p>	<p>Staff time (workshop delivery).</p> <p>Alternative funding guide £2kp/a</p>	<p>mental wellbeing, linked to financial security.</p> <ul style="list-style-type: none"> • Student's financial needs are supported. • Students able to participate in various academic and social facets of university life (positively impacting sense of belonging). • Job/ income pressure is decreased. <p>Outcomes</p> <ul style="list-style-type: none"> • Increased continuation and completion rates for target students. • Increased attainment rates for target students. 	<p>support, analysed by student characteristics. (T1)</p> <ul style="list-style-type: none"> • Output Analysis: Total spend on financial support, including by student characteristics. (T1) <p>Impact Evaluation</p> <ul style="list-style-type: none"> • As per relevant parts of the OfS Evaluating the Impact of Financial Support toolkit, as applied to our financial support offer, every two years from 2024-25. 	
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4.3.6 Cost

Total approximate cost of Intervention Strategy 3 (2025-26 to 2028-29): £1,177,000

4.4 Intervention Strategy 4 – A Scaffolded Model for Academic Success

This strategy comprises a cohesive framework for scaffolding support at each level of the student academic experience. Pre-enrolment, our HeadStart programme provides support and preparation for entering university. This transition-in support is extended at the start of each academic year through a scaffolded learning and development support model. Such support has been welcomed by students and highlighted as critically important in student consultations on this Plan. Students noted the benefits of each year 'induction' and support scaffold which they felt extended beyond academic success into promoting sense of belonging, confidence and social integration.

4.1.1 Objectives and Targets

To support continuation, completion and attainment outcomes for:

- Black students, aiming to eliminate the gap in continuation between these students and their white peers by 2032-33.
- The most disadvantaged students (IMD Quintile 1), achieving a reduction in the gap in attainment outcomes between these students and their peers (IMD Quintiles 3,4&5), and aiming to eliminate the gap in by 2035-36.
- Black, Asian, Mixed and other non-white ethnicity students, achieving a reduction in the gap in attainment outcomes between these students and their white peers, and aiming to eliminate the gap in attainment between these students and their white peers by 2035-36.

Targets: PTS_1, PTS_2, PTS_3, PTP_1, PTP_2 – see Annex C, Table 5d.

4.1.2 Risks to Equality of Opportunity

The following risks from the National Equality of Opportunity Risk Register are relevant: Risk 2, Information and Guidance; Risk 6, Insufficient Personal Support; Risk 7, Insufficient Academic Support; Risk 8, Mental Health; and Risk 10, Cost Pressures.

4.1.3 Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. We do not propose to evaluate the strategy as a whole, but have set out evaluation against each of the activities. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below.

4.1.4 Publication Plan

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: <ul style="list-style-type: none">• Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes.• Capture learning and insights that inform practice improvements and any appropriate changes and developments.• Highlights and themes from this report will be shared online, for example through our website / SEER website.	Progress 'highlights' will be shared annually
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.
We will also contribute at conferences and through workshops and events hosted by networks such as, but not limited to, SEER and our local UniConnect partnerships.	At a minimum every 2 years, starting from 2025-26.

4.1.5 Summary of Evidence Base and Rationale

We have conducted a literature review, which includes specific references to the range of materials OfS has identified in its guidance, plus a range of other research and best practice references.

Providing support during application, pre-enrolment, and through a structured induction have a known positive effect on student continuation and attainment in the first year (Gorrard, 2006), even if the effect size can be rather small, e.g., less than 1% attainment uplift (Perrin & Spain, 2008). Orientation and induction programmes can also boost the development peer capital and self-advocacy skills by students who are first-in-the-family and/or disadvantaged socio-economically (Beard et al., 2023).

Further, the provision of on-course academic support gives students the knowledge they need to, for example, understand assessment criteria and expectations, and to respond effectively to them (Joughin, 2010). This is an important aspect of levelling the field and can significantly impact continuation, completion, and attainment.

Continuing support can be embedded into curricula through shifting their focus from the timetabled teaching, and using it to cover the curriculum content, to guided independent and in-class learning. This is achieved through curriculum and teaching design models like flipped learning (Advance HE, 2020) and just-in-time-teaching (Killi & Morrison, 2015), mixing synchronous and asynchronous activities with in-person teaching, using hybrid delivery for in-person teaching, and emphasising continuous feedback on learning in class and independently (UWL, 2019).

Intervention Strategy 4: A Scaffolded Model for Academic and Personal Success

Activity	Inputs	Outcomes	Evaluation Standards of evidence denoted as (T1), (T2), (T3).	Cross Intervention
<p>HeadStart pre-enrolment programme A pre-enrolment preparatory programme, focused on community and belonging building, as well as academic skill development and navigating university life. Targeted at priority groups under this Plan and other groups who are more likely to experience inequality of opportunity, e.g. care experienced and carers.</p> <p>In consultation on this Plan, students noted the great benefits of this programme including the small-group approach which promotes transition through establishing friendship groups, and accessing tailored support. Students considered options for students who transfer from other universities, and this will be considered in the development of this programme under this Plan, along with improvements to communication and promotion, which students felt needs to be more pro-active and not rely on students self-selecting.</p>	<p>Programme delivery staff. Resources and materials.</p>	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> • Increased knowledge and awareness about HE and expectations of study. • Improved sense of belonging in HE. • Improved self-perceptions about academic abilities and confidence. • Improved confidence and preparation for HE life and learning. • Improved connections and engagement as between students and with Birmingham Newman University, amongst diverse groups. <p>Outcomes</p> <ul style="list-style-type: none"> • Improved continuation rates for target students. 	<p>Process Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: Number and % of students with target characteristics on programme. (T1) • Some post-activity polls gathering student experience and perceptions. (T2) <p>Impact Evaluation</p> <ul style="list-style-type: none"> • Data Analysis: on-course engagement monitoring. (T2) • Student survey exploring outcomes. (T2) • Data Analysis: continuation rates by target groups. (T2) • Data Analysis: module/assessment outcomes in first year by target groups. (T2) 	<p>IS2</p>

		<ul style="list-style-type: none"> Improved attainment across first year for target groups. 		
<p>Settings for Success</p> <p>This strategy focuses on establishing a universal programme that will embed scaffolded learning and development, and support, with academic skills in all years of academic study on our courses. This will pull together some exiting activity and expand provision to a comprehensive programme.</p> <p>Our programme fits with our broader agenda for flexible curriculum and will work alongside considerations of the teaching timetable. The model combines:</p> <ul style="list-style-type: none"> Annual personal development planning/learning needs analysis (including the possibility of making assessment through an educational gain lens using a student confidence measure) Academic induction in every year of study, focusing on the most common needs areas at the level of study Year-through scaffold that guides learning outside of the timetabled teaching. <p>The programme scaffold, based in blended learning, will guide our students' independent learning as preparation for and consolidation on their timetabled teaching, will provide continuous feedback and review of learning needs. It will deliver deliberative preparation for assessment through tasks that simulate assessment.</p> <p>This scaffold aims to support students with transitioning into HE as well as transitions between years and developing the right skills for success in their academic study (targeting continuation), preparing for assessment (targeting attainment), and flexibility for learning (targeting completion).</p> <p>In consultations on this Plan, students welcomed the opportunity to access annual 'induction' to each year of study, which they considered should include preparation, understanding expectations of the year ahead and level of study, and opportunities for social integration to support sense of</p>	Staff time (academic, support staff and admin)	<p>Intermediate outcomes</p> <ul style="list-style-type: none"> Increased knowledge and awareness about HE and expectations of study. Improved sense of belonging in HE. Improved self-perceptions about academic abilities and confidence. Improved confidence and preparation for HE life and learning. Improved connections and engagement as between students and with Newman University, amongst diverse groups. <p>Outcomes</p> <ul style="list-style-type: none"> Improved continuation rates for target students. Improved attainment and completion rates for target students. 	<p>Process Evaluation</p> <ul style="list-style-type: none"> Data Analysis: Number and % of students with target characteristics on programme. (T1) Some post-activity polls gathering student experience and perceptions. (T2) <p>Impact Evaluation</p> <ul style="list-style-type: none"> Data Analysis: on-course engagement monitoring. (T2) Student survey exploring outcomes. (T2) Data Analysis: continuation rates by target groups. (T2) Data Analysis: module attainment and attainment (degree outcome) by target students (T2). Data Analysis: completion rates by target groups. (T2) 	IS2

<p>belonging. Particularly supporting students to ‘recalibrate’ after the summer breaks. Students noted that a scaffold for the various requirements of study and assessment is hugely valuable, supporting students in their independent study, and would help with student’s sense of academic belonging.</p> <p>The foundations and various existing activities are in place across different courses for the establishment of this programme, and these will be leveraged in the development of this work. Students welcomed a consistent, universal approach to this activity.</p>				
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4.4.6 Cost

Total approximate cost of Intervention Strategy 4 (2025-26 to 2028-29): £589,000

5. Whole Provider Approach

We are committed to equality of opportunity and to ensuring successful and equitable outcomes for students who have been identified as more likely to experience inequality of opportunity pre- and during-study. As referenced in the introduction to this Plan, we take a whole provider approach (WPA) to access and participation, which we have considered under this Plan using the emerging research on the WPA, led by Professor Liz Thomas (2024). We have evaluated our current WPA context and identified areas where we can go further. We have therefore structured this section against the key domains in the research and evaluation tool that are considered as part of an effective whole provider approach.

5.1 Our institutional journey

Birmingham Newman University is an institution designed and continually developing for the communities we serve. We pride ourselves on creating opportunities and access for students who otherwise would not get a chance to enter higher education. Our support and provision is specifically designed and tailored to support the complex needs of our student communities, approximately 90% of whom are commuter; 60% of whom are mature (21 years and over); 48% of whom are Black, Asian, mixed and other (non-white) ethnicity; and 24% of whom are disabled. Such demographics, and other disadvantages, bring challenges to the student experience as our students balance competing priorities such as work, family and caring commitments and cultural commitments with study. Birmingham Newman is responsive to such needs, seeking to continually improve understanding of needs and the effectiveness and impact of interventions to support students and their outcomes.

We are an institution 'for and of' our place in Birmingham, as an anchor institution with a community of students who reflect our local areas. As well as student needs, we are committed to serving our local industries and producing the local workforce requirements, for example in public services and health. Many of our students stay local post-graduation, and this diverse student pipeline into our local industries is therefore important both in terms of serving workforce needs and industry diversity, as well as contributing to levelling up.

We are proud of and committed in our service to our communities and students, and this provides a strong foundation for continuous improvements and developments envisaged under this Plan, focused on ensuring our diverse student community succeed on-course and into good professional destinations.

Our whole-provider approach means that all students and all staff are stakeholders in access and participation activities. As we prepare for the effective implementation of this new Plan and its activities, we also acknowledge the continued broader work that contributes to our success in achieving its commitments and targets.

5.2 Our institutional and senior leadership commitment

Commitment to access and participation is explicit in our institutional mission, design and strategic plan. Student Success is the title of one of two sub-strategies for the university and has a clear institutional priority. Senior leadership is fully committed to our whole provider approach to access and participation and to ensuring the plan is successfully implemented. In our commitments, we have made significant and whole-institution commitments to strengthen our practice and progress our targets. We have also invested in our evaluation and research capabilities by joining the Specialist Evidence, Evaluation and Research (SEER) service, from 2024-25.

The Pro Vice-Chancellor (Students) holds Executive level responsibility for monitoring the implementation of this Plan, monitoring under-represented groups in our student population, ensuring commitments are delivered, and embedding access and participation across the institution. From an academic governance perspective the collective monitoring and reporting processes associated with the APP are the responsibility of our Student Success Strategy Group (SSSG), Chaired by the Deputy Vice-Chancellor. This group reports directly into Senate, the primary academic committee in the University. A number of sub-committees, which enable engagement of a broader range of staff on specific focus areas, are provided under the Student Success Strategy Group, however we commit to further strengthening these under this Plan.

SSSG oversees the implementation, monitoring, review, and evaluation of the APP, advise on research, and make reports and recommendations to the Senate and Council. This includes highlighting risk and making any necessary changes to the APP, for example if the group finds that progress towards objectives set out in the APP is not being achieved or is going backwards it may recommend to the University Leadership Team to increase investment levels. Membership of the committee includes the Director of Student Success (who has Management team responsibilities for the APP) as well as Executive Deans of Faculties and Chairs of all relevant task groups.

Given our mission and orientation as an institution set up and developed with social justice, social mobility and inclusion at its core, the allocation of staff and other resource dedicated to these aims is prioritised. Staff across Birmingham Newman University have a high level of understanding and awareness of our ambitions in access and participation, and are committed to ensuring all students have a positive, successful experience and are enabled to achieve their potential. Staff are familiar with the types of support and practice required to provide such support, including being committed to training and development, and practice improvements to support equality, diversity and inclusivity across the university.

5.3 Our WPA student experience: Working across the student lifecycle and experience for all students

Our approach to access and participation spans works across the whole lifecycle. Our commitments and priorities in access and participation remain key considerations in the design and development of broader institutional activity. Our organisational structure and role expectations support and enable the embedding of widening access and student success. Access and Participation is not confined to a role or an organisational area, but is embedded across all departments, and across the whole student journey, from recruitment and admissions to graduation and the support of graduate outcomes.

For example:

- Investment in **marketing, recruitment and outreach** is targeted towards access and participation, and specific target groups under this Plan. While we do not have any targets in access under this Plan, this important work will continue and ensure we keep serving and reaching out to our local target communities and pipeline of learners. We deliver strong outreach activities, working with schools and colleges to provide a range of activity to support, encourage and provide information, advice and guidance, and knowledge and skill development regarding higher education pathways and admission. Activities are often tailored to meet school/ college/ learner need and to, for example, contribute to specific subjects and attainment through provision of taster sessions and enrichment. This supports the OfS priority of supporting pre-entry attainment. Teachers and school/college staff are also supported with information and resources. We welcome and encourage community, children and young people to come onto campus, also allowing students to bring children into the library to support their access. Mature learners are also considered in our outreach approach, and opportunities provided to access information, advice and guidance, and experiences of university, are provided. Specific challenges are addressed, driven by what we understand of our community, for example advice and support with finance and debt information and impact on child benefits allowance; childcare and managing competing priorities; expectations of study and returning to education.
- Bespoke **welcome and induction** events are held for specific under-represented groups and/or those with protected characteristics.
- Accessibility and inclusion are at the forefront of **Academic design of curriculum, teaching, learning and assessment**. Courses, curricula and teaching, learning and assessment are designed around student needs and priorities and characteristics of our population, to facilitate participation and success. See note below (Section 5.4) regarding the Teaching, Learning and Assessment Strategy. Similarly, accessible routes to study have been made through provision of Foundation Years, which scaffold into full degree programmes. This supports OfS priority in expanding alternative routes and flexible provision. These areas have been prioritised as an Intervention Strategy under this Plan, to drive forward this work and further target provision in areas where indicators of risk have been identified.
- **Student and wellbeing services** are designed to be accessible to students from targeted groups and with complex lives. We have introduced online bookings, our spaces are accessible, and we send proactive

comms pre-arrival to particular HESA groups, for example regarding disability, to support onboarding. We have a specific named contact for care-experienced students. For example, all care-experienced students are contacted upon arrival, provided with a tailored welcome pack and are contacted at intervals thereafter and are offered a 1-2-1 point of contact for any matter. Students are offered year-long contracts in halls if desired, although most live off-campus and come from the local area.

- **Co-curricular and extra-curricular activities** are offered when students are on campus, or in flexible ways. Student societies are established and created to meet the needs of our diverse student base, led by and organised by student groups, and supported with funding and staffing resource from the Student's Union.
- Activities and **support to facilitate employability, entrepreneurship and progression** to graduate employment and postgraduate study are informed by and support our widening access and student success ambitions. For example, our *Transformation West Midlands* project and ongoing work supports less mobile students into employment. As well as tailored 1-2-1 careers information, advice and guidance sessions and a range of workshops targeted to address key concerns for students (including those specifically affecting target groups), the careers team work collaboratively with academic schools to embed careers and employability provision into curriculum. This is an area we have committed to strengthening over the life of this Plan, with focused efforts on issues impacting target groups. Relationships with employers and industry ensure support is responsive to industry need and expectations, and there is a conscious effort to meet local labour market demands, given more of our students are and stay local. Increased understanding and cooperation between Newman and employers can also support students who are balancing work and study; and, support employer workforce diversity needs.

5.4 Institutional strategies and policy that prioritise and facilitate widening access and student success

A range of our existing strategies, plans and approaches demonstrate our whole provider approach and are aligned to the ambitions in this Plan. Areas of vertical and horizontal alignment (Thomas, 2020) of our access and participation initiatives, highlighting the structures, policies and processes that facilitate ownership and communication, are briefly summarised as follows:

- Our **Strategic Plan** (2020-2025) sets out our ambition as a Catholic institution, with strong values and a proud commitment to principles of social justice. Our values, which map into our ambitions for this Plan, include:
 - We place student learning and welfare at the centre of all we do, and we offer a nurturing environment for all students.
 - We are ethical, honest and humane. In difficult situations we seek to work with understanding, kindness and compassion.
 - We respect and value all contributions.

To achieve our ambitions, our Strategic Plan sets out our Strategic Objectives, many of which align with our commitments in access and participation, and reflect our approach as an institution, serving our local communities and the complex lives of our students. Our Strategic Objectives include:

- **Transforming students lives.** Working in partnership with our students' to ensure learning experiences which raise their consciousness of themselves, broaden their understanding, increase their knowledge and sharpen their skills. Including:
 - Nurturing student citizenship, leadership and advocacy
 - Improving student enterprise and employability through partnerships with local, national and international employers and organisations
 - Enhancing student outcomes across access, participation, retention, progression and success
- **Work in partnership with students.** Nurturing a strong sense of partnership with our students, by involving them in codesign and decision-making and ensuring our educational provision is aligned with their needs and aspirations. Including:
 - Collaboratively developing our portfolio of programmes to address the needs of wider society, help students develop their capabilities, and build on the expertise of our staff.

- Growing a learning environment which proactively supports all our students through the challenges they face.
- Emphasising equality of opportunity and outcome, working with underrepresented student groups to close continuation, attainment and progression gaps.
- **Serve our diverse community and the wider world.** Strengthening partnerships with schools, colleges, community groups and other education providers, including:
 - Developing opportunities for lifelong, life wide learning, globally connected and locally rooted.
 - Deepening our community engagement and reach, providing and supporting community leadership and empowering individuals and groups to bring about social change.
 - Engaging with our alumni to connect us with local, national and international organisations and groups.

While our Strategic Plan will be updated over the course of this Plan, our commitments to social inclusion, mobility, equality and diversity and providing support to ensure all students from all backgrounds, achieve their potential, will only be further strengthened.

- Our **Contextual Admissions Policy** ensures that inclusivity and equality principles are maintained throughout our admissions processes. Our commitment to fair admissions processes and widening access and participation is reflected in our use of student data to offer reduced confirmation tariffs to students from eligible backgrounds, including care-experienced students and those from the most socioeconomically disadvantaged areas.
- Our **Learning, Teaching and Assessment Policy** supports our vision of being an inclusive learning community underpinned by commitments to mutual respect, social justice and equity. We achieve this through:
 - Working in active partnership between staff, students and the wider community in all aspects of the development and improvement of curriculum content, approaches to learning and modes of assessment and feedback.
 - Empowering all students to progress and fulfil their potential, utilising induction, transition and learning support processes to develop a sense of belonging to subject, programme and institution.
 - Embedding inclusive approaches to learning and teaching, which are accessible and reflective of the diversity of our student population.
 - Creating flexible and inclusive learning opportunities for all students, ensuring our learning and teaching approaches consider the diverse needs of students from under-represented groups.
 - Providing an inclusive, balanced and effective assessment portfolio, informed by student interactions.
- **The Timetable Policy.** The academic timetable is organised to facilitate students from targeted groups to participate fully in their learning. The Timetable Policy includes commitments to early publication (minimum 4 months ahead) and delivery of subjects being restricted to specific days where possible. These are significant undertakings designed to support students. The Policy also seeks to minimise the number of separate visits to campus (for commuter students), and alignment to Birmingham school calendar (for those with young children). This work is being further developed as part of the commitments in this Plan (Intervention Strategy 1), as we have identified it as an impactful intervention that we can improve to promote equitable outcomes for all students.
- **Assessment flexibility and extension processes.** Flexibility is given to students with disabilities, long-term conditions, and/or very challenging personal circumstances which significantly impact their study on a regular basis. 'Automatic' 15-day extensions are provided to students registered with the Disability Service (students can set off a trigger with no evidence needed beyond initial disclosure to the service), and flexible submission plans allow students with significant challenges to arrange their assessment deadlines in a way which best suits their personal circumstances, without needing to apply for an extension or mitigating

circumstances each time. Again, building on these practices, flexibility in assessment is being further developed under this Plan Intervention Strategy 1).

- **The Teaching Excellence Framework (TEF).** TEF reflects, informs, and is informed by and supports, our widening access and student success goals and activities. TEF metrics are monitored on an annual basis and include target group outcome measures. Our TEF submission highlights our commitments to deliver excellence across key domains of teaching, assessment and feedback, academic support, and student voice and experience, all contributing to our student outcomes. In line with our aims to provide a university opportunity for all those who have the ability and commitment to benefit, regardless of family background, financial circumstances and previous educational experiences, our TEF submission outlines key activities that deliver on both equality and excellence. This includes our pedagogy of partnership principles, extensive student support services which include financial support, and working with underrepresented student groups to close continuation, attainment and progression gaps. As part of our SEER membership from 2024-25, we will implement a project to align TEF educational gain measures with access and participation monitoring, using a student confidence (self-efficacy) based measure of gain. This will form a key part of our evaluation and monitoring for this Plan and TEF.
- **Equality, Diversity and Inclusion (EDI) commitments** are central to our core strategy and culture and practice throughout the University. For example, our staff receive a suite of EDI-related training, including Unconscious Bias and AdvanceHE's Race Equality Training. We also follow staff recruitment procedures and practices which meet diversity requirements.
- The **Employability Action Plan** aims to improve employability and progression outcomes for our students, through embedding employability initiatives throughout courses and university activities. This includes personalised careers resources and guidance available for students to participate in.
- The **Student Success and Progression Framework**, which guides our strategic level changes, includes a commitment in our Life-wide and Lifelong Learning pillar to celebrate the diverse backgrounds of our students, valuing all the experiences they bring to the University community. All four of our pillars work towards the aim of supporting our students to develop the skills and experiences required to succeed throughout their university experience and beyond.
- Our **Foundation Year Action Plan** aims to encourage the retention of our foundation year students, with some activities contributing to access and participation-related aims. We plan to develop a foundation year transition network to support students with mentoring and transition events, and to enhance subject belonging through enhanced personal tutoring, subject-specific induction, and encouraging foundation year students to participate in Student-Staff Consultative Committees.
- **Newman Students' Union's Strategy** prioritises key themes of student voice, support, community, and wellbeing which lead the work of the independent Students' Union. We work closely with the Union to achieve our shared vision of providing our community with inclusive services, opportunities and processes that are accessible and relevant to all. The Students' Union Strategy further complements our commitment to access and participation through:
 - Key values of being inclusive and ethical, celebrating differences and embedding inclusivity in all their work.
 - Championing the needs of under-represented groups in their representation work and campaigns.
 - Developing services and initiatives to support the needs of students with caring responsibilities.
 - Co-launching a new peer-mentoring scheme with us to support students with their transition through university.
 - Providing free academic societies to encourage students to be an active part of their academic community.
- Our **Student Futures Manifesto** has been co-created with students to demonstrate our actions and commitments to secure successful student futures inside and outside of the classroom. We have focused our

manifesto around six key themes: supporting students before they reach University; inductions into university life for each year of study; teaching and relevant digital tools and support; activities intended to build skills, network and community; mental health and wellbeing provision; and a clear pathway towards graduate outcomes. Our key pledges which align most closely with the access and participation mission include:

- Outreach and pre-induction opportunities for prospective students to sample university life and engage in learning activities.
- Opportunities for students to build a sense of belonging to our learning community.
- Digital tools to enhance accessible teaching and learning, alongside robust academic personal tutor support.
- Diversification of mental health support, in terms of access, resourcing and availability.
- Enhancing our extra-curricular offer and embedding employability skills within the curriculum.

5.5 Our use of data and evidence

As a smaller and specialist provider, data is challenging due to capacities for analysis in terms of resource and the impact of small cohort sizes. Our small size lends itself to qualitative, individualised data which can be drawn from daily staff-student interactions in teaching and learning, and the broader student experience.

While we have some established practices in terms of monitoring, we have provided specific commitments to strengthen our data and monitoring in this Plan (see Intervention Strategy 2), as well as gaining membership to SEER to further support our ambitions for strengthening evaluation and insights into what works.

We are therefore on a journey to strengthening our data and evidence generally, where data relating to access and participation outcomes will be a key focus. As such, our ambitions over this Plan are to:

- Develop and implement more formal and regular data and monitoring schedules and analytics that relate to access and participation outcomes (for example, interim outcome measures, student engagement, analysis by characteristics, etc).
- Ensure such analyses and findings are widely used across the institution and are aligned with institutional priorities, to improve practice and inform strategic decisions.
- Develop our data capture, processing and analysis capability, with specific reference to access and participation metrics.
- Ensure appropriate staff resource and training and development in relation to evaluation, data analysis and monitoring. To this end, we have joined the SEER service from 2024-25. SEER provides evaluation, research and data analysis as well as training to staff.
- Develop and implement dissemination and communications plans for findings.

Over time, we will develop a much clearer, data informed picture of our student outcomes, underpinned by an evidence base for practice. Access to a range of resources from SEER will significantly expediate this process, and we are looking forward to being part of a network that specialises in the challenges for smaller and specialist institutions and offers collaborative opportunities in evaluation and research which allows for benchmarking and collective analyses to mitigate the challenges of small cohorts.

6. Student Consultation

Birmingham Newman University is committed to ensuring students have a strong and influential voice and input in the workings of the institution, which is developed and designed specifically with student needs and wishes in mind. We have a comprehensive student representation and input system, which includes an established Student Union and a Student Representative System.

Newman Students' Union became a registered charity in 2011 and 'exists to be the voice of Newman students, to empower them to achieve together and make a positive impact'. They represent roughly 3,000 students with 95% of those being commuters and 40% being mature students. The vision of Newman Students' Union is to 'empower you

to use your voice and find your place now and for the future' and is paired with the values of the Union highlighting Inclusion, Independence, Quality, Ethics, Agility and Sustainability. These values are underpinned by having members' interests at the centre of how they work, plan, think and organise, as well as democratic values being complemented by their commitment to social justice, to making University fun, enriching and rewarding. The SU has a staff team of three which is made of the Union Director, Student Voice and Governance Co-Ordinator and Student Voice and Advice Co-Ordinator. Alongside this, there is a structure of elected officers, with the President and Vice-President being paid and full-time; and Part-Time Officers being unpaid and part-time. The structure of the Students' Union falls under two categories; Voice and Support, and Community and Wellbeing. Voice and Support is broken down into five categories which focus on Advice, Academic Representation, Inclusion and Liberation, Governance and Democracy, and Campaigns. The Community and Wellbeing element of the Union is broken into four, with these being Academic Communities, Welcome and Induction, Student Activities, and Social Life.

The Academic Representative System, which falls under the work of the Students' Union, consists of two main strands. Faculty Representatives are elected across both faculties (Faculty of Education - FED and Faculty of Arts, Societies and Professional Studies – FASPs), and are broken down further, ensuring each School within these areas has a representative. There is a formal application process for this, including interviews. In the 2023/24 Academic Year, there were seven Faculty Representatives, with two being from FED and five being split across FASPs, to encompass Foundation Year, the new School of Nursing and Allied Health, and the emerging School of Business and Law, as well as other areas. The Faculty Representatives are there to co-ordinate the Course Representatives, in which there is one for every course across every level. These representatives volunteer to take on this role and ensure feedback from fellow students on their course is passed onto the relevant channels. Training is delivered for all Academic Representatives to enable them to fulfil their roles. Training topics include; transferrable skills, structure of representative system and University structures; feedback mechanisms; communication; the wider University and Students' Union community; meeting etiquette and chairing meetings.

Students were consulted in the development and drafting of this Plan. As well as running sessions to enable students to feed into the Plan via structured and supported focus groups and engagement with the Student Union, we also employed an APP Student Consultant to work alongside and be supported by the staff team leading the development of the Plan. This student was also a key member of our APP Task and Finish Group, overseeing and inputting on the various stages of drafting and decision-making.

During student consultations, students expressed a strong appreciation for their time at Birmingham Newman University. They highlighted the commitment from academic and support departments, the continuous growth of the Students' Union, and the close-knit community of mature learners as key strengths of the institution. Students also highly valued the integration of career guidance with academic departments within their first-year modules, as it helped them gain an early understanding of the career opportunities available in their field of study during their degree.

The APP Student Consultant expressed that it was *"reassuring to see that a lot of the intervention strategies and key focuses throughout the work done reflects a lot of my concerns and experiences as a previous student, but also a lot of those brought to me by current students and recent graduates"*. This sentiment was also expressed in the group consultation, where responses to the proposed Access and Participation Plan were positive. The added flexibility in learning, improved placement preparation and proactive, personalised support were seen as having the potential to reduce stress and boost students' confidence. The proposal to ensure inclusivity in course design and to enhance collaboration between student support and academic programmes were also seen as being able to contribute to an even more inclusive and supportive environment. Interest was also expressed in making sure that activities were focused and evaluated annually to assess their effectiveness, emphasising student commitment to access and participation at Birmingham Newman University. The APP Student Consultant commented, *"I am really pleased with the direction the APP is going, and when implemented, I look forward to seeing the positive impacts this will have on Student Experience, Retention, Continuation and Access to University Courses."*

Student input and considerations have been reflected and explicitly noted throughout the Plan.

Students also noted the value of various informal channels of communication for students to provide feedback on their course and student experience. Students also have access to a range of options in which they can provide feedback directly or indirectly via their Student Representatives. Examples of opportunities include:

- Academic societies
- Student Council
- Student 'Ideas' Forum on the Students' Union website
- Informal drop-in sessions with the Union President and Vice-President

7. Evaluation of the Plan

7.1 Strategic Context for Evaluation

Evaluation and research are part of our 'whole institution' approach to access and participation. Our academic, professional and leadership teams contribute to the monitoring and evaluation of targets, intervention strategies and activities in this plan through supporting and inputting on the range of evaluation measures. Our data team have skills in ensuring data capture is appropriate for the required monitoring and evaluation outputs, including designing new reports and processes to capture, collate and extract data for various evaluation and research questions. We also draw on the skills of staff responsible for the delivery of the Activities in this Plan, and our student representatives, to effectively incorporate evaluation.

In our assessment of our current context for evaluation, using the OfS evaluation self-assessment tool, we are 'emerging' across all areas. We have some foundations in place, but need to develop our practices, including embedding evaluation into activity design and delivery and ensuring feedback cycles into improving practice. Therefore, as we continue to build our cross-institution capacities for effective evaluation and the application of findings to improve practice, staff and student representatives will be supported with relevant training in Theory of Change and evaluation methods, provided through our SEER membership. Students are important in this work, and we will work in partnership with students on the design and implementation of evaluation and research, particularly where this pertains to current students.

SEER provides us with the evaluation and research expertise we need to deliver our commitments in these areas. We will actively participate in this network, which provides us with opportunities to be part of collaborative research and evaluation projects and learn and share practice with other members and external stakeholders. SEER host an annual Symposium and regular workshops, roundtables and 'learning lunches' throughout the year, as well as providing us with opportunities to showcase our practice and insights. We will also engage with TASO and other relevant organisations in calls for evidence, conferences, events, and training.

7.2 Activity design

As detailed in the Strategic Measures section of this Plan, evaluation has been established at the start. We have built effective evaluation practice into our Strategies by establishing a range of evaluation attached to the individual activities that contribute towards the overall objective of each Strategy. We can therefore build up an understanding of which activities are 'working' and which are not.

We have taken a Theory of Change approach to the development of our Intervention Strategies, identifying clear intended outcomes (intermediate and end) and a supporting evidence base that has informed our activity development and challenged assumptions. With the help of SEER, we will continue to review, develop and strengthen our Theories of Change (ToC), adding to our evidence base as our evaluation findings emerge and developing enhanced activity-level ToCs where required.

7.3 Evaluation design

We have collaborated with SEER and drawn from OfS and TASO toolkits and guidance on effective evaluation approaches. We have considered how the outcomes of activities can be evaluated credibly, particularly as our context as a small and specialist provider means that we are likely to be dealing with small cohorts.

Employing mixed method approaches is particularly important, as we will need to rely on qualitative data to support our understanding, or fill gaps, in quantitative data. We will triangulate findings where possible and seek to deepen our insights through qualitative methods. Given the developmental stage of our evaluation practice, the majority of our evaluations are type 1 (narrative), and type 2 (empirical enquiry) of the OfS 'Standards of Evidence'. We have however noted that we will explore and consider where type 3 evaluation could be implemented in future.

Our evaluation approach has also considered the context and scale of the activities and, as we have proposed working with strategic partners (schools, colleges, community groups, specialist service providers) in our Intervention Strategies, we wish to note that some flexibility and development may be required as our collaborations take shape, allowing for input and advice from partners.

We have also considered our context and, where appropriate, will trial more creative evaluation instruments (as methods in surveying, focus groups and interviews). This may help to mitigate the issue of survey fatigue, which is a significant issue for effective evaluation and is compounded in small cohorts where the same students are more likely to be subjects of multiple evaluation and research projects. We will continue to be cognisant of this in the collection of feedback and have aligned our evaluation and measures across our activities to enable us to minimise the number of collection points, where possible and appropriate.

Our evaluation approach, data collection and analysis have been formulated on the intended outcomes and objectives of our activities. Where appropriate and possible, we will consider and employ validated scales to our evaluation practices. We have also considered evaluation that spans (a) process and (b) impact, to provide a comprehensive understanding of how our activities are working. We will explore, with SEER, further research projects in relation to our activities and our ambition to better understand the experiences and challenges of target students and issues of equality of opportunity. For example, consultation with students as part of the development of this Plan supports the identification of risks relating to insufficient to personalised academic and non-academic support; however, we consider that there is further research, supported by our learning analytics activity, that would add insight to this area.

7.4 Implementing our Evaluation Plan

We will collaborate internally across our team and with our strategic partners to deliver our evaluation plan. We will be guided by our school, college and community partners, and our students in respect of effective implementation of the plan. Our evaluation process will comply with institutional policies and complies with all legal requirements relating to data protection, following ethical, safeguarding, legal and risk considerations.

As noted above, we are members of the Specialist Evidence, Evaluation and Research (SEER) service, with whom we will work in partnership to deliver our evaluation plan. A Data Sharing Agreement has also been established. SEER provides us with opportunities to collaborate on various evaluation and research items, including for example the evaluation of the impact of financial support, using the OfS toolkit.

The design of our evaluation has also been heavily informed by intended and projected standardised outcomes being adopted by SEER across its membership base, which not only increases efficiencies but provides opportunities to increase the sample size and evaluation, helping to mitigate the issue of small datasets. SEER incorporate and draw on TASO guidance on best practices for evaluations with small cohorts (small n). Further, such collaborations may provide us access to tools that would otherwise be unaffordable. For example, concerning our access activity, we have noted the possibility of implementing tracking, which will be explored via SEER. As a practice network, we are also able to participate in peer review of practice and evaluation and share practice and findings.

As a smaller provider, we are also well-placed to respond with agility to interim findings and emerging data. We are able to be responsive in flexing our activity accordingly to help to keep us on track to achieve our objectives and targets, and continuously improve our practice.

7.5 Learning from and Disseminating Findings

We are committed to sharing our learning and findings internally, with our partners, within our close networks and with the broader sector, to develop a stronger and increased volume of evidence about what works and what can be improved. We are pleased to help to grow the evidence base for equality of opportunity in higher education and we will submit evaluation outputs to OfS' repository of evidence as appropriate. In Section 4, we have set out our publishing plan, which includes publishing findings on interim and longer-term outcomes through a range of channels. In developing the format of our communications, we will consider creative and visual methods, and different audiences/purposes. We will ensure that our findings are open access.

Our SEER membership provides us access to academic experts in evaluation, including in access and participation and the broader teaching and learning arena. These staff are involved in design, delivery and analysis. We are also a member of AMOSSHE, NASMA, NADP and other professional networks, at which we can share and present findings. It is anticipated that we will actively contribute to conferences, network events and publications. Where appropriate we will draw on existing networks to collaborate and engage with similar organisations. We also look forward to sharing our findings and our thinking with other small specialist institutions and SEER members and collaborating on the development of effective practice for this particular part of the sector.

Internally, developing a community of practice (staff and students) regarding access and participation will help to facilitate improvements to sharing of findings from evaluation, and subsequent improvements to practice. Shared practice across the institution allows for review and feedback on evaluation findings and reports, and discussion regarding the improvements that could be made. More broadly, evaluation findings related to access and participation work will inform other agendas and practice, such as programme review and revalidation, communications and recruitment strategies and community engagement. We will publish the findings of our evaluation activities on our website and with sector bodies as appropriate. Further detail about how we will evaluate our intervention strategies is included in Section 4.

8. Provision of Information to Students

The University is mindful of providing accessible content. Our written materials such as the prospectus use non-serif fonts and copy is put through an accessibility checker as part of the design process. There is currently an on-going review into accessibility with template presentations, email signatures, and posters underway.

Information is provided to students in numerous ways. Pre-arrival communication is via our Student CRM system with email being the predominant method of delivery, backed up by a small number of SMS notifications. Information provided pre-arrival to offer-holders includes course content, fees, timetable, and information on support services including proactive and targeted prompt to share disability status.

When enrolled student information is provided using the student App (OurNewman), where information is curated specifically for the student based on course, year of study and enrolment status. Students can tailor App content and choose to enable push notifications. Students are also provided with information via Moodle, a Sway-based student bulletin, course inductions, University intranet, and via visuals around campus, both digital and hard-copy.

Our website complies to the DDA, Double-A WCAG 2.0 and EN301 549, and our web supplier complies with the Public Sector Bodies Accessibility Regulations 2018. The content within our CRM is compatible with the most used assistive technologies, including screen magnifiers, screen readers, and speech recognition tools. Alt text is set against images providing descriptive text for screen readers.

We provide digital information for students on the support that is available to them. Students declaring disabilities on UCAS are sent targeted communications pre-arrival with reminders when enrolled. The Student Success team have a prominent section of the Student App and use targeted communications to ensure relevant information is

sent to appropriate student groups. Online bookings are available for students to access advice and guidance, and we have a highly visible approach to campus communications.

8.1 Financial support

We understand that financial concerns are at the forefront of applicants' and students' minds and in the current economic climate, financial considerations are crucial for many students, but particularly those from target groups in this Plan. We provide information about the financial support options available on our website, student App, campus screens, CRM communications, personal tutor handbook, and traditional print media.

Detailed information on Student Finance England, including eligibility criteria, application processes, and deadlines is available on our website with links to the Student Loan Company website.

Our financial support offer is provided below.

Financial Support

Financial Support Scheme	Purpose	Criteria for Eligibility	Number of Awards	Level of Support	Level of Support in Subsequent Years of Study
The Support Fund	To alleviate cost pressures and ensure needs are covered for students experiencing financial difficulty.	Demonstrate financial difficulty. By application, assessed under NASMA guidelines .	Variable, application dependent.	Variable but 22/23 average grant was £429.	Per application. No limit on number of applications.
Travel and Shopping Vouchers	To address emergency hardship and cover basic needs.	Demonstrate financial difficulty usually via bank statements or evidence of challenging personal circumstances. By application.	Variable, application dependent.	£25-50	Per application. No limit on number of applications.
Short term loan scheme	To alleviate cost pressures and ensure needs are covered for students experiencing situational financial difficulty.	Demonstrate financial difficulty linked to a delay to student funding. By application.	Variable, application dependent.	Variable	Per application. No limit on number of applications.
SpLD Assessment Fund	To ensure that students have fair opportunity to gain an accurate diagnosis, enabling they can access both University and external support, the latter via Student Finance England's 'Disabled Students Allowance'.	Open to all campus-based students on full-time undergraduate courses.	Variable, application dependant.	£275-£350 per student	One-off support available in any year of study.

ANNEX A – BIRMINGHAM NEWMAN UNIVERSITY (NEWMAN)

APP PERFORMANCE ASSESSMENT

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

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

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

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

ANALYSIS PROCESS

1. The first layer of analysis explores the OfS APP dataset on our full-time (FT) and part-time (PT) students, identifying the Indicators of Risk for further consideration.
2. Supplementary data (internal and external) and questions were then added to further understand the context for each indicator of risk, and the possible occurrence of risks to equality of opportunity.
3. We have excluded from the written analysis below any measures within the areas of the lifecycle where Newman gaps are positive, or zero, or no data exist:
 - in Access – positive or zero gaps (or significantly above the sector average enrolment) with their respective comparator groups for students from IMD Quintiles 1&2, Global Majority students, disabled students, mature students, and students who were eligible for Free School Meals (FSM).
 - in Continuation – positive gaps for IMD Quintile 1 vs. Quintile 5 students, disabled students vs. non-disabled students, mature students vs. young students (the 2-year aggregate gap) FSM-eligible vs. non-eligible students (-3.3pp in 2021-22).
 - in Attainment – positive gaps for TUNDRA Quintile 1 vs. Quintile 5 students (-6.7pp in 2022-23), disabled vs. non-disabled students, and mature vs. young students. No attainment data for the ABCS measure.
4. We have not included Care leaver/Care experienced student data, because our data sets are very small, c. 6-15 students.

SUMMARY OF INDICATORS OF RISK AND TARGET AREAS

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

Table 1: Summary of Indicators of Risk and Targets

Metric /Student Group	IMD (Quintile 1)	TUNDRA	Ethnicity	Disabled	Mature learners (21 & over)	ABCS	FSM-eligible learners
Access		Small gap, dropping to 0 in the latest year on record (2022-23).				Gap is present, but smaller than the sector and continually reducing. Recommend monitoring.	
Continuation		Small gap, reducing to 1.4pp in the latest year on record (2021-22). Recommend monitoring.	Priority PTS_1 (Black students)			Small gap, reducing to 0.7pp in the latest year on record (2021-22). Recommend monitoring.	
Completion	Comparable gap to sector, but data have significant lag (2018/19 latest year). Will monitor, but not set a target at this stage. Strategies for addressing Continuation and Attainment targets will encompass Completion.	Small gap. Recommend monitoring.	(Black students) Slightly higher gap compared to sector, but data have significant lag (2018/19 latest year). Will monitor, but not set a target at this stage. Strategies for addressing Continuation and Attainment targets will encompass Completion.	Very small gap is present. Data have significant lag (2018/19 latest year). Will monitor, but not set a target at this stage. Strategies for addressing Continuation and Attainment targets will encompass Completion.	Comparable gap to sector, but data have significant lag (2018/19 latest year). Will monitor, but not set a target at this stage. Strategies for addressing Continuation and Attainment targets will encompass Completion.	Gap is present but the data are very small. Recommend monitoring.	Gap is present but the data are small. Recommend monitoring.
Attainment	Priority PTS_2		Priority PTS_3 (Black, Asian, Mixed, and Other Ethnicities)				Gap is present and reducing (to 1.5pp in the latest year on record, 2022-23). Recommend monitoring.

Metric /Student Group	IMD (Quintile 1)	TUNDRA	Ethnicity	Disabled	Mature learners (21 & over)	ABCS	FSM-eligible learners
Progression	Priority PTP_1	Gap is present but reducing (to 1.4pp in the latest year on record, 2022-23). Recommend monitoring.	Priority PTP_2 (Black, Asian, Mixed, and Other Ethnicities)	Very small gap. Recommend monitoring.	Very small gap. Recommend monitoring.	Gap is present and fluctuates significantly. Recommend monitoring.	Gap is present and fluctuates significantly. Recommend monitoring.

PRIORITY TARGET AREAS

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

1. Continuation of Black students.
2. Attainment of students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1).
3. Attainment of Global Majority students (Black, Asian, Mixed and Other ethnicities).
4. Progression of students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1).
5. Progression of Global Majority students (Black, Asian, Mixed and Other ethnicities).

1. ANALYSIS - ACCESS

Overall, our entrant profile shows some very positive trends:

- Students from the most disadvantaged backgrounds, IMD Quintiles 1 and 2, make up over 70% of our FT enrolments (IMD Quintile 1 = 53.9%; IMD Quintile 2 = 18.1%) and nearly 60% of our PT enrolments (IMD Quintile 1 = 33.2%; IMD Quintile 2 = 24.3%) in the 4-year aggregate. For comparison, our enrolment of least disadvantaged students, Quintile 5, is respectively 6.5% (FT) and 11.3% (PT).
Comparing our Quintile 1 enrolments to the combined enrolments across Quintiles 3, 4, and 5 is more reliable, given our small enrolment rate of Quintile 5 students alone. The Newman gap between enrolling Quintile 1 and Quintiles 3, 4, and 5 students is positive, meaning more Quintile 1 students, in both the 4-year (-44.6pp) and 2-year (-45.0pp) aggregates. For comparison, the sector enrolment gap is negative, i.e., on average, there are fewer enrolled Quintile 1 students than the combined Quintiles 3, 4, and 5 students, in each of the aggregates (3.7pp and 4.7pp, respectively).
- Our enrolment of FT students from TUNDRA Quintile 1, which covers residential areas that are least well represented in higher education, follows a positive trend where a 3.6pp gap with the comparator, students from TUNDRA Quintile 5, in the 4-year aggregate reduces to 2.2pp in the 2-year aggregate and closes entirely (0.0pp) in the latest year of data, 2022-23 [the respective enrolment rates, Quintile 1 vs. Quintile 5, are: 13.9% vs. 17.5%, 4-year aggregate; 15.2% vs. 17.4%, 2-year aggregate; 16.8% vs. 16.8%, 2022-23]. There are no data on the TUNDRA measure for our PT enrolment.
- Global Majority students make 50% of our average FT enrolments in the 4-year aggregate, increasing to 52.6% in the 2-year aggregate, and 55.1% in 2022-23 alone. This is far above the sector average of 35% (35.8% in 2022-23). Asian (23.4%, 4-year aggregate) and Black (16.5%, 4-year aggregate) student enrolment into our FT provision also exceeds the sector average rates of 15.4% for Asian and 10.6% for Black students. The proportion of Global Majority students in our PT provision is about 30% (4-year aggregate), including enrolment rates of 11.8% for Asian students, and 12.9% for Black students in the same aggregate. These are also significantly above the 4-year aggregate sector averages: 14.4% for Global Majority as a whole, 5.2% for Asian students, and 4.8% for Black students.
- Disabled students enrol into our FT provision at a 4-year aggregate rate of 22.3% (17.4% in the sector), increasing to 24.8% in the 2-year aggregate (17.9% in the sector), and to 25.9% in 2022-23 (18.3% in the sector). Disabled students enrol at an even higher 4-year aggregate rate, 25.1% (30.6% in the 2-year aggregate), into our PT provision, which also exceeds the

sector average rates of 19.6% in the 4-year aggregate, and 20.5% in the 2-year aggregate. Considering the data by disability type shows that we enrol more students than the sector average rates from most disability types. This includes students with cognitive or learning difficulties (Newman rate of 6.2% vs. 5.7% sector rate in the FT, 4-year aggregate, and 7.9% vs. 4.3% in the PT, 4-year aggregate), and students with mental health conditions (Newman rate of 8.8% vs. 4.9% sector rate in the FT, 4-year aggregate, and 6.6% vs. 5.5% in the PT, 4-year aggregate).

- Mature students make over 40% of our FT enrolment (41.7% in the 4-year aggregate; 41.1% in the 2-year aggregate; 40.7% in 2022-23). For comparison, the sector average rates are 28.5% (4-year aggregate), 28.9% (2-year aggregate), and 28.7% (2022-23). Our PT enrolment follows the sector trend of significantly more mature students, who we enrol at a higher rate than the sector's: 96.8% vs. 87.7% (4-year aggregate).
- Students who were eligible for Free School Meals (FSM) enrol into our FT provision at double the sector average rates: 35.4% vs. 18.8% (4-year aggregate), 35.2% vs. 18.0% (2-year aggregate), 37.0% vs. 17.7% (2022-23). Our PT enrolment data for FSM eligible vs. not eligible students are too small and have been suppressed.

ABCS is the only risk indicator for Access that shows a large negative gap between target students (ABCS Quintile 1) and their comparator group (ABCS Quintile 5). We consider the ABCS data below.

ABCS

The 4-year aggregate enrolment rate of students from the most disadvantaged socio-demographic intersections (ABCS Quintile 1) into our FT provision is higher than the sector rate (11.8% vs. 7.4%) (Fig.1a).

The Newman enrolment gap with the comparator group - the least disadvantaged students from the ABCS Quintile 5 – of 18.2pp is lower than the sector gap of 27.2pp (Fig.1b).

Our gap is decreasing (16.3pp in the 2-year aggregate, and 14.7pp in 2022-23), whereas the sector gap is increasing (28.0pp in the 2-year aggregate, and 28.3pp in 2022-23).

Fig.1a FT enrolment rates for the ABCS Quintile students at Newman.

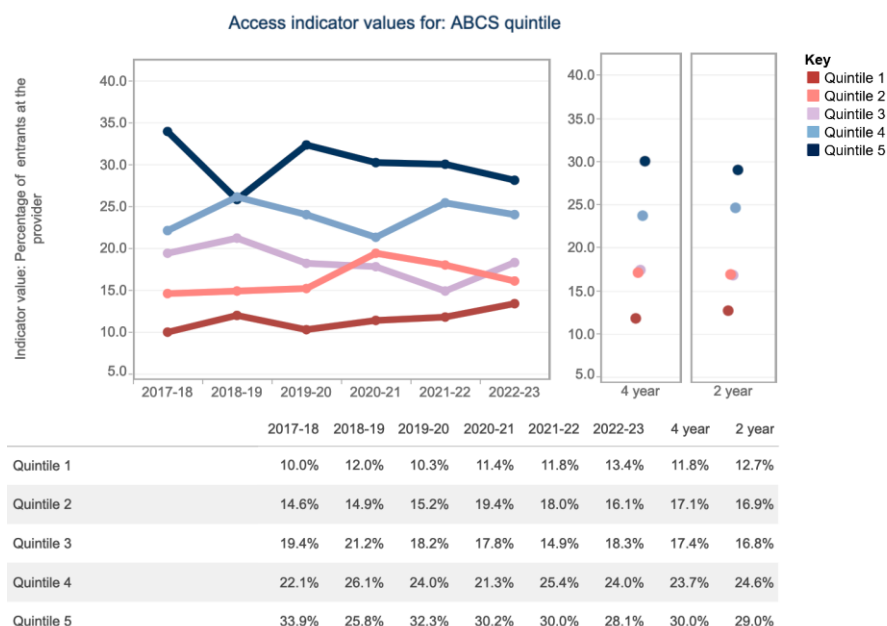
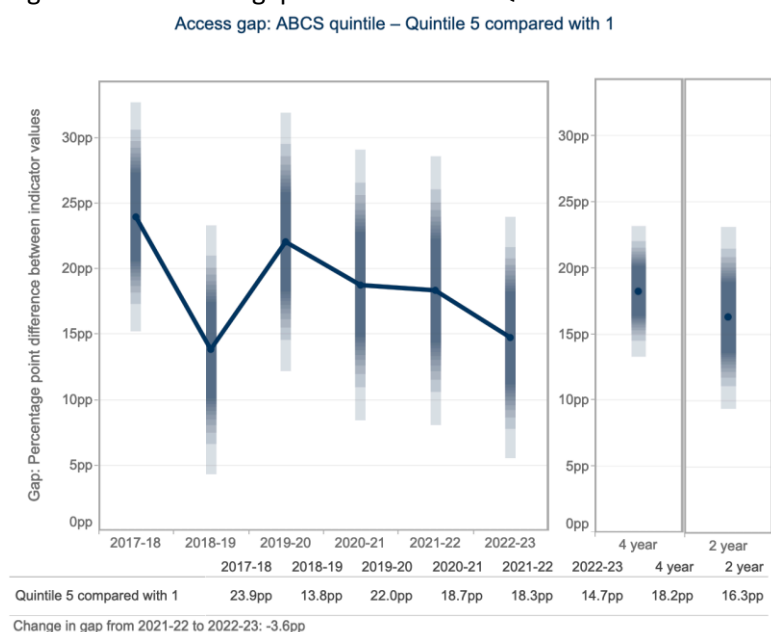


Fig.1b FT enrolment gaps between ABCS Quintile 1 and 5 students at Newman.



Our PT ABCS data sets are too small to analyse.

Given our better performance than the sector average and the newness of the ABCS measure, we do not set an ABCS specific priority target. Instead, we will continue to monitor future data on our gap between Quintiles 1 and 5.

CONTINUATION

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

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

Overall, Newman FT students continue into their second year of study at a rate of 86.2% in the 4-year aggregate (2018-19 to 2021-22). This is lower than the sector average rate of 89.3% in the same period. Our continuation rate appears to decrease more recently (85.2% in the 2-year aggregate, and 83.8% in 2021-22), although the sector level continuation follows a similar trend.

Continuation in our PT provision averages 82.4% in the 4-year aggregate (2017-18 to 2020-21), which is significantly higher than the sector average of 63.6%.

There are several positive trends in our continuation data:

- Our FT students from the most disadvantaged backgrounds, IMD Quintile 1, have higher continuation rate, 85.9%, than their least disadvantaged peers from Quintile 5, 84.1%, in the 4-year aggregate. The gap in continuation between the two Quintiles is positive, -1.4pp, i.e., Quintile 1 students have higher continuation rate than Quintile 5 students, in both the 4- and 2-year aggregates. Our positive gap trend peaks at -6.8pp, in 2021-22. Because our IMD Quintile 5 cohorts are small, we use instead the combined Quintiles 3, 4, and 5 data as a comparator group. Our continuation gap in the 4-year aggregate between the new comparator and Quintile 1 students is negative (Quintile 1 continuation rate lags that of the combined Quintiles 3, 4, and 5), but small, at 1.4pp, and closes almost entirely, to 0.3pp, in the 2-year aggregate. For comparison, the 4-year aggregate sector gap is 6.6pp, rising to 7.1pp in the 2-year aggregate. Our PT provision has a larger continuation gap, 12.4pp, between Quintiles 1 and 5 in the 4-year aggregate, compared to 11.1pp in the sector. However, our gap shrinks to 2.1pp in the 2-year aggregate, whereas the sector gap widens to 12.2pp. If we use the combined Quintiles 3, 4, and 5 as a comparator, the 4-year PT gap with Quintile 1 is 8.1pp (vs. 9pp in the sector), reducing to 3.4pp in the 2-year aggregate (vs. 9.9pp in the sector). Our PT data sets across all Quintiles are very small, however, over the 4-year aggregate, with c.37-41 students annually in Quintile 1 and c.6-21 students annually in Quintile 5.
- Our FT disabled students have higher 4-year aggregate continuation rate, 89.1%, than the rate of their comparator group, students without a declared disability, which is 85.5%. The resulting positive gap in continuation, -3.6pp in the 4-year aggregate, widens to -4.4pp in the 2-year aggregate and to -7.4pp in 2021-22. By comparison, the sector gap in the 4-year aggregate is a negative 0.5pp, closing to 0.0pp in the 2-year aggregate, and becoming slightly positive, -0.2pp, in 2021-22. Our positive gap is maintained for the two most common disability types: cognitive or learning difficulties (-7.0pp in the 4-year aggregate vs. -1.7pp in the sector), and mental health conditions (-1.2pp in the 4-year aggregate vs. 2.6pp in the sector). Our PT disabled students experience a negative continuation gap (0.2pp in the 4-year aggregate, 5.0pp in the 2-year aggregate, and 6.5pp in 2021-22), which is smaller than the sector gap (6.9pp in the 4-year aggregate and 6.2pp in the 2-year aggregate and in 2021-22).

The apparent trend of a worsening continuation gap for our disabled PT students may not however be reliable, given our small data sets: c.19-30 disabled students and c.90-112 non-disabled students per year in the 4-year aggregate.

The disaggregated data by disability type for our PT provision are suppressed due to very small data sets, e.g., c.5-9 students with cognitive or learning difficulties and c.4-15 students with mental health conditions per year in the 4-year aggregate.

- Our FT mature students (21 years old, or older) have a small negative gap, 1.8pp, in the 4-year aggregate with their comparator group of young students (<21-year-olds). However, the gap reverses to a positive -2.5pp in the 2-year aggregate, and an even larger positive gap of -4.7pp in 2021-22. By comparison, the sector gap in all three periods remains negative and significantly larger than our gap (9.8pp in the 4-year aggregate, 9.6pp in the 2-year aggregate, and 9.3pp in 2021-22).

Gap analysis for our PT provision is not possible due to our small data sets for young students.

- Our FT FSM-eligible students have an average continuation rate of 85.9% in the 4-year aggregate, which is close to the 87.3% sector rate, and marginally lower than our FT 87.8% rate of the comparator group, non-FSM eligible students. The resulting 4-year aggregate continuation gap of 1.9pp (vs. 5.2pp in the sector) turns positive, -3.3pp, in 2021-22 (vs. 6.3pp in the sector).

Our PT data sets on continuation of FSM-eligible and non-eligible students are very small and have been suppressed.

The remaining Access and Participation risk indicators associate with negative continuation gaps in our data.

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

Our FT continuation by TUNDRA Quintiles shows a small 4-year aggregate gap of 4.7pp between Quintile 1 students, from areas of lowest participation (84.1%), and Quintile 5 students, from areas of highest participation (88.8%) in higher education (Fig's 2a and 2b). For comparison, the sector gap over the same period is 2.2pp.

Our FT gap appears to close to 1.9pp in the 2-year aggregate (vs. 2.4pp in the sector), and further, to 1.4pp in 2021-22 (vs. 2.4pp in the sector).

Our PT data sets on continuation of students from the TUNDRA Quintiles are too small and have been suppressed.

Fig.2a FT continuation rates for TUNDRA Quintiles at Newman.

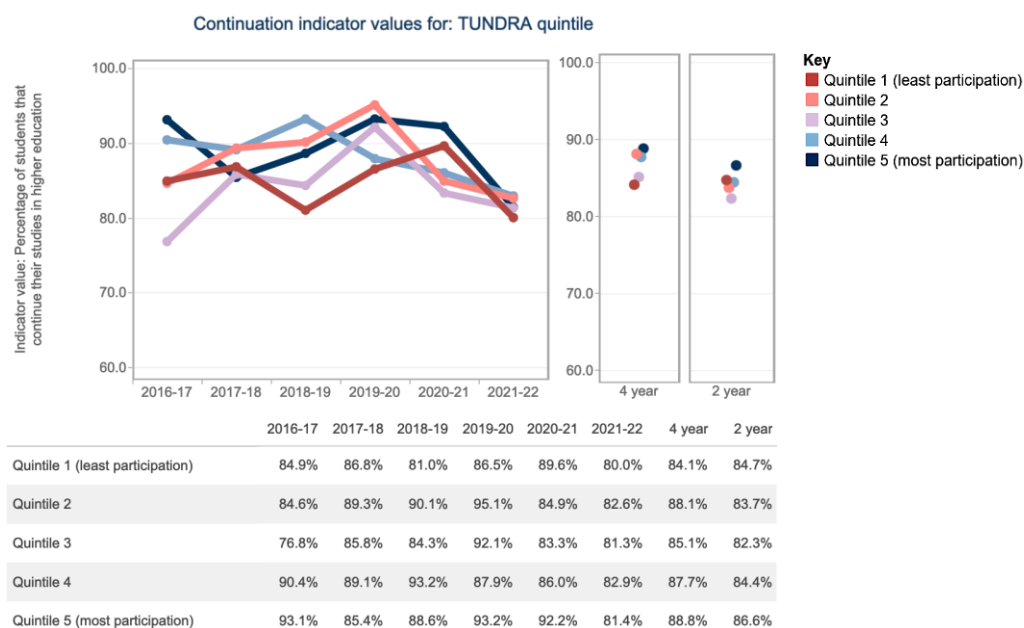
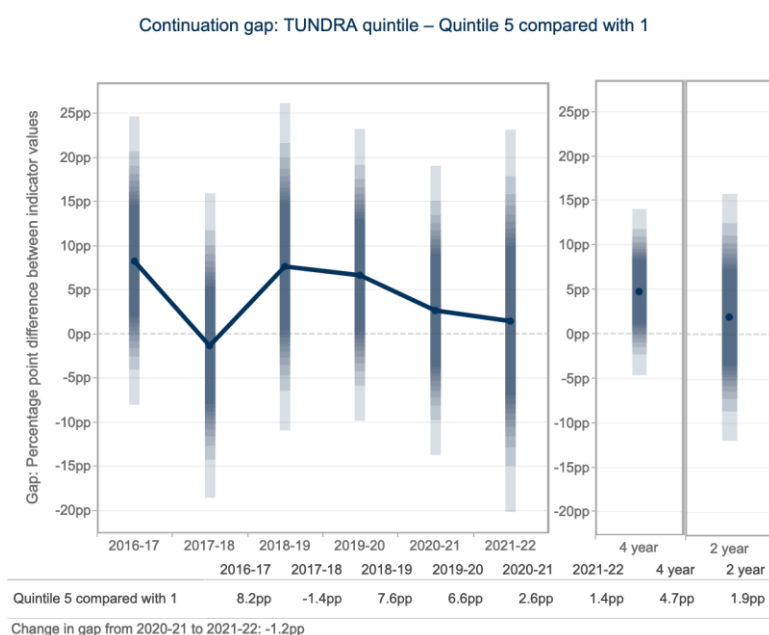


Fig.2b FT continuation gaps between TUNDRA Quintile 1 and Quintile 5 students at Newman.



Based on our performance, we do not set a continuation related priority target for TUNDRA in this Plan. We will instead continue to monitor our data for any deviation from the current trend of gap closure.

STUDENTS FROM GLOBAL MAJORITY

Our FT Global Majority students have a 3.1pp continuation gap in the 4-year aggregate with their comparator group, White students (Fig's 3a and 3b). The gap is marginally wider than the 2.6pp sector gap.

Fig.3a FT continuation rates by Ethnicity at Newman.

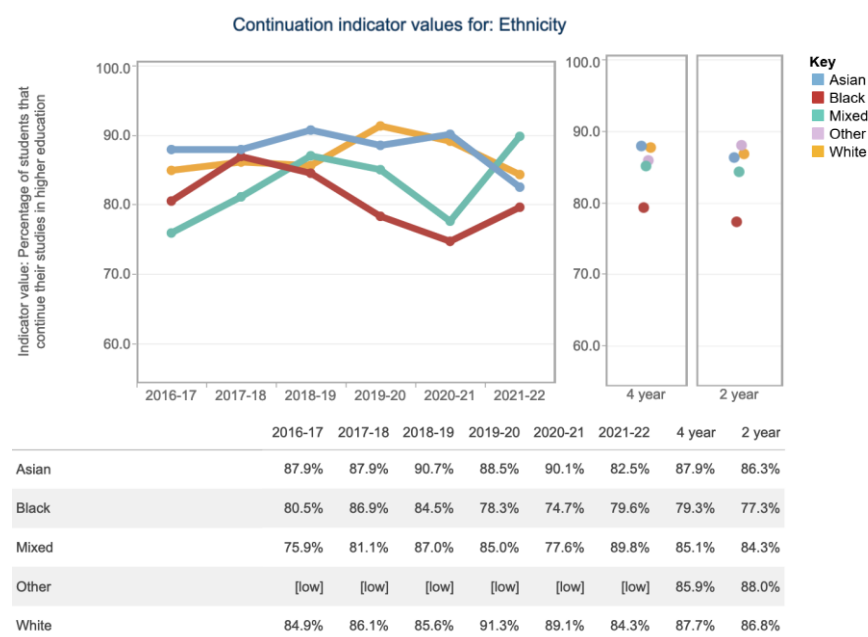
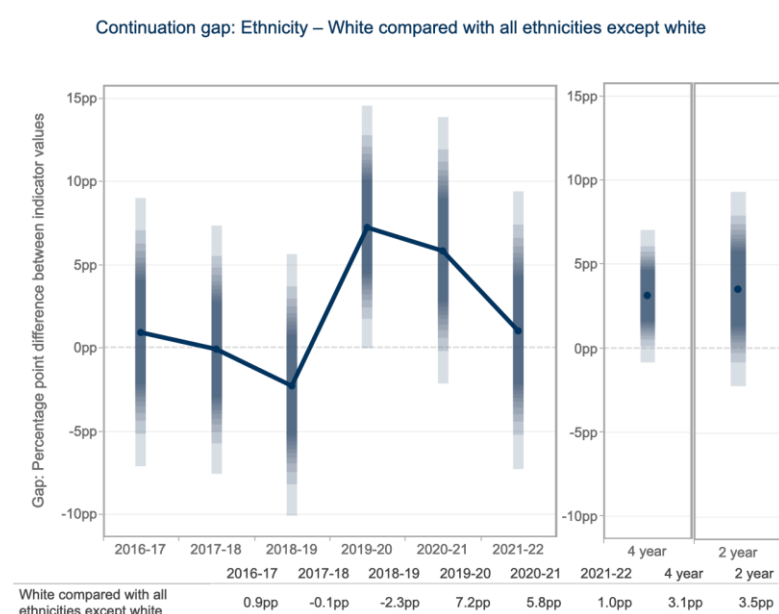


Fig.3b FT continuation gaps between Global Majority (all non-White) and White students at Newman.



Our FT Asian students, in particular, have comparable continuation to our White students (87.9% vs. 87.7%), with a positive, -0.3pp gap in the 4-year aggregate (Fig. 3c). For comparison, the 4-year aggregate sector gap is 0.6pp.

Our Asian continuation gap appears however to reverse to negative in the 2-year aggregate, 0.5pp, and widen negatively further in 2021-22, to 1.9pp. In contrast, the negative sector gap appears to shrink to 0.7pp in the 2-year aggregate, and close (0.0pp) in 2021-22.

Still, our FT Asian cohorts are relatively small, c.151-224 students per year in the 4-year aggregate, which brings uncertainty into the analysis of our Asian continuation gap and its trends.

Our FT Black students have a 79.3% continuation rate, which is smaller than the comparator's rate (87.7%). The resulting gap is negative, 8.4pp, and wider than the sector gap, 5.5pp (Fig.3d). Our gap narrows to 4.7pp in 2021-22 (vs. 5.8pp in the sector).

As with our FT Asian students, our FT Black cohorts are small, c. 84-129 students per year in the 4-year aggregate, which may affect analytical reliability.

Fig.3c FT continuation gaps between Asian and White students at Newman.

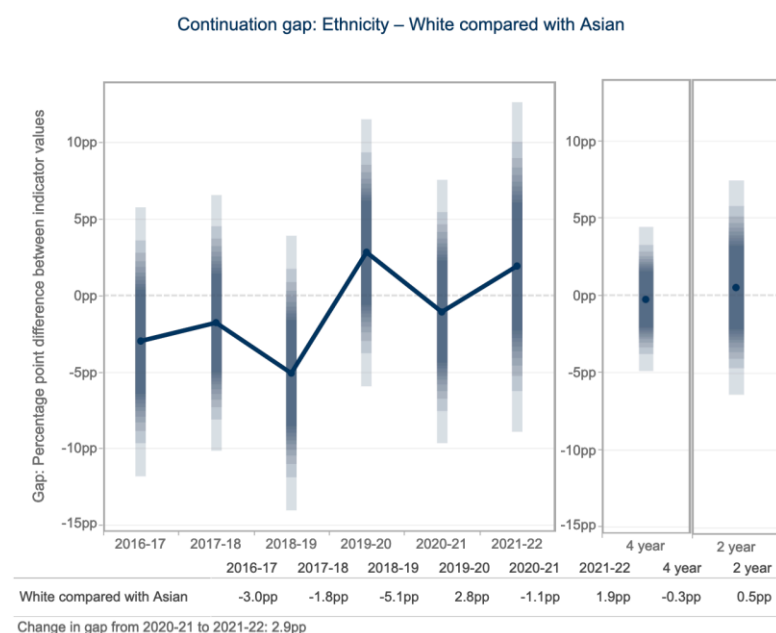
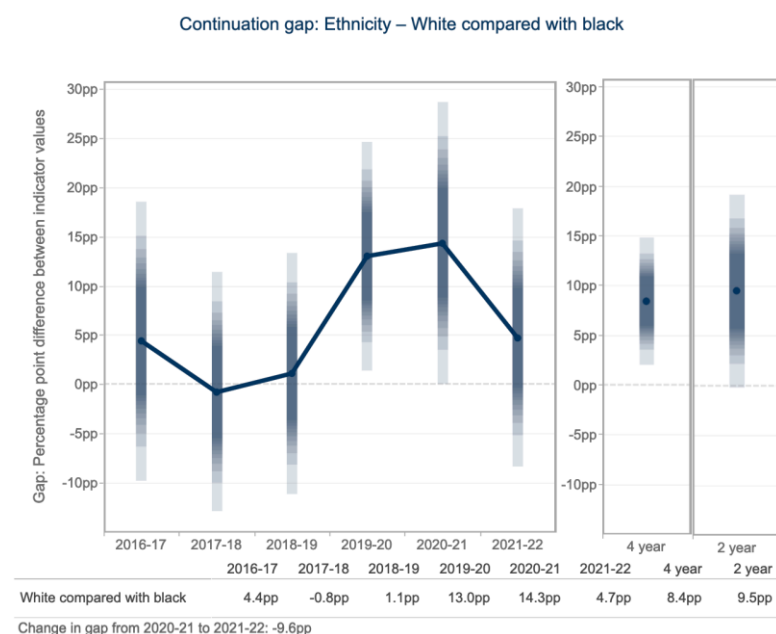


Fig.3d FT continuation gaps between Black and White students at Newman.



In our PT provision, Global Majority students enjoy better continuation outcomes overall, with a positive, -0.2pp gap in the 4-year aggregate, widening further to -13.4pp in the 2-year aggregate. For comparison, the sector gaps are negative, 3.8pp and 3pp in the 4- and 2-year aggregates, respectively.

Our PT Asian students have a positive, -10.2pp continuation gap with White students (4-year aggregate), in contrast with the negative sector gap of 0.6pp.

Our PT Black students have a negative, 3.8pp continuation gap with White students in the 4-year aggregate, but that gap reverses to a positive, -10.7pp gap in the more recent, 2-year aggregate. The respective sector gaps are 6.9pp (4-year aggregate) and 7.0pp (2-year aggregate).

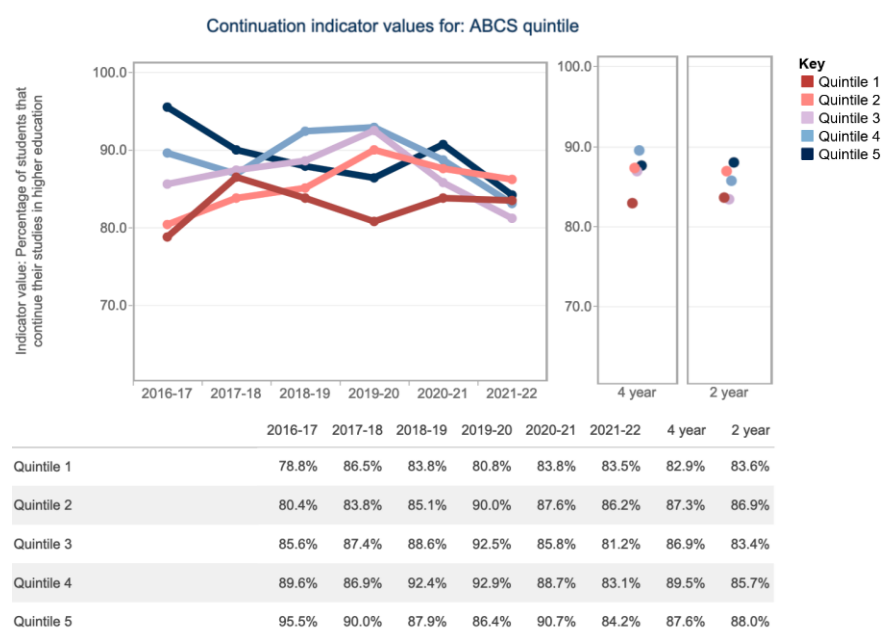
Just like our FT student cohorts, our PT Global Majority, Asian, and Black cohorts are small: c.34-40 (Global Majority), c. 8-17 (Asian), and c.15-16 (Black) students per year in the 4-year aggregate.

Given the existing negative continuation gaps in our performance in the Global Majority risk indicator, we set a priority target limited to FT Black students.

ABCS

Our 4-year aggregate continuation rate, 82.9%, of FT students from the most disadvantaged socio-demographic intersects (ABCS Quintile 1), is marginally above the sector rate of 80.8%, and not much lower than the 87.6% rate of the comparator group, ABCS Quintile 5 (the least socio-demographically disadvantaged students) (Fig.4a). Our ABCS Quintile 1 continuation rate increases in the 2-year aggregate, 83.6%, and in 2021-22, 83.5%. In contrast, the sector rate decreases, to 79.1% in the 2-year aggregate, and further down, to 78.1% in 2021-22.

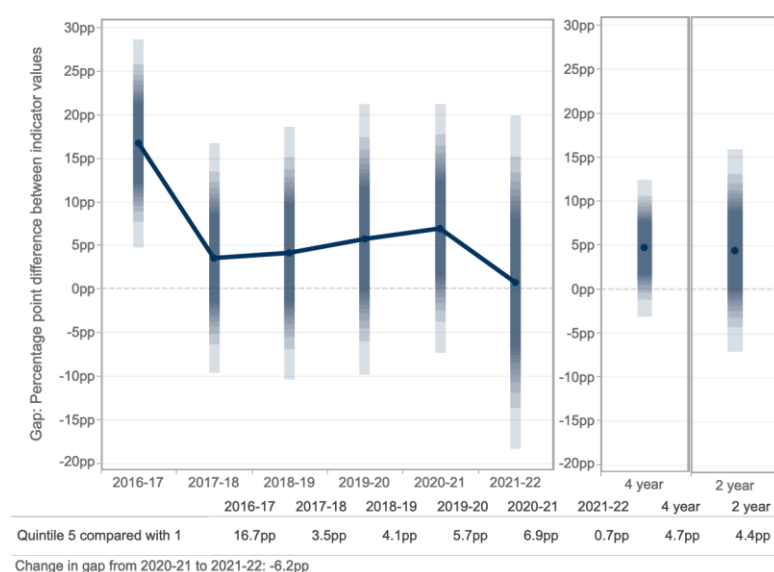
Fig.4a FT continuation rates for ABCS Quintile students at Newman.



Our FT continuation gap between ABCS Quintiles 1 and 5 is small, 4.7pp in the 4-year aggregate (vs. 14.1pp in the sector), and narrows to 4.4pp in the 2-year aggregate (vs. 15.0pp in the sector) and to 0.7pp in 2021-22 (vs. 15.2pp in the sector) (Fig.4b).

Fig.4b FT continuation gaps between ABCS Quintile 1 and 5 students at Newman.

Continuation gap: ABCS quintile – Quintile 5 compared with 1



Our PT data sets for ABCS Quintiles 1 and 5 are very small, c.3-8 (Quintile 1) and c.23-31 (Quintile 5) students per year in the 4-year aggregate. For that reason, rate and gap estimates have been suppressed.

Given our performance and the newness of the ABCS measure, we do not set an ABCS specific priority target. We will continue to monitor our data in the future and respond to any emerging adverse trends.

COMPLETION

This section provides an analysis of our performance in student completion against the OfS key risk indicators and target groups.

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

Overall, our FT students have a completion rate of 76.3% in the 4-year aggregate (2015-16 to 2018-19), which is lower than the sector rate of 87.5% over the same period. Our rate in 2018-19, the latest year of completion data, is 76.8%, which is lower than in previous years, going back to 2013-14.

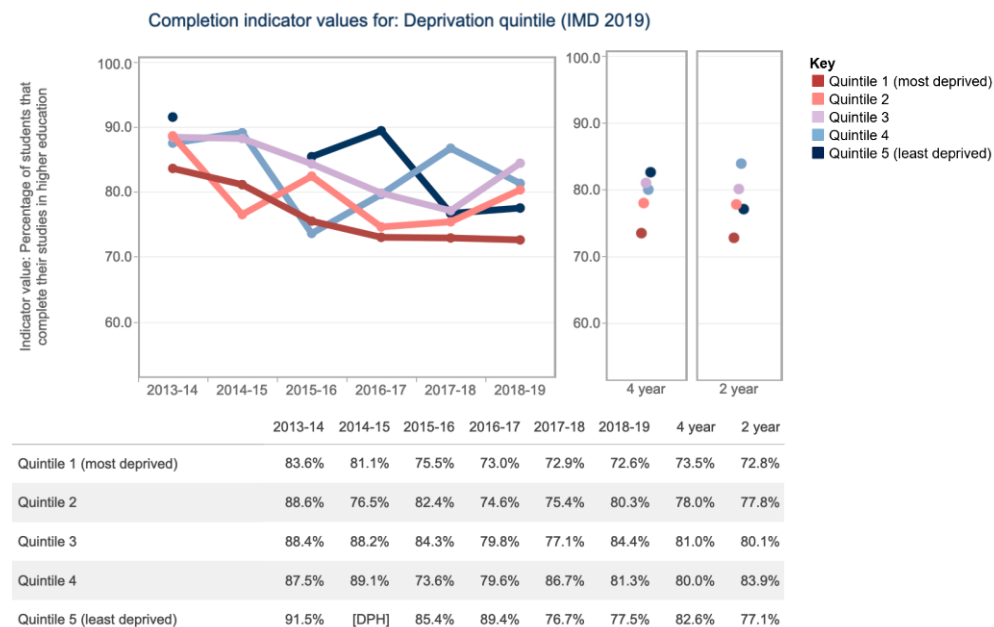
Our PT students average a completion rate of 73.6% in the 4-year aggregate, which is significantly higher than the sector rate of 57.9%.

With no positive gaps in completion, we consider below our completion performance against all risk indicators.

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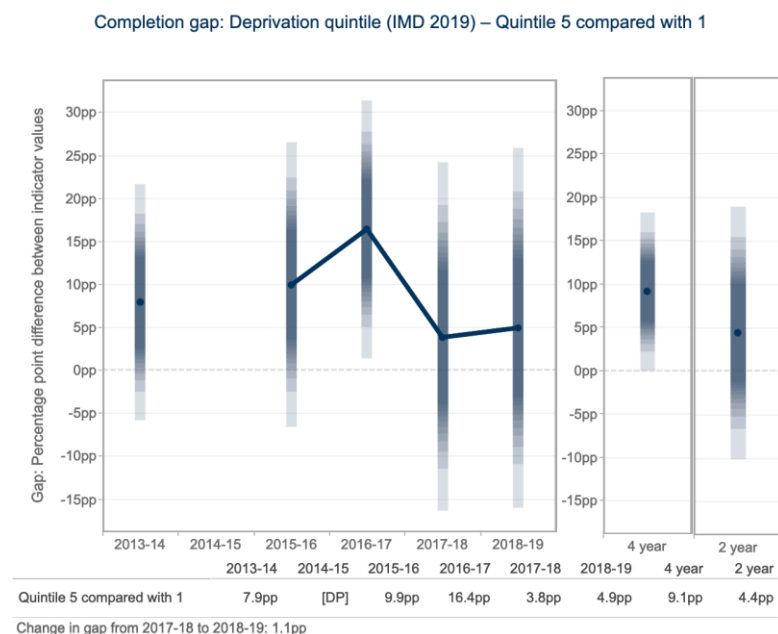
Our 4-year aggregate Quintile 5 data are small, c.340 students (vs. 1,700 IMQ Quintile 1 students). The FT completion rate of Quintile 1 students is 73.5%, which is lower than rate of our Quintile 5 students, 82.6%, and lower also than the sector rate for Quintile 1, 81.6% (Fig.5a).

Fig.5a FT completion rates for IMD Quintile students at Newman.



Our 9.1pp completion gap between Quintiles 1 and 5 is smaller than the 10.7pp sector gap and narrows to 4.4pp (vs. 10.8pp in the sector) in the 2-year aggregate (Fig.5b).

Fig.5b FT completion gaps between IMD Quintile 1 and 5 students at Newman.



Our Quintile 1 completion rate (73.5% in the 4-year aggregate; 72.8% in the 2-year aggregate) is lower also than the combined Quintiles 3, 4, and 5 rate (81.2% in the 4-year aggregate; 80.4% in the 2-year aggregate). The gap in completion between Quintile 1 and the combined Quintiles 3, 4, and 5

is 7.7pp in the 4-year aggregate and 7.6pp in the 2-year aggregate. For comparison, the sector gap is 8.5pp in the 4-year aggregate, and 8.6pp in the 2-year aggregate. Fig's 5c and 5d show the FT completion gaps between our Quintile 1 students and the students from Quintiles 4 and 3, respectively.

Fig.5c FT completion gaps between IMD Quintile 1 and 4 students at Newman.

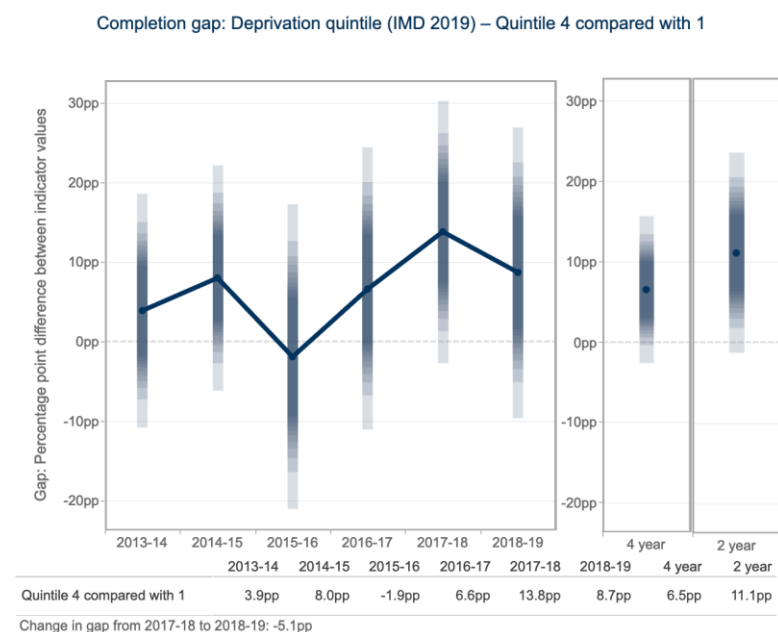
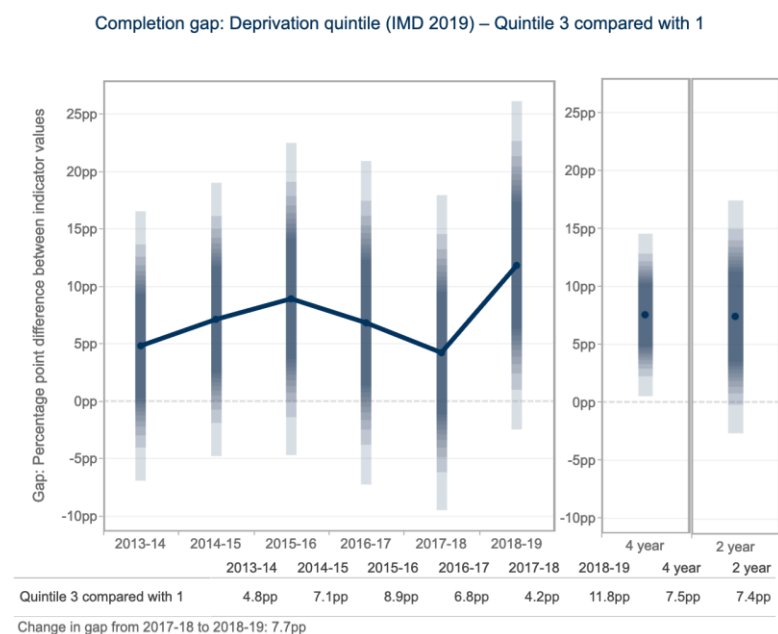


Fig.5d FT completion gaps between IMD Quintile 1 and 3 students at Newman.



In our PT provision, data sets for IMD Quintiles 1 and 5 are very small: c.43-59 students for Quintile 1, and c.6-17 students for Quintile 5 per year in the 4-year aggregate.

Our PT completion rates are, respectively, 65.4% (4-year aggregate) and 65.5% (2-year aggregate) for Quintile 1, and 80.6% (4-year aggregate) and 80.8% (2-year aggregate) for the combined Quintiles 3, 4, and 5. These rates compare favourably to the sector, where Quintile 1 completion

rates are 55.2% (4-year aggregate) and 55.6% (2-year aggregate), and the rates for the combined Quintiles 3, 4, and 5 are 61.9% (4-year aggregate) and 62.3% (2-year aggregate).

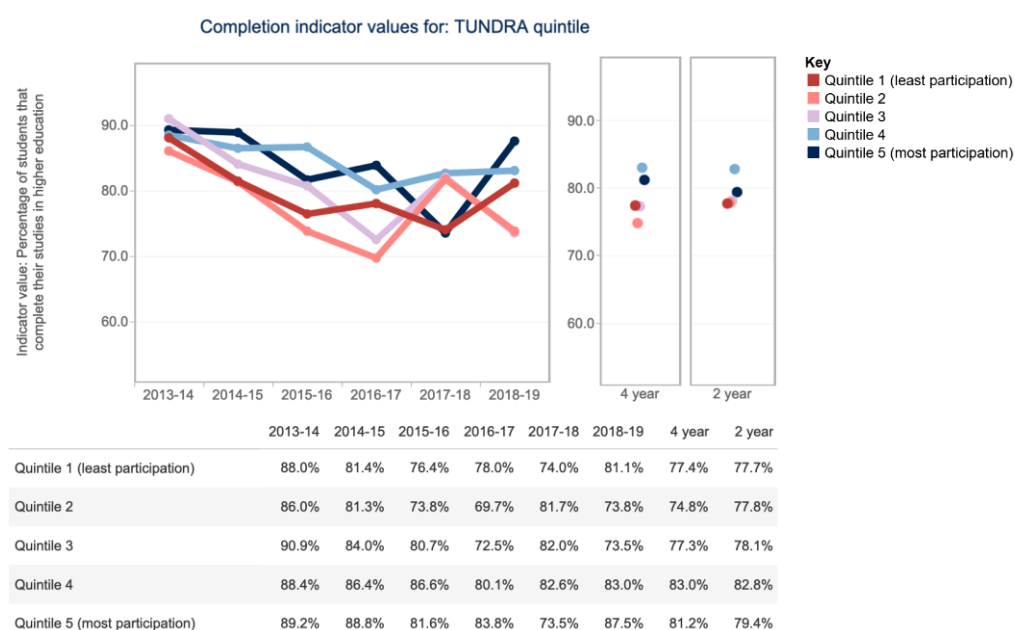
The gaps in completion between Quintile 1 and the combined Quintiles 3, 4, and 5 for our PT students are 15.2pp (4-year aggregate) and 15.3pp (2-year aggregate), double the size of the respective sector gaps (6.7pp in both the 4- and the 2-year aggregates).

Given our small data sets, comparable performance to the sector, and the significant lag in data availability (2018-19, the latest year of available data, was five years ago), we do not set a completion related priority target in this APP for the IMD risk indicator. The strategies we include to tackle Continuation and Attainment gaps encompass Completion. We will monitor annually our completion rates and gaps and will act on any significant negative changes.

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

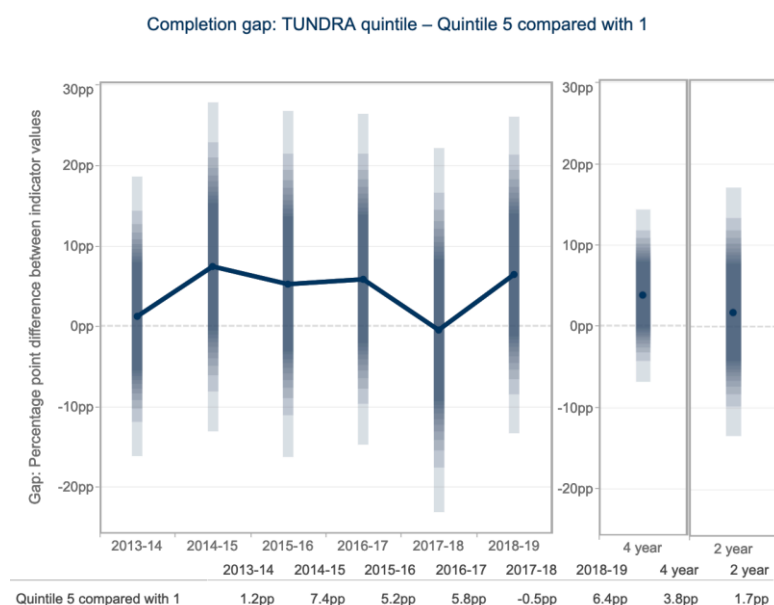
In our FT, 4-year aggregate data, the 77.4% completion rate of TUNDRA Quintile 1 students is smaller than both the 81.2% rate of their comparator, TUNDRA Quintile 5 students, and the 86.6% sector rate (Fig.6a). In 2018-19, our Quintile 1 completion rate improves to 81.1 % (vs. 87.5% for Quintile 5, and 86.6% in the sector).

Fig.6a FT completion rates for TUNDRA Quintile students at Newman.



Our FT gap in completion between Quintiles 1 and 5 is a small, 3.8pp, in the 4-year aggregate, compared to the 5.0pp sector gap (Fig.6b). Our gap widens in 2018-19 to 6.4pp (vs. 5.1pp in the sector).

Fig.6b FT completion gaps between TUNDRA Quintile 1 and 5 students at Newman.



Our FT cohorts for TUNDRA Quintiles 1 and 5 are small: c.64-92 students for Quintile 1, and c.103-133 students for Quintile 5 in the 4-year aggregate, which reduces analytical reliability.

Our PT data on completion by TUNDRA Quintile are very small, c.16-18 Quintile 1 students and c.22-43 Quintile 5 students per year over the 4-year aggregate, which is not sufficient for analysis.

Given our overall performance for completion against the TUNDRA risk indicator, and our previously discussed completion priority target for our FT, IMD Quintile 1 students, who are likely to overlap with TUNDRA Quintile 1, we do not set a TUNDRA specific target in this plan. Instead, we will continue to monitor completion data for students who join us from areas with the lowest participation in higher education.

STUDENTS FROM GLOBAL MAJORITY

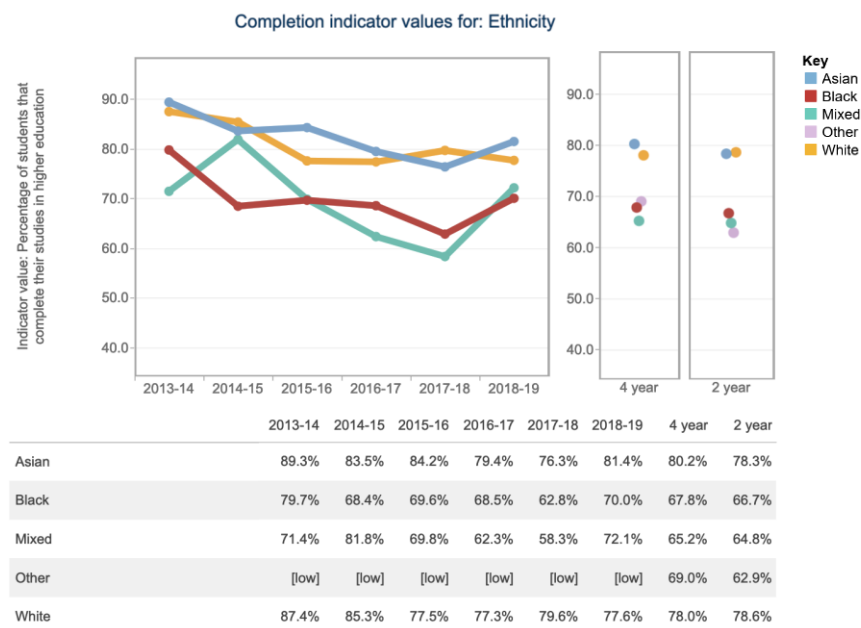
Our FT Global Majority students complete their studies at a 4-year aggregate rate of 74.6%, which is lower than the 78.0% completion rate of their White peers (Fig.7a), and lower also than the sector rate of 84.9%.

Disaggregation by Ethnicity shows that our FT Asian students average in the 4-year aggregate a higher completion rate, 80.2% vs. 78.0%, than their White peers (Fig.6a).

FT Black students have a completion rate of 67.8% in the 4-year aggregate (Fig.6a).

Both the FT Asian and Black completion rates improve in 2018-19, to 81.4% for Asian students, and to 70.0% for Black students.

Fig.7a FT completion rates by Ethnicity at Newman.



Our 4-year aggregate gaps in completion are, respectively, 3.4pp for FT Global Majority students (Fig.7b), -2.1pp for FT Asian students (Fig.7c), and 10.2pp for FT Black students (Fig.7d). The sector gaps are mostly similar: 3.8pp for Global Majority students, 1.4pp for Asian students, and 7.7pp for Black students, except that our FT Asian gap is positive.

Our FT gaps appear to reduce. For example, in 2018-19 our Global Majority gap (Fig.7b) is only 1.9pp (vs. 3.3pp in the sector), our Asian gap (Fig.7c) is positive, -3.8pp (vs. 0.7pp in the sector), and our Black gap (Fig.7d) almost equals the sector gap (7.6pp vs. 7.3pp).

Our FT cohorts of Black students, in particular, are small, totalling 360 students over the 4-year aggregate, vs. 1770 White students in that aggregate.

Fig.7b FT completion gaps between Global Majority and White students at Newman.

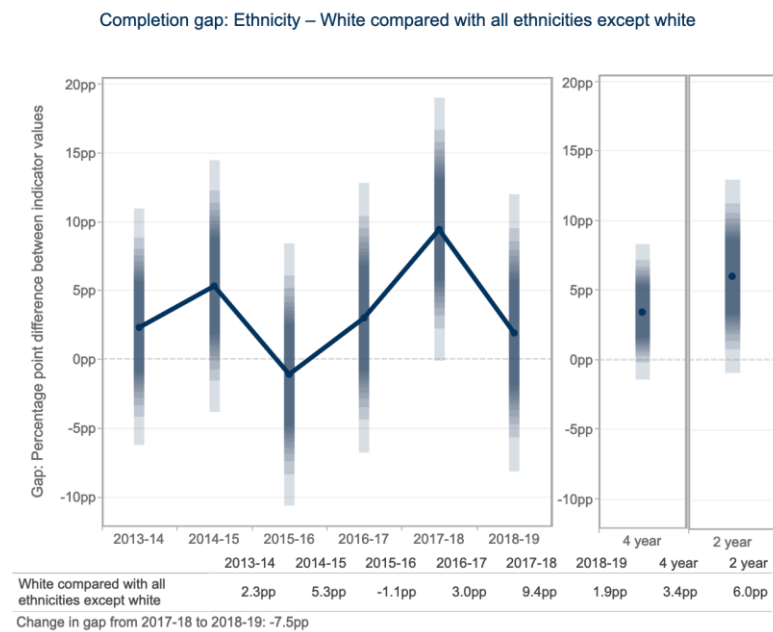


Fig.7c FT completion gaps between Asian and White students at Newman.

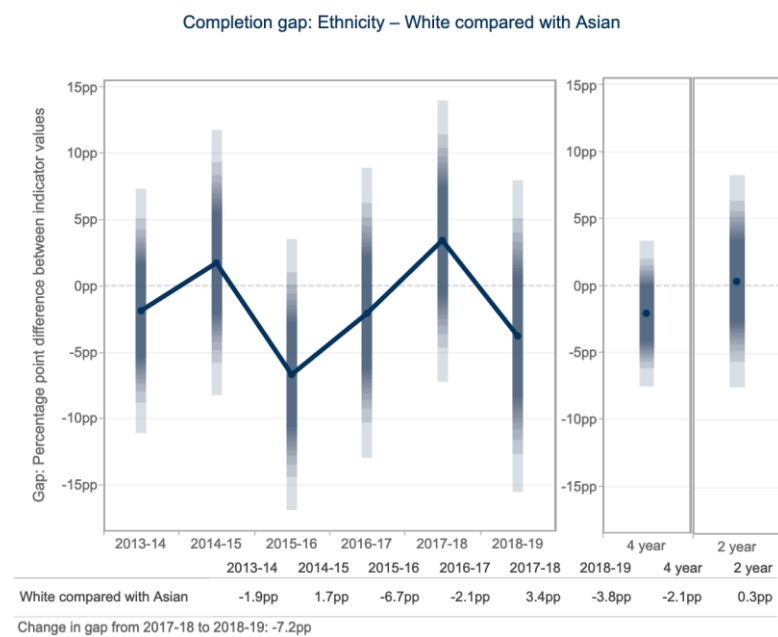
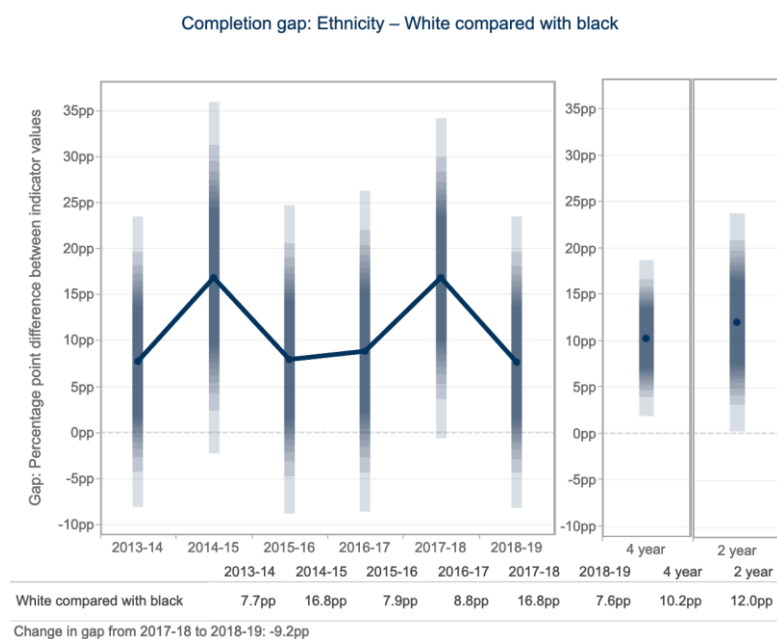


Fig.7d FT completion gaps between Black and White students at Newman.



Our PT provision shows similar completion trends by Ethnicity, with Global Majority, Asian, and Black gaps with White students averaging respectively 0.2pp (4.4pp in the sector), -8.3pp (0.5pp in the sector), and 10.9pp (7.2pp in the sector), in the 4-year aggregate.

Our Global Majority gap turns positive, -1.2pp, in the 2-year aggregate (vs. 5 pp in the sector). In the same period, our positive Asian gap widens to -12.6pp (vs. 2.4pp in the sector), and our Black gap reduces to 6.6pp (vs. 7.5pp in the sector).

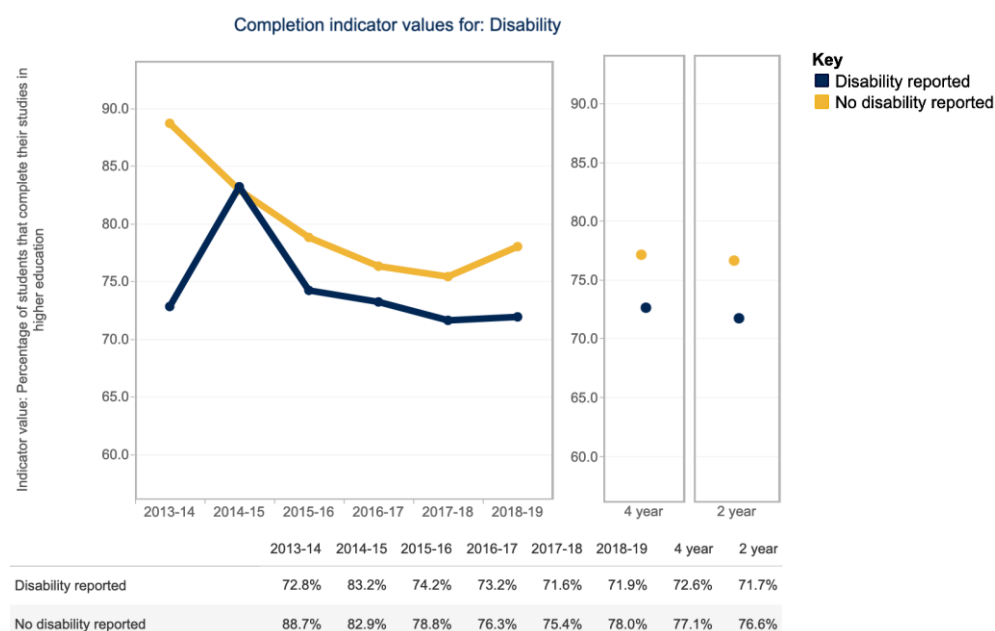
In summary, our major completion gaps by Ethnicity relate to Black students and are slightly bigger than the sector gaps.

Given that our completion data for Black students are small (c.360 students over four years) and that there is significant lag in the availability of completion data generally (2018-19, the latest year of available data on Completion, was five years ago), we do not set a completion target in this APP. The strategies we have included for tackling Continuation and Attainment gaps encompass Completion. We will continue to monitor our completion rates and gaps annually, and will act on any significant negative changes.

DISABLED STUDENTS

Our FT disabled students have an average 4-year aggregate completion rate of 72.6%, which is lower than the rates for their comparator group, students without declared disability (77.1%), and for FT disabled students in the sector (85.7%) (Fig.8a).

Fig.8a FT completion rates for disabled and non-disabled students at Newman.



The completion gap between our FT disabled students and their comparator group is 4.4pp in the 4-year aggregate and widens to 6.1pp in 2018-19 (Fig.8b). For comparison, the sector gaps are 2.1pp (4-year aggregate) and 2.2pp (2018-19).

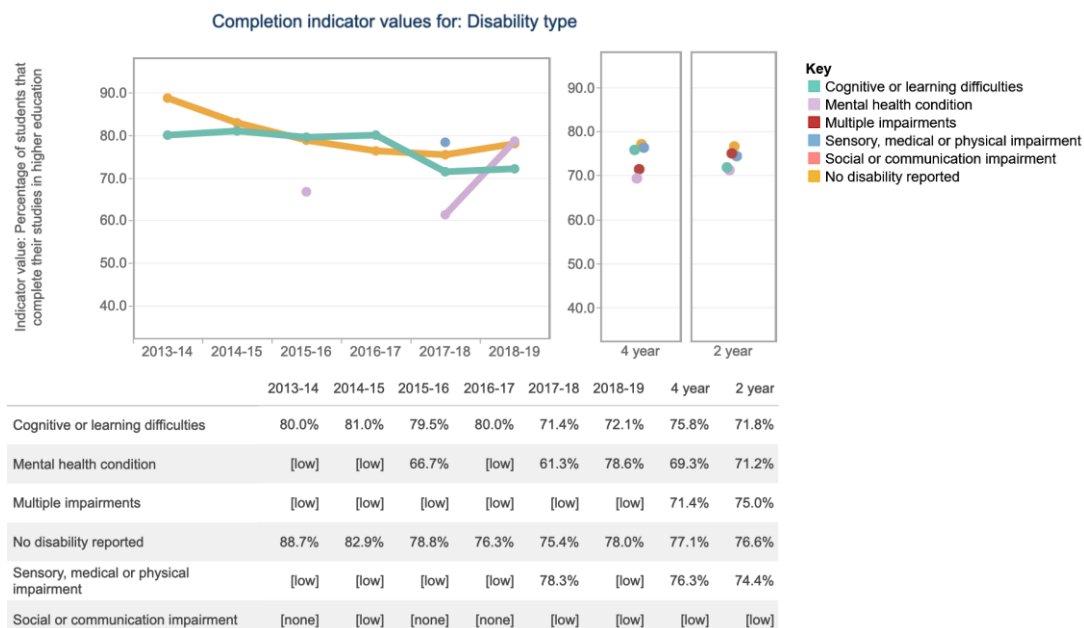
Fig.8b FT completion gaps between disabled and non-disabled students at Newman.



The completion rate for disabled students in our PT provision is better than in the sector: 60.5% vs. 47.7% in the 4-year aggregate, but the gap with non-disabled students is wider: 15.1pp vs. 11.5pp.

Considering our FT disaggregated data by disability type shows lower completion rates and greater negative gaps across all main disability types (Fig.8c).

Fig.8c FT completion rates by disability type at Newman.



The two most common types of disability, cognitive or learning difficulties and mental health conditions, have completion gaps with non-disabled FT students of 1.3pp and 7.8pp, respectively (Fig's 8d and 8e). For comparison, the sector gaps are -0.7pp and 5.2pp.

Fig.8d FT completion gaps between students with cognitive or learning difficulties and non-disabled students at Newman.

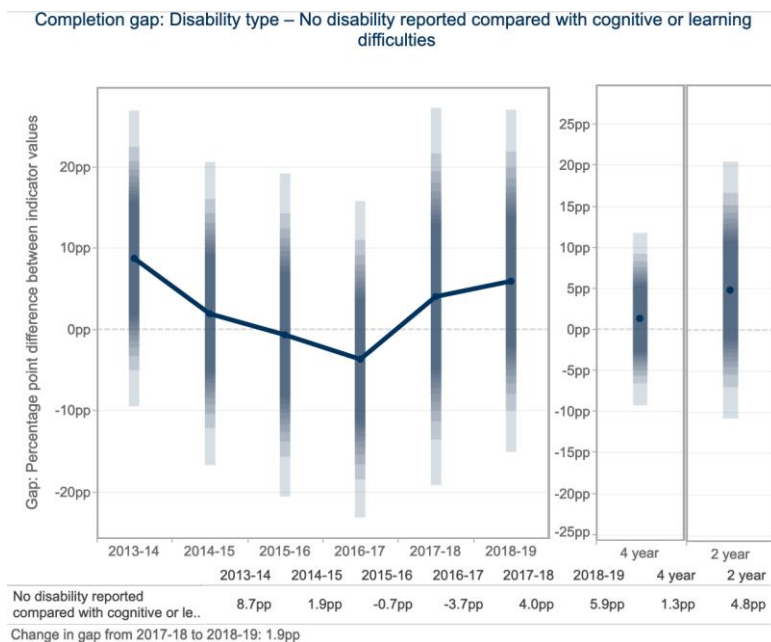


Fig.8e FT completion gaps between students with mental health conditions and non-disabled students at Newman.



The completion gap for our FT students with cognitive or learning difficulties widened to 5.9pp in 2018-19 (vs. -1.0 in the sector), whereas the same year gap for our FT students with mental health conditions became positive, -0.6pp (vs. 5.1pp in the sector).

We note that our FT student cohorts by disability type are very small, which reduces the reliability of analysis. E.g., per year in the 4-year aggregate, the FT students with cognitive or learning difficulties were c.35-45, and the students with mental health conditions – c.15-31.

The data on completion by disability type for our PT provision are too small for a meaningful analysis.

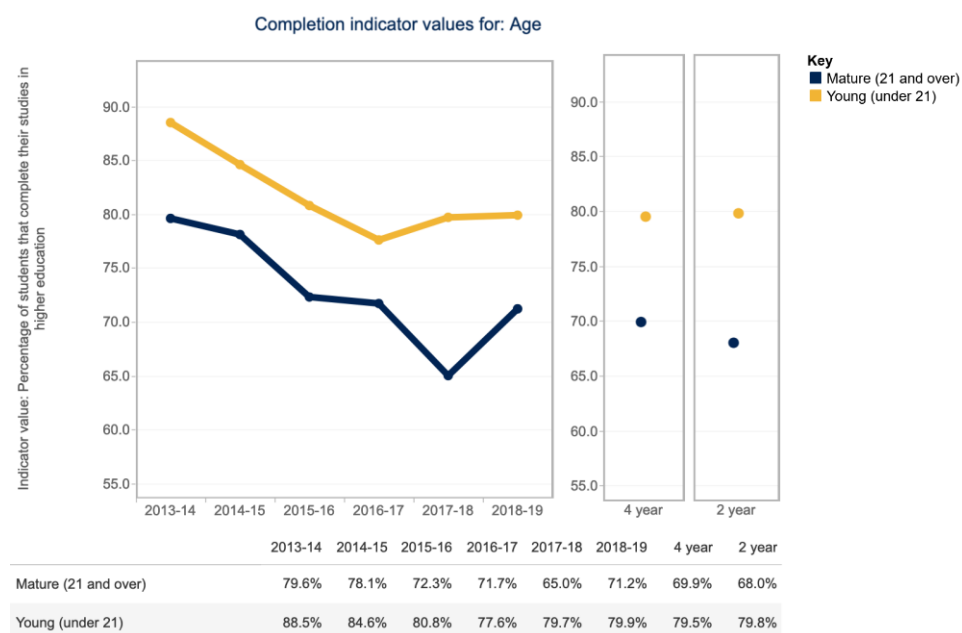
Given our small cohorts of disabled students across the 4-year aggregate and the significant lag in data availability for Completion (2018-19, the latest year of available data, was five years ago), we will not be setting a target for disabled students in this APP.

The strategies we have included to tackle Continuation and Attainment gaps will encompass Completion, and we will continue to monitor relevant completion rates and gaps annually and to act on any significant negative changes.

MATURE STUDENTS (21 YEARS AND OVER)

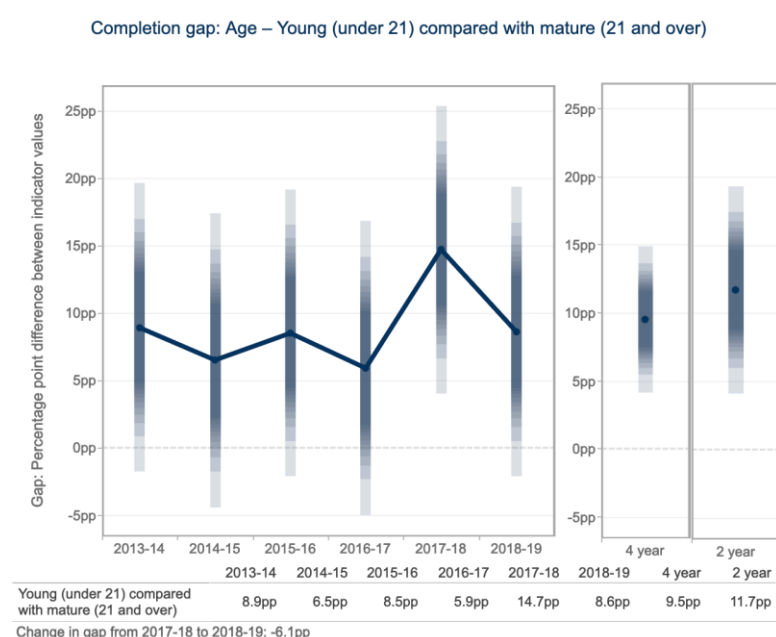
FT mature learners at Newman have an average completion rate in the 4-year aggregate of 69.9% (Fig.9a) - lower than the completion rate of their comparator group of young learners (79.5%) and than the sector average rate of completion for mature learners (80.0%). In 2018-19, the rate for our mature learners increased marginally, to 71.2%, which remained below the comparator rate (79.9%) and sector average (80.0%).

Fig.9a FT completion rates for mature and young students at Newman.



The resulting FT completion gap remains wide, at 9.5pp at Newman in the 4-year aggregate (vs. 10.0pp in the sector), reducing slightly to 8.6pp in 2018-19 (vs. 10.1pp in the sector) (Fig.9b).

Fig.9b FT completion gaps between mature and young students at Newman.



Mature learner completion in our PT provision is 72.3% in the 4-year aggregate – much better than the sector rate of 56.5%, but lower than the comparator rate of 82.4%. The 4-year aggregate gap in completion between our mature and young PT learners is 10.1pp (vs. 11.9pp in the sector).

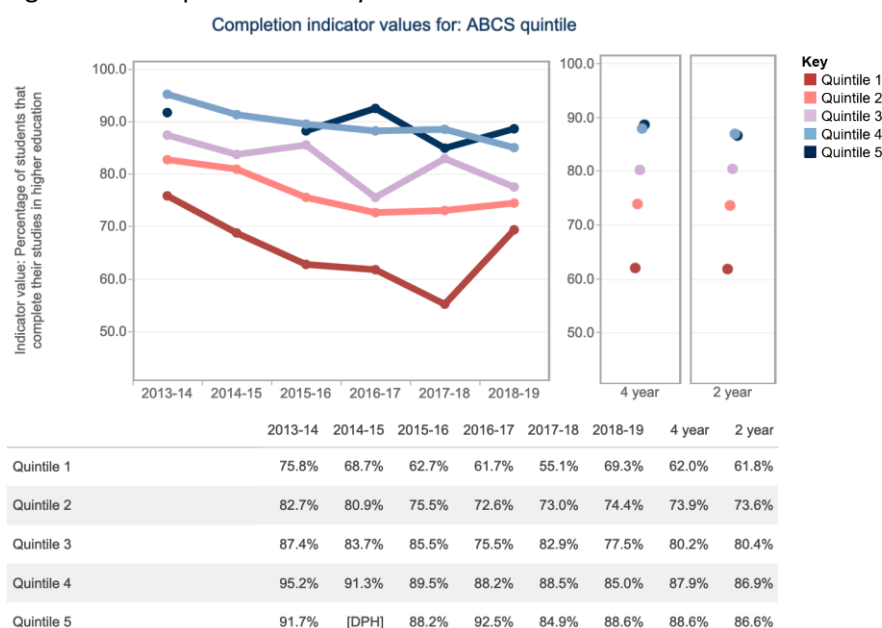
Overall, our mature student completion gaps are comparable to the sector averages, and given the significant lag in data availability for Completion (2018-19, the latest year of available data, was five years ago), we will not be setting a target for disabled students in this APP.

The strategies we have included to tackle Continuation and Attainment gaps will encompass Completion, and we will continue to monitor relevant rates and gaps annually and to act on any significant negative changes.

ABCS

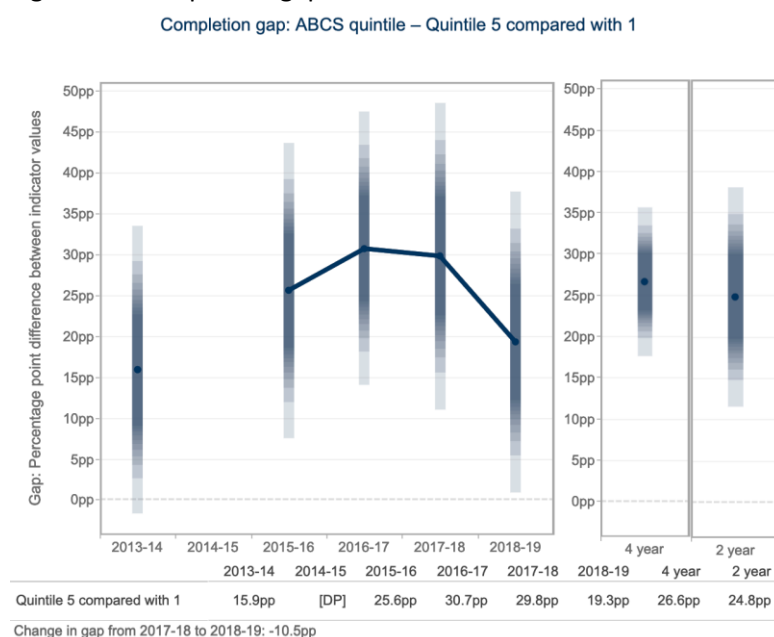
Our FT data for the ABCS measure show a lower 4-year aggregate completion rate, 62.0%, for the most disadvantaged students (ABCS Quintile 1), vs. their comparator – the most well-off students from ABCS Quintile 5 (88.6%) and the sector rate for Quintile 1 (72.8%) (Fig.10a).

Fig.10a FT completion rates by ABCS Quintile at Newman.



The 4-year aggregate gap in FT completion (Fig.10b) between Quintiles 1 and 5 is 26.6pp at Newman (22.8pp in the 2-year aggregate) vs. 23.2pp in the sector. Our gap appears to have narrowed more recently (24.8pp in the 2-year aggregate, and 19.3pp in 2018-19), whereas the sector gap has had little change (23.2pp in the 2-year aggregate, and 22.5pp in 2018-19).

Fig.10b FT completion gaps between ABCS Quintile 1 and 5 students at Newman.



We note that our FT cohorts of students from the two ABCS Quintiles are rather small. Quintile 1 is c.95-156 students, whereas Quintile 5 is much smaller, c.48-53 students per year in the 4-year aggregate.

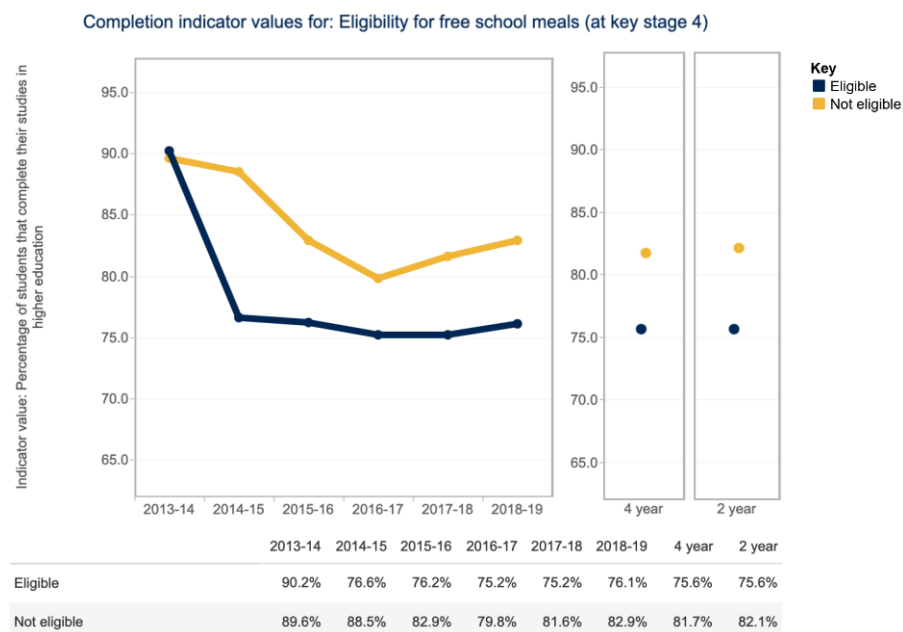
For our PT provision, the Quintile data are too small (Quintile 1 data are not available at all; Quintile 5 is c.28-52 students per year in the 4-year aggregate).

Given the small data and that we have already set priority targets in Completion for IMD and Ethnicity – two of the major contributors to ABCS, we have not set a separate Success target for this measure. Instead, we will continue to build our data sets in the future so that we can be confident in the analytical conclusions.

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

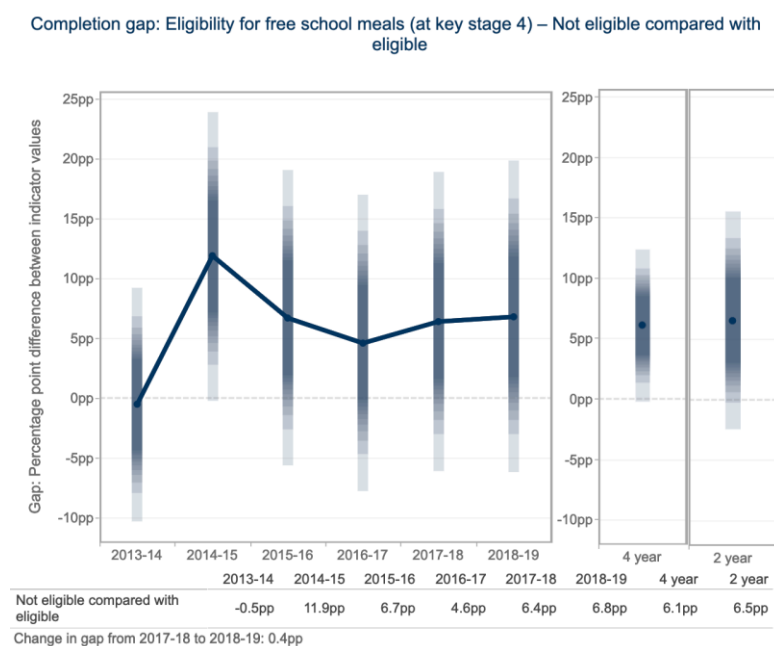
FT FSM eligible students at Newman complete studies at a rate of 75.6% (4-year aggregate) vs. 81.7% for their non-FSM eligible peers (the comparator group), and 83.1% in the sector (Fig.11a).

Fig.11a FT completion rates for FSM-eligible and non-FSM-eligible students at Newman.



Our FT completion gap with non-FSM eligible students at Newman is 6.1pp in the 4-year aggregate (6.5pp in the 2-year aggregate) - below the sector gap of 7.8pp sector gap (8pp in the 2-year aggregate) (Fig.11b).

Fig.11b FT completion gaps between FSM-eligible and non-FSM-eligible students at Newman.



We note our relatively small cohorts of FSM eligible students, c. 122-177 per year in the 4-year aggregate.

Our PT provision does not have sufficient data on completion for FMS eligible students for a meaningful analysis.

Given the small data and as we have already set priority targets in Completion for IMD, as a measure of disadvantage, we have not set a separate target for the FSM measure at this point. We will continue to build our data sets and monitor the completion of our FSM eligible students in the future.

ATTAINMENT

This section provides our performance with respect to the attainment of our students from key target groups. Attainment is measured as the proportion of students who achieve a 'good degree', i.e., a First (1st) or a 2:1 degree outcome.

Overall, Newman students in FT courses have averaged an attainment rate of 71.0% in the 4-year aggregate (2019-20 to 2022-23), which is lower than the sector average rate of 80.5% in that period. In 2022-23, the latest year of Newman attainment data, the rate of awarding a good degree was 74.4% - close to the sector rate of 77.2% in that year.

Our PT provision has an overall attainment rate of 78.0% in the 4-year aggregate, higher than the sector average rate of 71.2%.

Our Attainment profile shows several positive trends:

- Our FT disabled students have had higher attainment rate, 78.7%, than their comparator group of non-disabled students (69.1%) in the 4-year aggregate. The sector rate, for comparison, is only marginally higher, at 80.3%.
The resulting attainment gap for our FT disabled students is positive, at -9.6pp in the 4-year aggregate (and widening to -14.6pp in 2022-23). This outperforms by far the sector averages: 0.2pp in the 4-year aggregate, and -1.5pp in 2022-23.

Considering our Attainment outcomes by disability type reveals that our FT disabled students, regardless of the type of their disability, have had better attainment on average than their non-disabled peers. For example, the attainment gaps for our students with cognitive or learning difficulties, and students with mental health conditions, respectively, with their non-disabled peers averaged -8.4pp and -17.3pp in the 4-year aggregate. For comparison, the sector gaps for these two types of disability are 1.1pp and -1.0pp in the same period.

We note our small data set for Attainment of FT disabled students, c.66-97 students per year in the 4-year aggregate. Our PT data on attainment and disabled students are too small and have been suppressed.

- Our FT mature students have a 4-year aggregate attainment rate of 70.0% vs. 71.4% for our young students, and 72.5% in the sector for mature students. And while our 4-year aggregate gap in attainment is a small and negative 1.4pp (vs. 9.9pp in the sector), our gap has closed and gone positive in the 2-year aggregate (-1.3pp vs. 9.2pp in the sector) and in 2022-23, the latest year of attainment data (-9.4pp vs. 8.9pp in the sector).

The data on Attainment and mature students for our PT provision are too small for the comparator group, but we note that our PT mature students have averaged attainment rate of 77.6% in the 4-year aggregate.

- Our FT TUNDRA Quintile 1 students have a 4-year aggregate attainment gap of 0.3pp with their Quintile 5 peers (attainment rates of 70.9% and 71.2%) vs. 3.3pp in the sector. In 2022-23, our marginally negative gap reversed to a positive, -6.7pp (vs. 3.9pp in the sector).

The PT data on TUNDRA and Attainment are too small for a meaningful analysis.

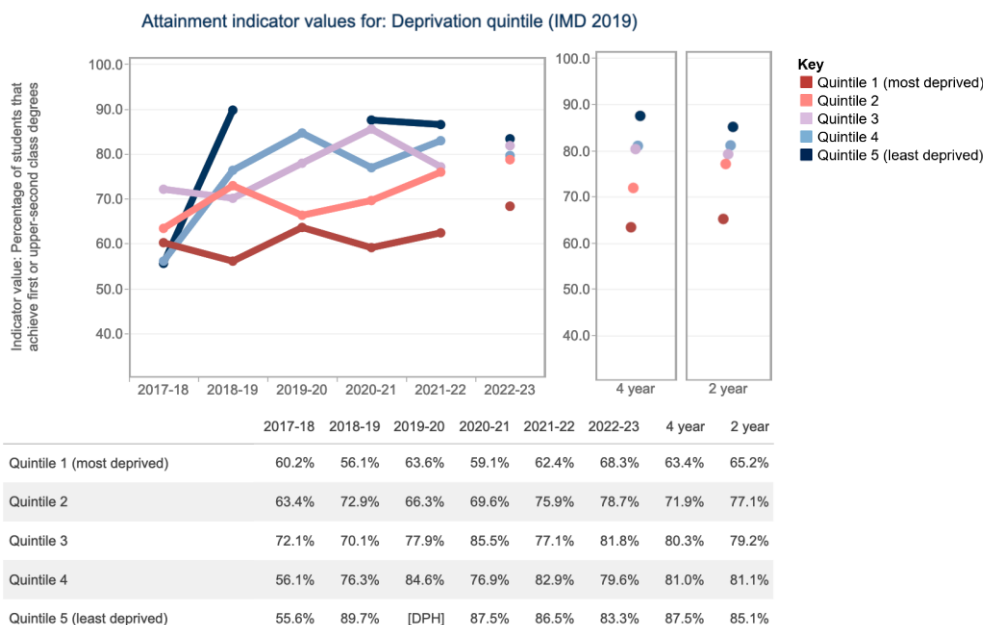
We do not have sufficient data on Attainment and the ABCS measure, which leaves only considerations of the IMD, Ethnicity, and FSM, where we observe negative gaps.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

Our FT IMD Quintile 1 students have had lower average attainment rate in the 4-year aggregate compared to their IMD Quintile 5 peers (63.4% vs. 87.5% for Quintile 5) (Fig.12a).

Quintile 1 rate shows a trend towards increase more recently, rising to 65.2% (vs. 85.1% for Quintile 5) in the 2-year aggregate, and 68.3% in 2022-23, the latest year of Attainment data (vs. 83.3% for Quintile 5). In that year, our FT attainment rate for IMD Quintile 1 surpassed the average sector rate (68.3% vs. 66.3%).

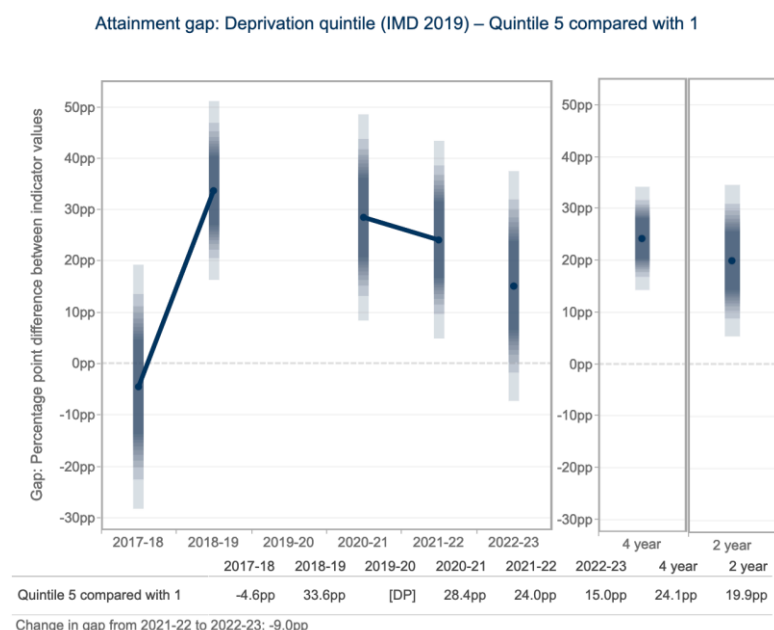
Fig.12a FT attainment rates by IMD Quintile at Newman.



The resulting attainment gaps between Quintile 1 and Quintile 5 students from our FT provision (Fig.12b) are:

- 24.1pp in the 4-year aggregate (vs.17.0pp in the sector).
- 19.9pp in the 2-year aggregate (vs. 18.1pp in the sector).
- 15.0pp in 2022-23 (vs. 18.3pp in the sector).

Fig.12b FT attainment gaps between IMD Quintile 1 and 5 students at Newman.



We note that our IMD data sets for Attainment are small, especially for Quintile 5 (the comparator group), with c.203-253 students for Quintile 1, and c.29-37 students for Quintile 5, per year over the 4-year aggregate.

We have therefore combined Quintile 5 data with data on attainment for Quintiles 3 and 4 to produce a new, more reliable comparator group for this measure.

The FT rate comparison between Quintile 1 and the combined Quintiles 3, 4, and 5 shows slight improvement: 63.4% in the 4-year aggregate for Quintile 1 vs. 82.9% averaged across Quintiles 3, 4, and 5.

Fig's 12c and 12d show the FT attainment gaps between Quintile 1 and Quintiles 3 and 4, respectively.

The gaps between Quintile 1 and the combined comparator (Quintiles 3, 4, and 5) were calculated as averages of the individual gaps between Quintile 1 and Quintiles 3, 4, and 5 for each of the aggregates and for 2022-23. The equivalent sector gaps (Quintile 1 vs. combined Quintiles 3, 4, and 5) were calculated in the same way.

Our FT attainment gaps between IMD Quintile 1 students and students from the combined IMD Quintiles 3, 4, and 5, are:

- 19.5pp in the 4-year aggregate (vs. 14.1pp in the sector).
- 16.6pp in the 2-year aggregate (vs. 14.9pp in the sector).
- 13.3pp in 2022-23 (vs. 15.1pp in the sector).

Fig.12c FT attainment gaps between IMD Quintile 1 and 3 students at Newman.

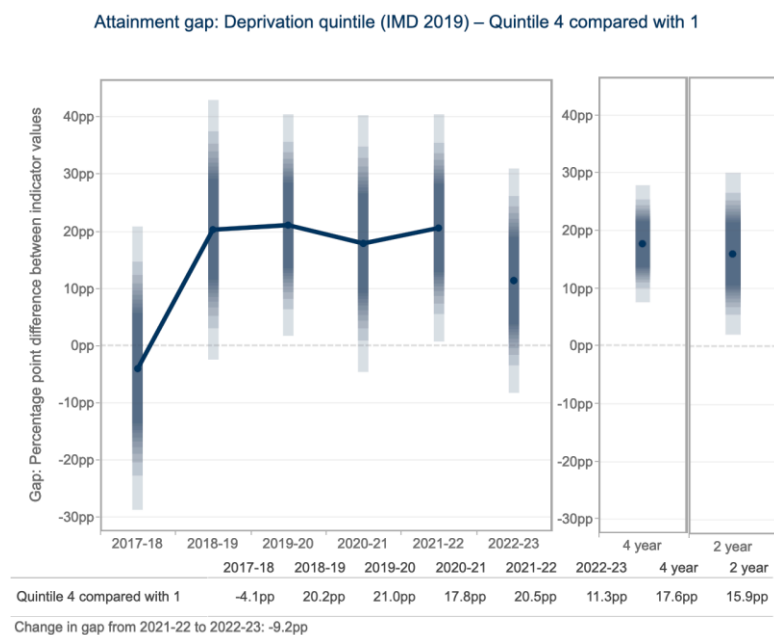
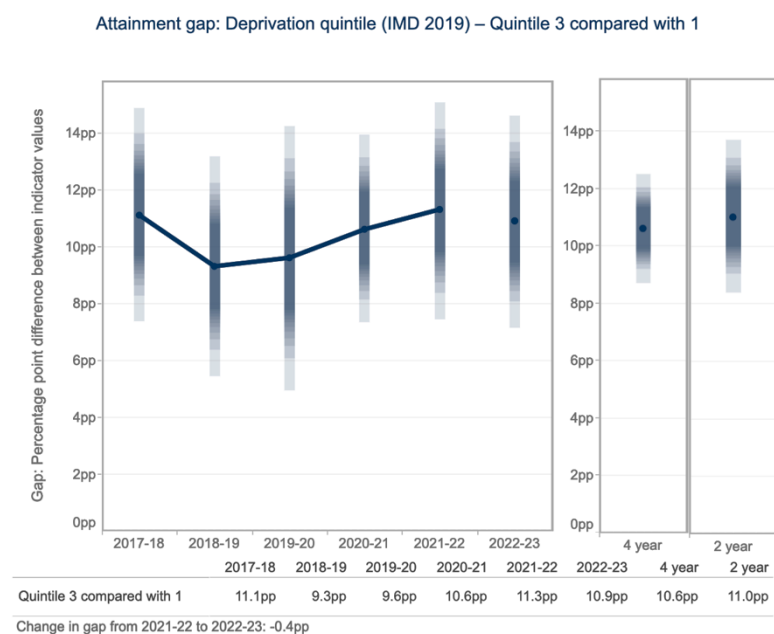


Fig.12d FT attainment gaps between IMD Quintile 1 and 3 students at Newman.



Data on attainment by IMD Quintile for our PT provision are too small and have been largely suppressed. We do note however that the 4-year aggregate rate of attainment for our IMD Quintile 1 students, 74.1%, is larger than the sector rate, 61.9%.

Given our data on this measure, we have set a target for IMD in relation to Attainment.

STUDENTS FROM GLOBAL MAJORITY

Attainment by Ethnicity is an area of concerns in higher education nationally. We have considered attainment outcomes at Newman for the Global Majority combined, as well as separately for Black and Asian students (Fig.13a).

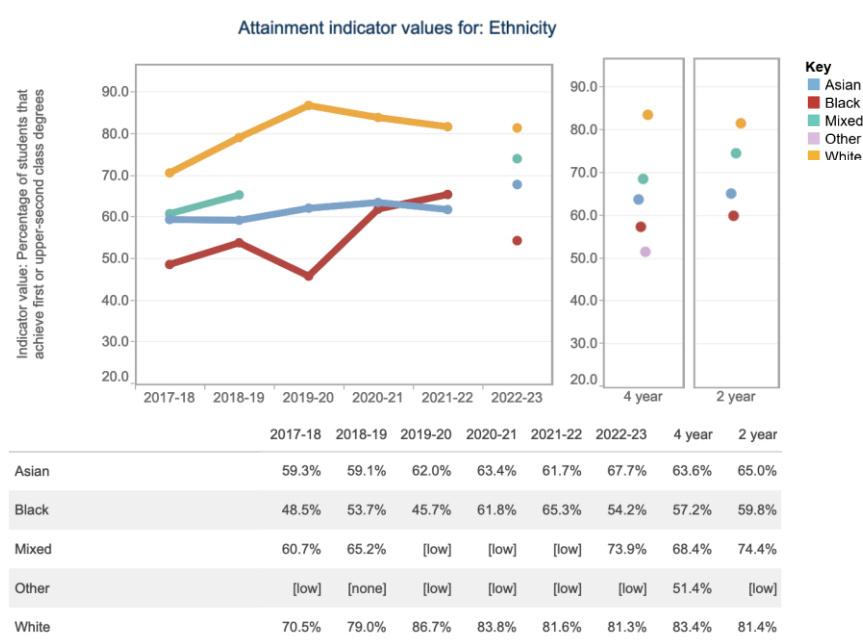
Our FT Global Majority students (all non-White ethnicities combined) have achieved good degree outcomes at a rate of 62.0% in the 4-year aggregate, compared to 83.4% of our White students (the comparator group), and a sector rate for Global Majority attainment of 73.1%.

In 2022-23, the latest year of Attainment data, Global Majority attainment rate at Newman was 65.2% vs. 81.3% for our White students, and a sector attainment rate for Global Majority of 68.5%.

For our FT Asian students, attainment rates average 63.6% in the 4-year aggregate (vs. 75.7% in the sector), rising to 67.7% in 2022-23. For FT Black students, the average 4-year aggregate rate is 57.2% (vs. 64.0% in the sector), decreasing to 54.2% in 2022-23.

Our FT Attainment data sets by Ethnicity are not big. There were c.164-212 Global Majority students, c.83-144 Asian students, c.37-51 Black students, and c.233-263 White students per year in the 4-year aggregate.

Fig.13a FT attainment by Ethnicity at Newman.



The resulting attainment gaps with White students in our FT provision are:

- For our Global Majority students (Fig.13b), a 21.4pp gap in the 4-year aggregate (vs. 11.1pp sector gap), reducing to 16.1pp in 2022-23 (vs. 12.6pp in the sector).
- For our Asian students (Fig.13c), a 19.8pp gap in the 4-year aggregate (vs. 8.5pp sector gap), reducing to 13.5pp in 2022-23 (vs. 10.3pp in the sector).
- For our Black students (Fig.13d), a 26.1pp gap in the 4-year aggregate (vs. 20.2pp sector gap), widening to 27.1pp in 2022-23 (vs. 22.4pp in the sector).

Fig.13b FT attainment gaps between Global Majority and White students at Newman.

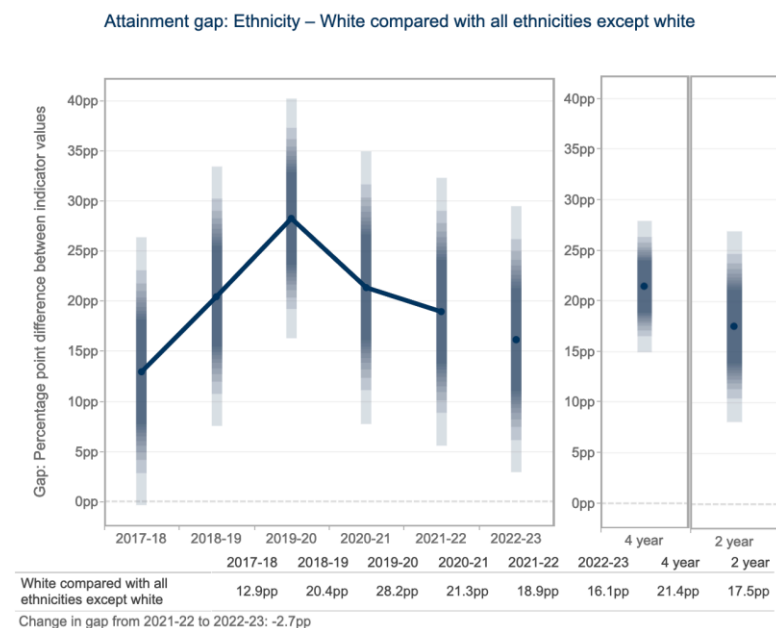


Fig.13c FT attainment gaps between Asian and White students at Newman.

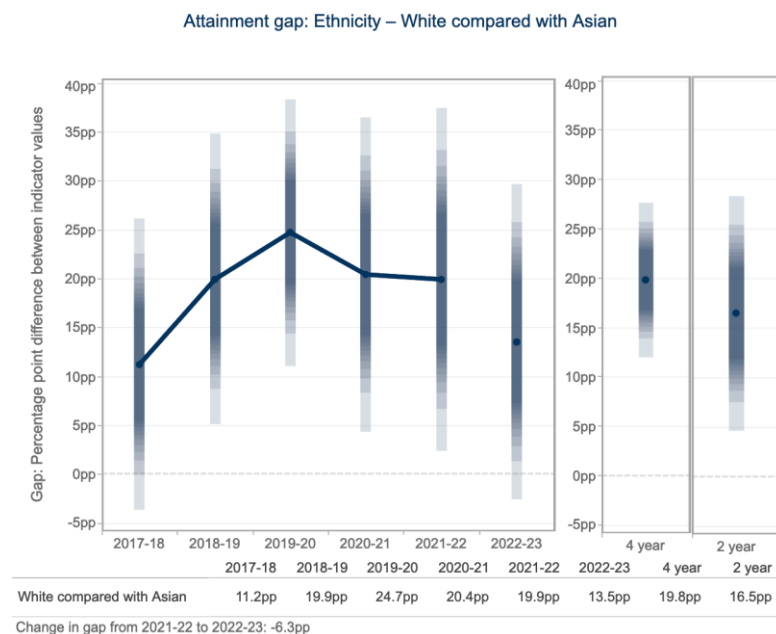
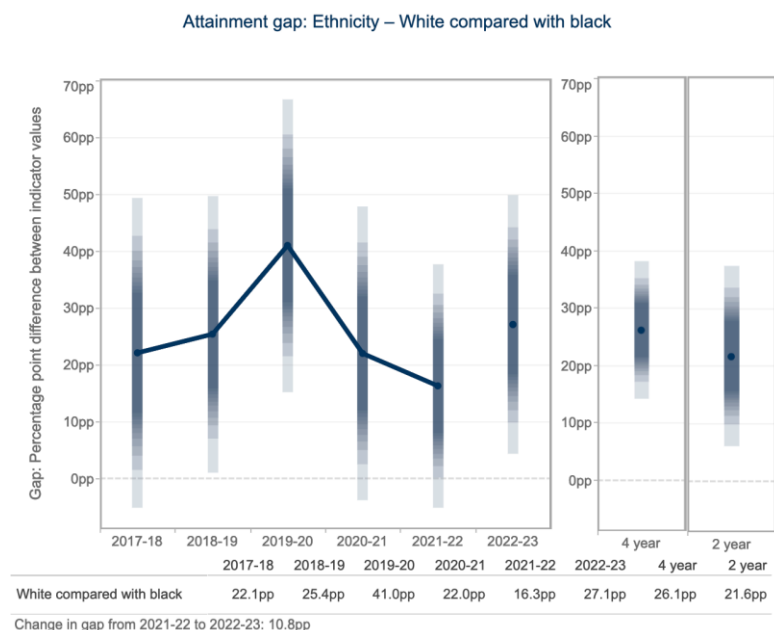


Fig.13d FT attainment gaps between Black and White students at Newman.



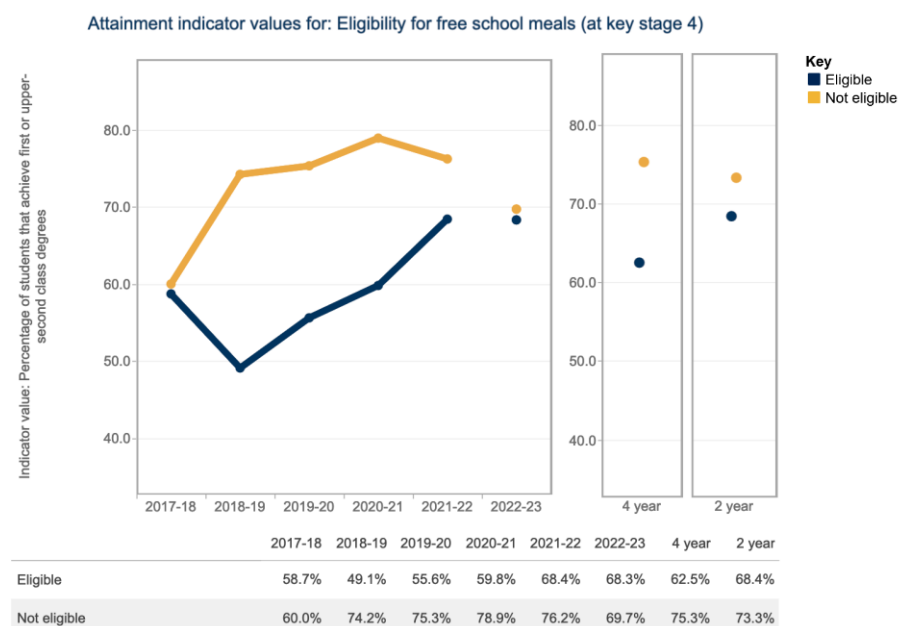
Our Attainment data sets by Ethnicity for the PT provision are too small and have been suppressed.

Based on our performance in the measure, specifically in our FT provision, and the fact that more than half of our student population class as Global Majority (as indicated in Access), we have set a Success target for Global Majority (Black and Asian students) in relation to Attainment.

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

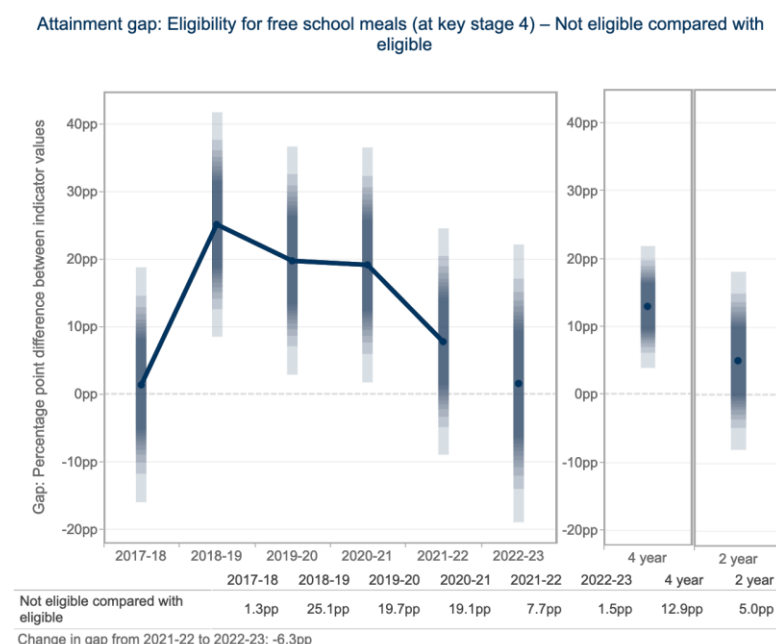
Newman FT students who had been FSM eligible attain a good degree at a lower rate to their comparator – students who hadn't been FSM eligible (62.5% vs. 75.3% in the 4-year aggregate) (Fig.14a). The sector average rate of attainment for FMS eligible students is also higher, at 72.2%.

Fig.14a FT attainment rates for FSM-eligible and non-FSM-eligible students at Newman.



The attainment gap for our FT FSM eligible students is 12.9pp in the 4-year aggregate (vs. 11.3pp in the sector). The gap has been shrinking steadily, down to 5.0pp in the 2-year aggregate (vs. 12.2pp in the sector), and 1.5pp in 2022-23 (vs. 12.1pp in the sector) (Fig.14b).

Fig.14b FT Attainment gaps between FSM-eligible and non-FSM-eligible students at Newman.



We note that our FSM eligible student data sets are not very big, c.111-118 per year in the 4-year aggregate.

Given the relatively small data and our continually improving performance in the measure, with a gap that has now nearly closed, we have not set a specific Success target for FSM. Instead, we will continue to build and monitor closely related data.

PROGRESSION

This section provides our performance in relation to the progression of our students from the OfS key target groups. Progression is measured in terms of graduate destinations into the labour market or elsewhere that include being employed in a highly skilled professional or managerial job, or undertaking further study, or another positive outcome.

At Newman, the average FT progression rate in the 4-year aggregate (2018-19 to 2021-22) is 63.5%. The average rate in the sector is 72.4%.

Our overall progression rate rose up to 69.4% in 2021-22, the latest year of Progression data (vs. 72.6% in the sector).

For our PT provision, progression rate is 77.0%, below the sector average of 80.5%.

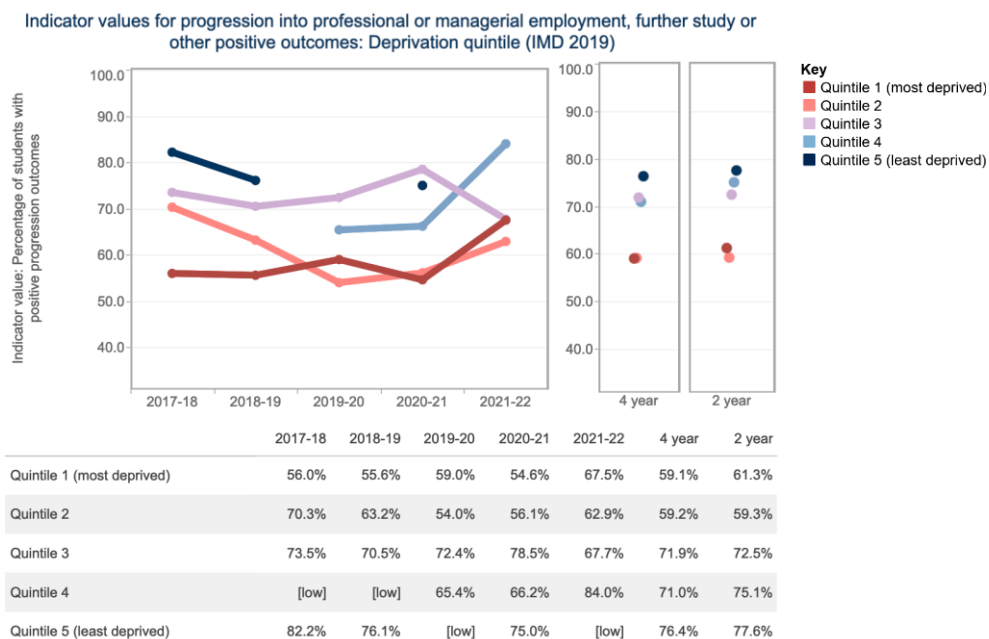
Below, we consider all risk indicators because our data show no positive gaps in Progression outcomes between our target student groups with their comparators.

INDEX OF MULTIPLE DEPRIVATION (IMD) 2019

Our FT IMD Quintile 1 students have had lower progression rates in the 4-year aggregate compared to their IMD Quintile 5 peers (59.1% vs. 76.4%) (Fig.15a).

The Quintile 1 rate has improved more recently, in the 2-year aggregate (61.3% vs. 77.6% for Quintile 5) and in 2021-22, the latest year of Progression data (67.5%; data for Quintile 5 are very small and have been suppressed).

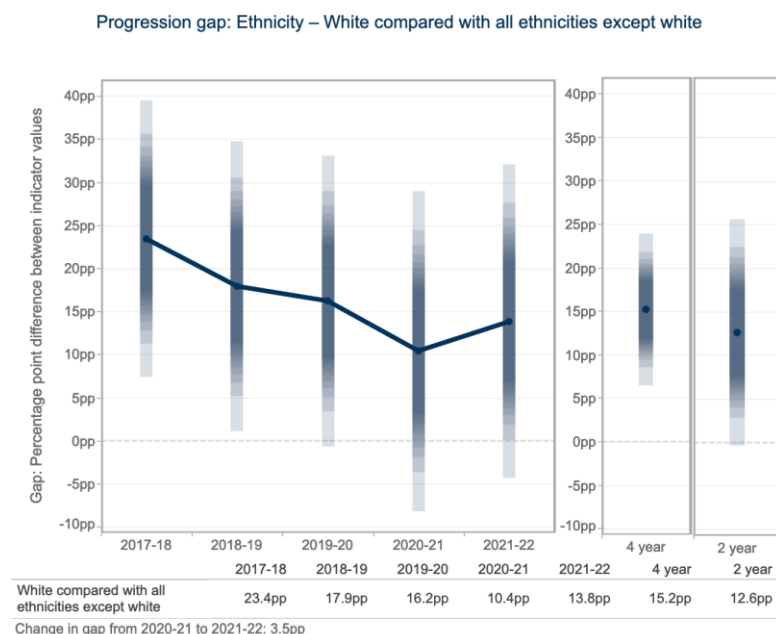
Fig.15a FT progression rates per IMD Quintile at Newman.



The resulting progression gaps between Quintile 1 with Quintile 5 students in our FT provision (Fig.15b) are:

- 17.3pp in the 4-year aggregate (vs. 10.2pp in the sector).
- 16.3pp in the 2-year aggregate (vs. 10.5pp in the sector)

Fig.15b FT progression gaps between IMD Quintile 1 and 5 students at Newman.



We note that our progression data for IMD Quintile 5 (the comparator group) are very small, c.180 students in total in the 4-year aggregate.

We have therefore combined Quintile 5 data with progression data for Quintiles 3 and 4 to produce a new, more reliable comparator group for this measure (c.330 students in total in the 4-year aggregate vs. a total of c.905 IMD Quintile 1 students).

The FT rate comparison between Quintile 1 and the combined Quintiles 3, 4, and 5 shows slight improvement: 59.1% in the 4-year aggregate for Quintile 1 vs. 73.1% averaged across Quintiles 3, 4, and 5.

Fig's 15c and 15d show the FT progression gaps between Quintile 1 and Quintiles 3 and 4, respectively.

The gaps between Quintile 1 and the combined comparator (Quintiles 3, 4, and 5) were calculated as averages of the individual gaps between Quintile 1 and Quintiles 3, 4, and 5 for each of the aggregates and for 2022-23. The equivalent sector gaps (Quintile 1 vs. combined Quintiles 3, 4, and 5) were calculated in the same way.

Our FT progression gaps between IMD Quintile 1 students and students from the combined IMD Quintiles 3, 4, and 5, are:

- 13.9pp in the 4-year aggregate (vs. 8.2pp in the sector).
- 13.8pp in the 2-year aggregate (vs. 8.4pp in the sector).
- 8.4pp in 2021-22 (vs. 7.8pp in the sector)

Fig.15c FT progression gaps between IMD Quintile 1 and 4 students at Newman.

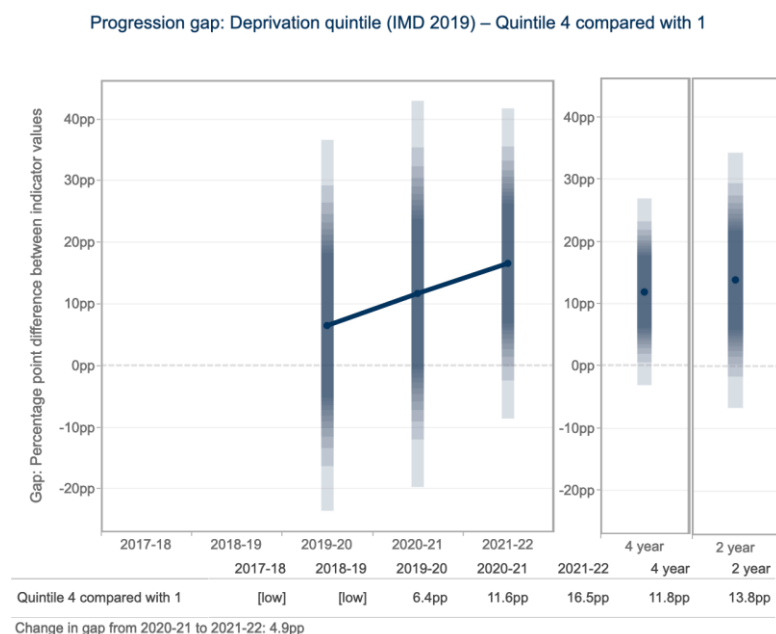
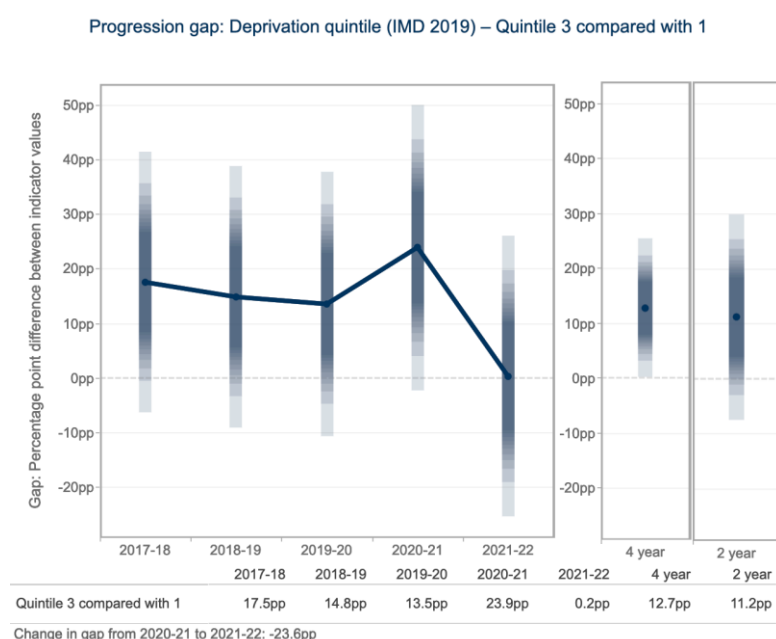


Fig.15d FT progression gaps between IMD Quintile 1 and 3 students at Newman.



In our PT provision, the progression rate of IMD Quintile 1 students, 72.8%, exceeds the FT rate and is marginally below the PT sector rate (75.9%). The gap in progression with our PT Quintile 5 students is 5.5pp in the 4-year aggregate – much lower than our FT gap, and lower than the sector gap of 7.8pp.

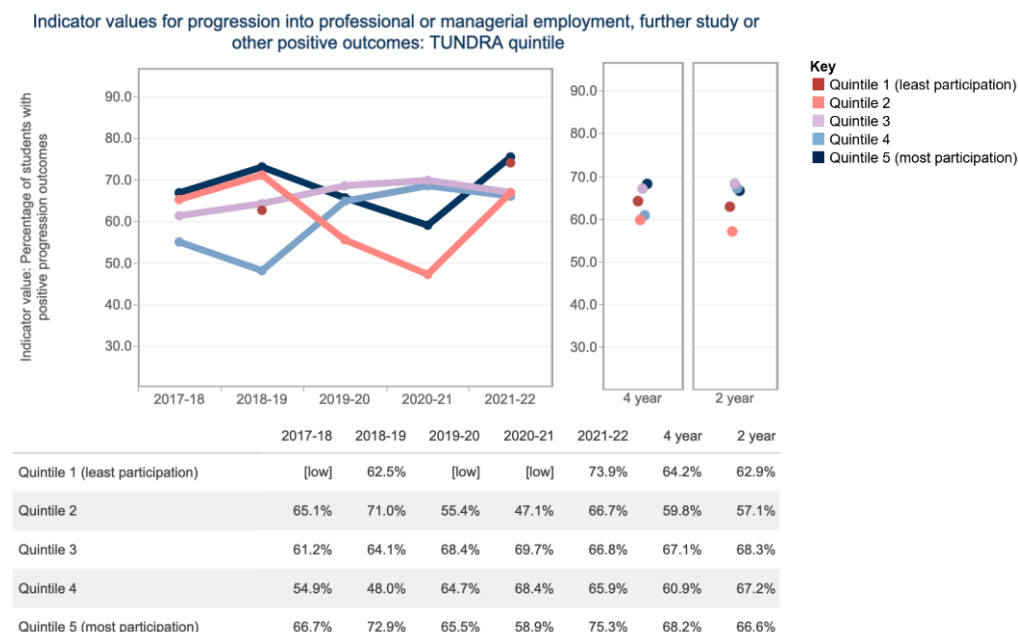
Comparing Quintile 1 to the combine Quintiles 3, 4, and 5, to account for the very small data sets for Quintiles 5 in our PT provision, shows rates of 72.8% (Quintile 1) vs. 76.2% (combined Quintiles 3, 4, and 5), and 4-year aggregate gap of 3.4pp. The equivalent sector gap is 6.4pp.

Given our data on this measure, we have set a target for IMD Quintile 1 in relation to Attainment.

TUNDRA (LOW PARTICIPATION NEIGHBOURHOODS)

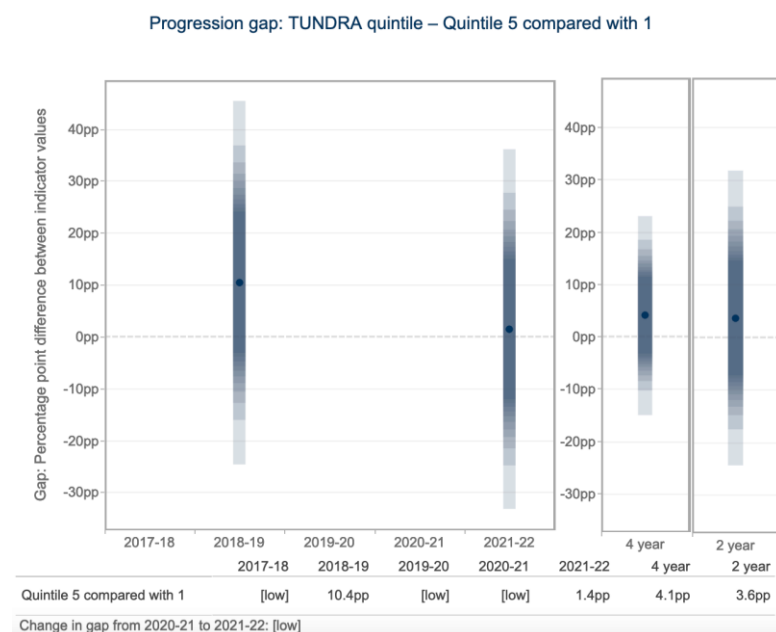
In our FT 4-year aggregate data, the progression rate, 64.2%, for our TUNDRA Quintile 1 students is smaller than the rate, 68.2%, for their comparator, TUNDRA Quintile 5 students, and smaller also than the sector rate, 68.1% (Fig.16a). In the latest year of progression data, 2020-21, Quintile 1 rate improves to 73.9 % (vs. 75.3% for Quintile 5, and 68.6% in the sector).

Fig.16a FT progression rates for TUNDRA Quintile students at Newman.



The FT gap in progression between Quintiles 1 and 5 in the 4-year aggregate is 4.1pp, compared to 6.3pp in sector (Fig.16b). In 2018-19, our gap narrowed to 1.4pp (vs. 5.8pp in the sector).

Fig.16b FT progression gaps between TUNDRA Quintile 1 and 5 students at Newman.



We note that our Quintile 1 and 5 FT cohorts are small: c.25-35 students for Quintile 1, and c.43-63 students for Quintile 5, per year in the 4-year aggregate.

Our PT data on completion by TUNDRA Quintile are very small and insufficient for analysis.

Given our overall performance in this measure, and that we have set up a Success target for IMD Quintiles 1 and 2, which is likely to overlap with our TUNDRA students from areas that are underrepresented in higher education, we have not set a separate TUNDRA target at this time. We will continue to monitor our progression data for students who join us from areas with least representation in higher education.

STUDENTS FROM GLOBAL MAJORITY

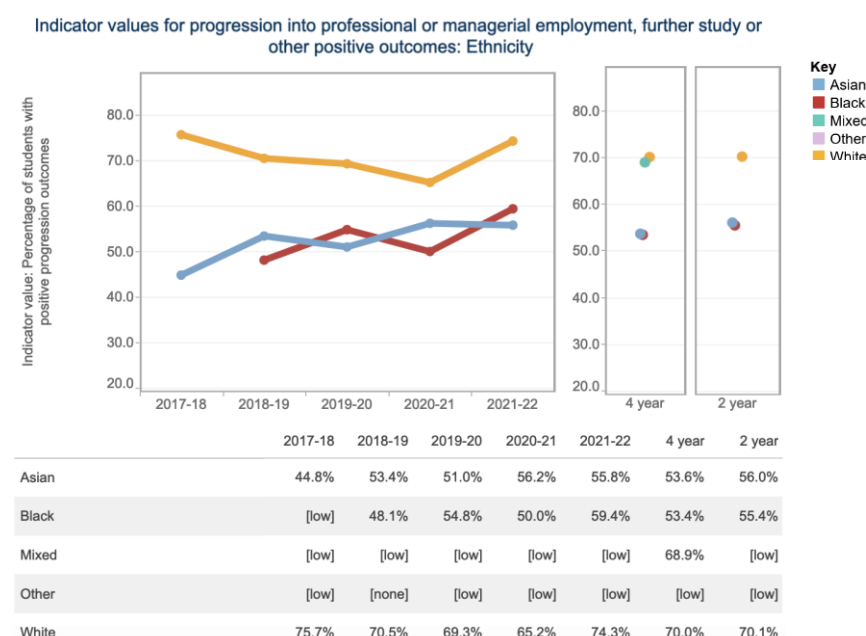
Our FT Global Majority students (all non-White ethnicities combined) have had good progression outcomes at a rate of 54.8% in the 4-year aggregate, compared to 70.0% of our White students (the comparator group) and a sector rate for Global Majority progression of 70.3% (Fig.17a).

In 2021-22, the latest year of Progression data, the FT Global Majority progression rate at Newman was 60.5% vs. 74.3% for our White students, and a sector rate for Global Majority of 71.1%.

For our FT Asian students, progression rates average 53.6% in the 4-year aggregate (vs. 70.0% in the sector), rising to 55.8% in 2021-22. For FT Black students, the average 4-year aggregate rate is 53.4% (vs. 69.4% in the sector), rising to 59.4% in 2021-22.

Our FT Progression data sets by Ethnicity are small, c.16-22 Global Majority students per year in the 4-year aggregate.

Fig.17a FT progression by Ethnicity at Newman.



The resulting attainment gaps with White students in our FT provision are:

- For our Global Majority students (Fig.17b), a 15.2pp gap in the 4-year aggregate (vs. 2.9pp sector gap), reducing to 13.8pp in 2021-22 (vs. 2.3pp in the sector).

- For our Asian students (Fig.17c), a 16.4pp gap in the 4-year aggregate (vs. 3.2pp sector gap), increasing to 18.5pp in 2021-22 (vs. 2.5pp in the sector).
- For our Black students (Fig.17d), a 16.6pp gap in the 4-year aggregate (vs. 3.9pp sector gap), narrowing to 14.9pp in 2021-22 (vs. 3.3pp in the sector).

Fig.17b FT progression gaps between Global Majority and White students at Newman.

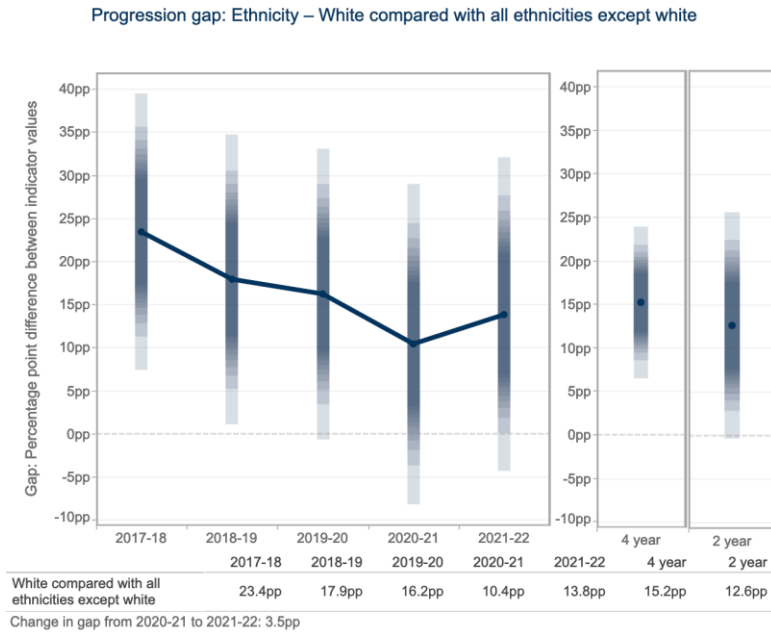


Fig.17c FT progression gaps between Asian and White students at Newman.

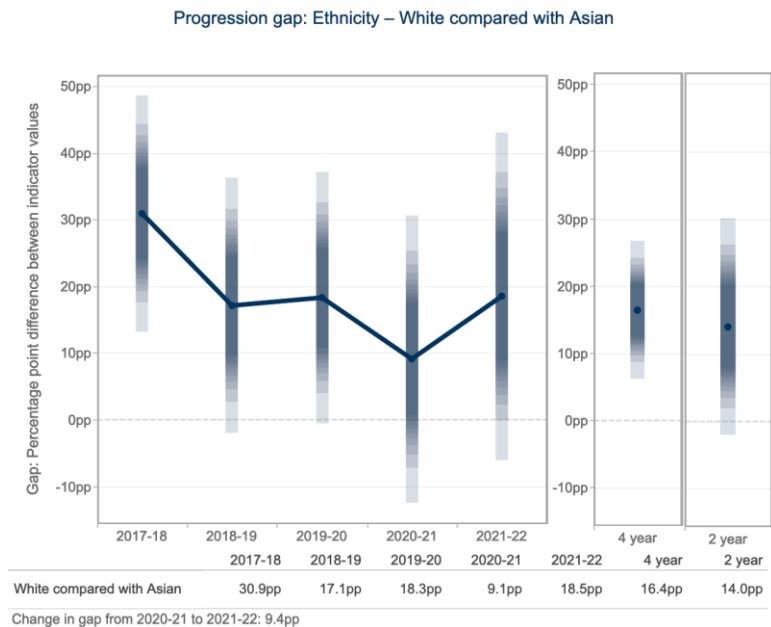
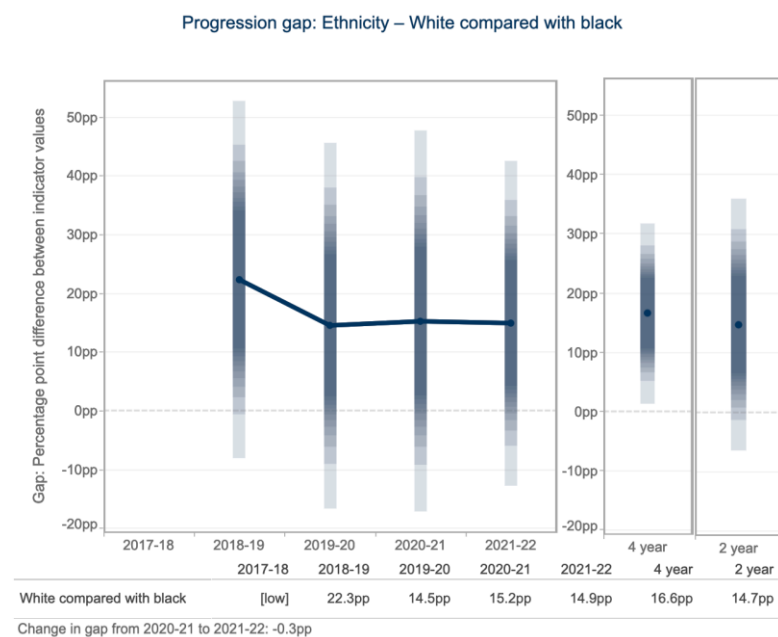


Fig.17d FT progression gaps between Black and White students at Newman.



In our PT provision, the average progression rates in the 4-year aggregate for Asian students (75.4%) and for Black students (79.3%) are higher than their FT equivalents and are comparable to the progression rate for White students (76.3%) and the sector averages (77.5% for Asian and Black students each).

The PT gap in progression between Global Majority and White students at Newman is a positive, -2.0pp (vs. a negative, 3.1pp in the sector) in the 4-year aggregate, and widens to -4.9pp (vs. 2.3pp) in the 2-year aggregate.

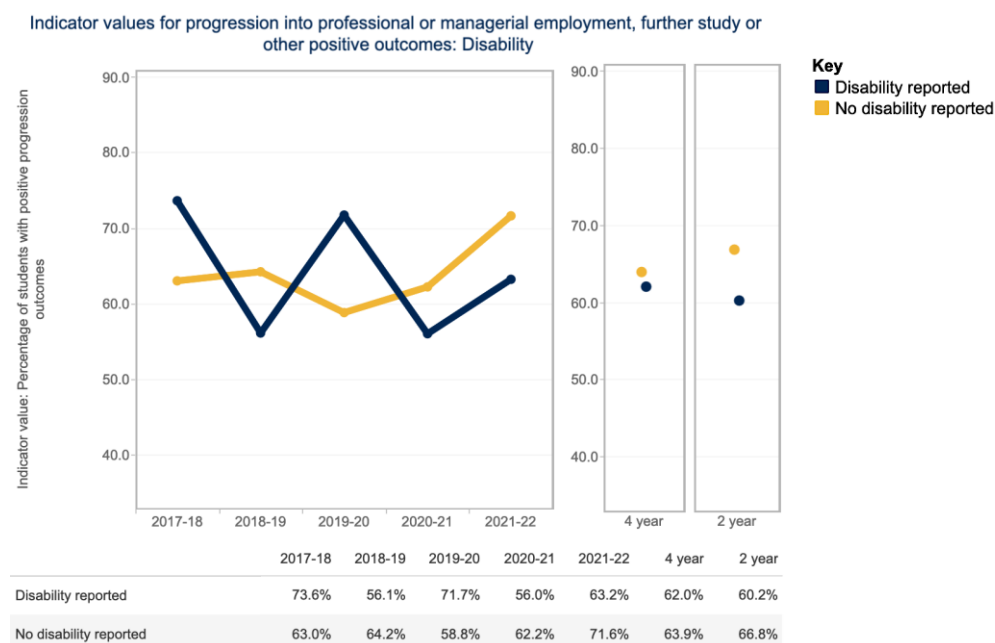
For PT Asian students, the progression gap with White students at Newman 0.9pp in the 4-year aggregate (vs. 3.4pp in the sector). For PT Black students at Newman, the progression gap is also positive, -3.0pp (vs. a negative 3.4pp gap in the sector).

Based on our performance in the measure, specifically in our FT provision, we have set a Progression target for Global Majority (Black and Asian students).

DISABLED STUDENTS

FT disabled students at Newman have an average 4-year aggregate progression rate of 62.0%, which is marginally lower than the rate for their comparator group, students without declared disability (63.9%) and the respective sector rate for Disabled students (71.0%) (Fig.18a).

Fig.18a FT progression rates for disabled and non-disabled students at Newman.



The gap in progression between our FT disabled students and their comparator group averaged 1.9pp in the 4-year aggregate and widened to 8.4pp in 2021-22 (Fig.18b). For comparison, the respective sector gaps are 1.8pp (4-year aggregate) and 1.6pp (2018-19).

Fig.18b FT completion gaps between disabled and non-disabled students at Newman.



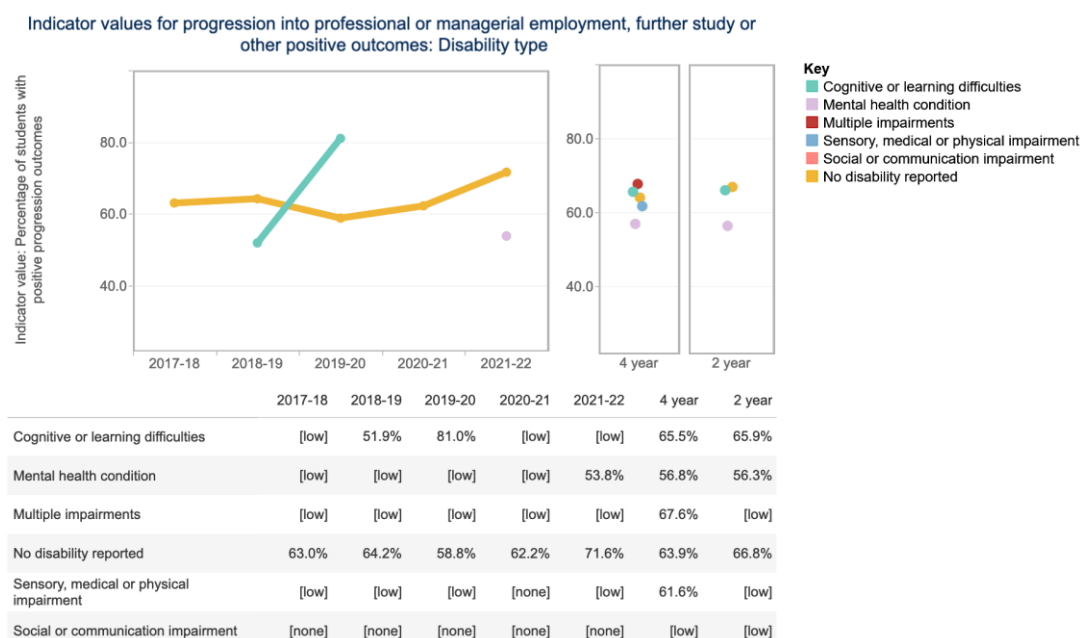
We note that our data sets for disabled students and Progression are small, c.50-57 students per year in the 4-year aggregate.

The rate of progression for disabled students in our PT provision is better than the sector rate: 81.8% vs. 76.5% in the 4-year aggregate. Our 4-year aggregate gap in progression with non-disabled students is positive, -5.9pp, and widens to -10pp in the 2-year aggregate. For comparison, the sector

gap between PT disabled and non-disabled students is 4.7pp in the 4-year aggregate (and 5.5pp in the 2-year aggregate).

Consideration of our FT disaggregated data by disability type reveals lower progression rates and bigger gaps across the main disability types (Fig.18c).

Fig.18c FT completion rates by disability type at Newman.



The two most common types of disability, cognitive or learning difficulties and mental health conditions, have 4-year aggregate completion gaps with non-disabled PT students of -1.6pp and 7.2pp, respectively (Fig's 18d and 18e). For comparison, the sector gaps are -1.2pp and 4.0pp.

The gaps at Newman widen in the 2-year aggregate, to 0.9pp for cognitive and learning difficulties (vs. -1.1pp in the sector), and to 10.5pp in for mental health conditions (vs. 3.9pp in the sector).

Fig.18d FT progression gaps between students with cognitive or learning difficulties and non-disabled students at Newman.

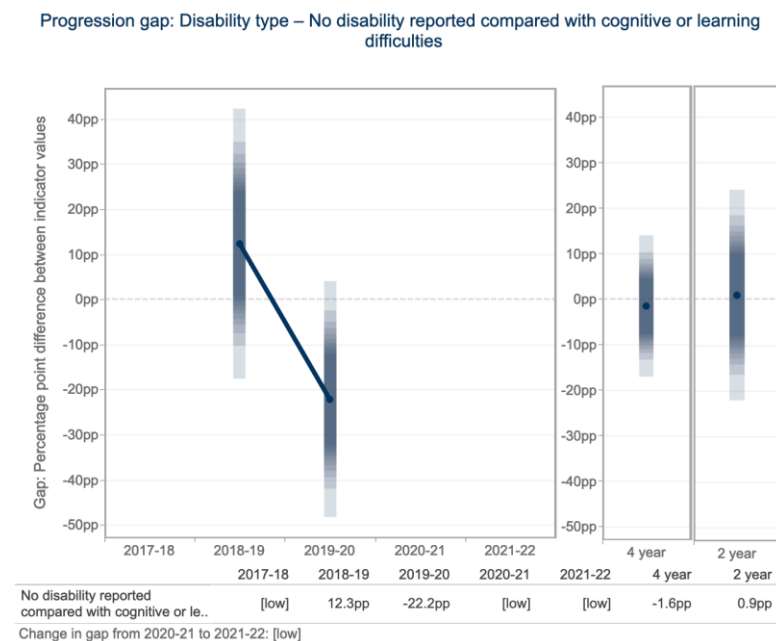
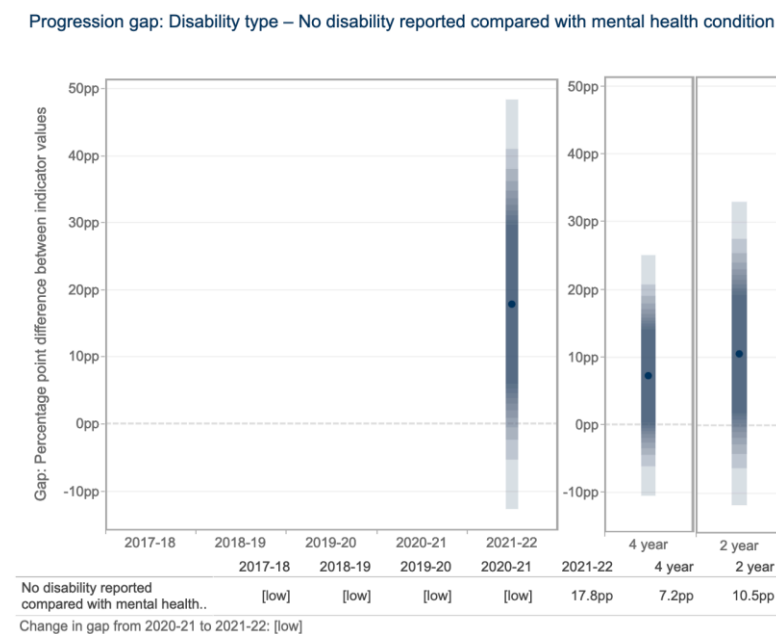


Fig.18e FT progression gaps between students with mental health conditions and non-disabled students at Newman.



The data on progression by disability type for our PT provision are too small for a meaningful analysis.

Given our small or positive 4-year aggregate gaps in the FT and PT provisions and our very small data for progression and disability, we have not set a target for the measure in this APP.

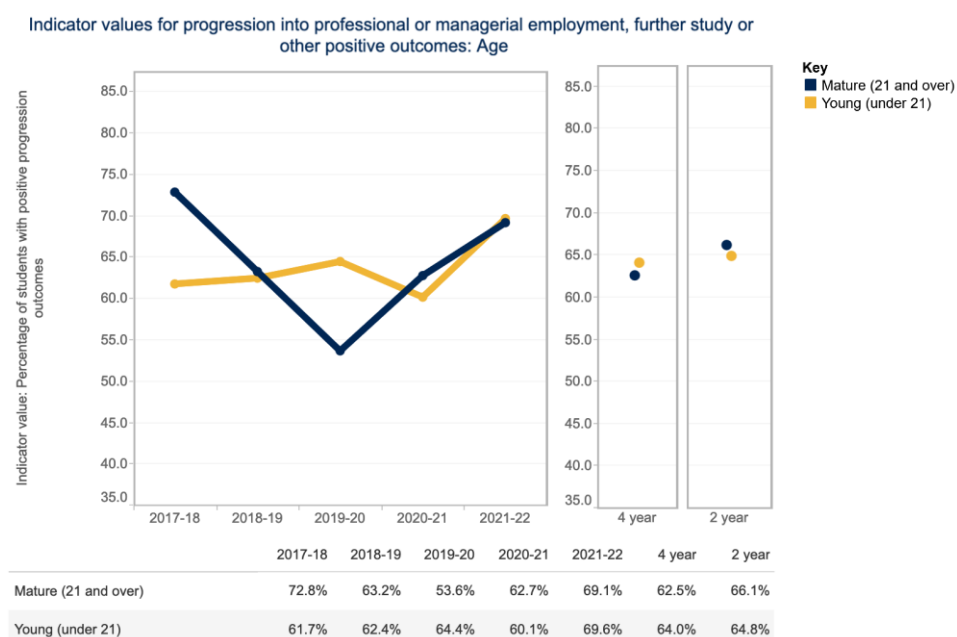
We will continue to monitor the relevant data, particularly on overall progression in our FT provision and on progression of students with Mental Health conditions across the FT and PT provisions and will take appropriate action as necessary.

MATURE STUDENTS (21 YEARS AND OVER)

FT mature learners at Newman have an average progression rate in the 4-year aggregate of 62.5% (Fig.19a) – marginally lower than the comparator rate (64.0%) and the sector average rate for mature learners (72.2%).

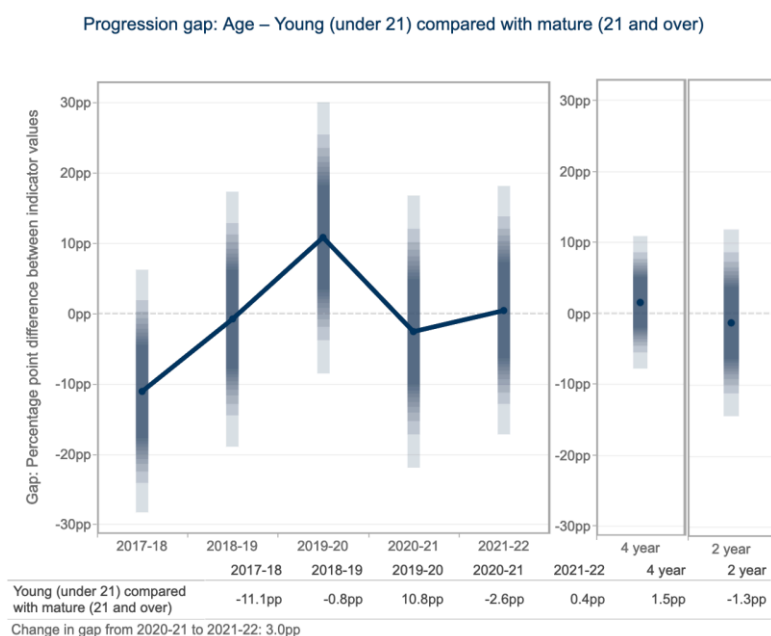
The 2021-22 progression rate for our mature learners increases to 69.1%, only just below the comparator rate (69.6%) and the sector average rate (71.8%).

Fig.19a FT progression rates for mature and young students at Newman.



The resulting FT progression gap of 1.5pp is small and has fluctuated more recently, from a positive, -1.3pp in the 2-year aggregate, to a small negative gap of 0.4pp in 2021-22. The sector gaps are 0.3pp in the 4-year aggregate, 2.0pp in the 2-year aggregate, and 1.1pp in 2021-22.

Fig.19b FT completion gaps between mature and young students at Newman.



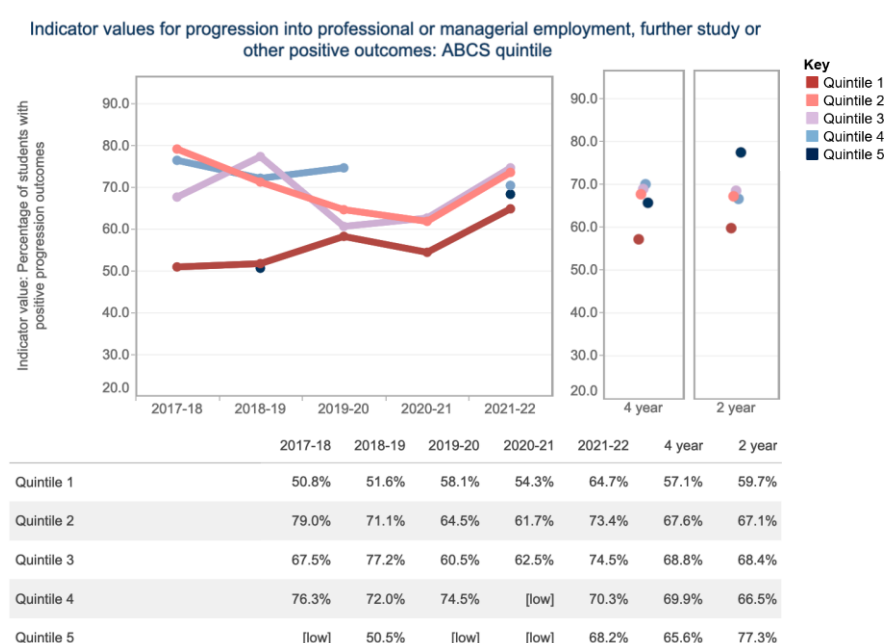
PT mature learner progression is 77.4% in the 4-year aggregate, which falls below the sector average of 81.2%. PT progression gaps could not be calculated because of the very small data sets for young students, the comparator group.

Given the very small, and sometimes positive gaps in progression in this measure, we have not set a Progression target. Instead, we plan continuous monitoring of our data on mature learners.

ABCS

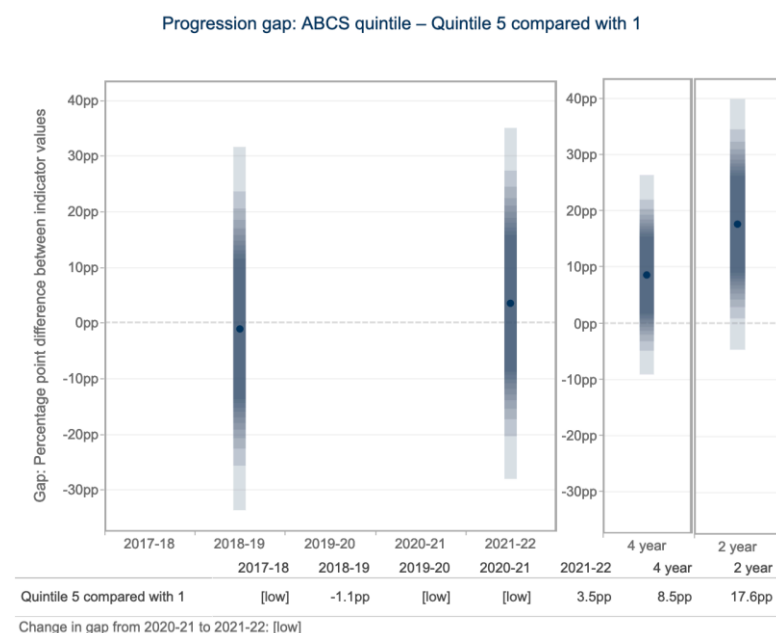
Our FT progression data for the ABCS measure show a lower 4-year aggregate rate, 57.1%, for the most disadvantaged students (ABCS Quintile 1) vs. their comparator – the most well-off students from ABCS Quintile 5 (65.6%) and the sector rate for Quintile 1 (62.1%) (Fig.20a).

Fig.20a FT progression rates by ABCS Quintile at Newman.



Our 4-year aggregate gap in FT progression (Fig.20b) between Quintiles 1 and 5 is 8.5pp (vs. 19.9pp in the sector). More recently, our gap doubles in size, to 17.6 pp (2-year aggregate), then shrinks again, to 3.5pp (2021-22). For comparison, the sector gaps are 16.9pp and 16.5pp, respectively.

Fig.20b FT progression gaps between ABCS Quintile 1 and 5 students at Newman.



We note that while the data sets for our FT ABCS Quintile 1 students range from 94 to 143 students in the 4-year aggregate, the numbers of the comparator, Quintile 5 students, is very small, c.9-25 students per year in the 4-year aggregate.

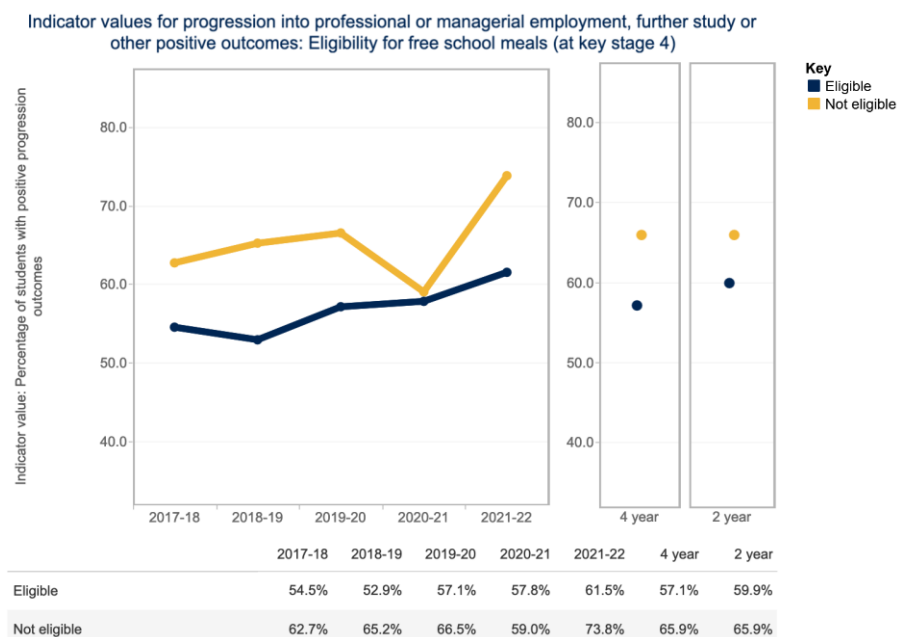
The ABCS Quintile 1 gap, at 23.6pp, is even wider in our PT provision. The sector gap for PT students is 14.2pp.

Given the data limitations and the possibility of significant gap reduction in our FT provision, we have not set a Progression target at this time. We will continue to build our data sets in the future so that we can be confident in the analytical conclusions.

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

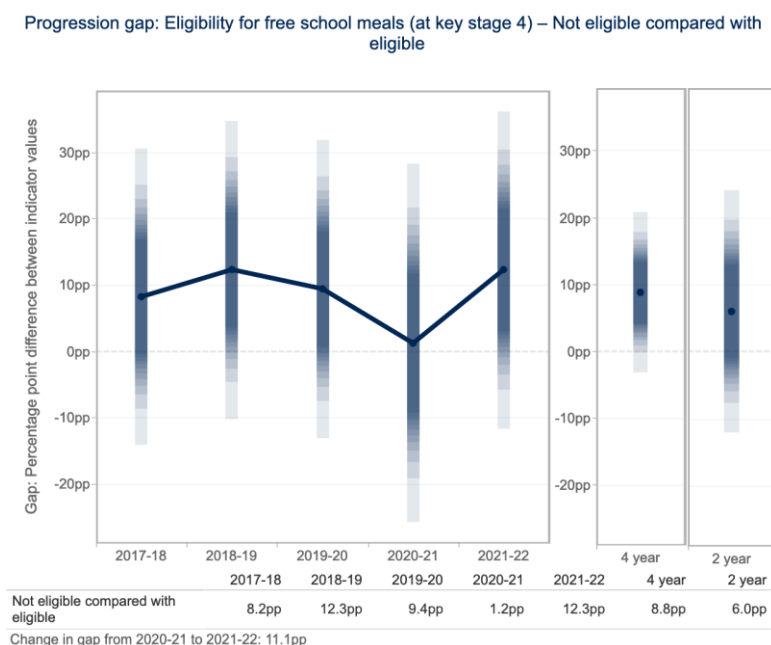
FT FSM eligible students at Newman have a progression rate of 57.1% (4-year aggregate) vs. 65.9% for their non-FSM eligible peers (the comparator group) and an average sector rate for FSM eligible students of 65.8% (Fig.21a).

Fig.21a FT progression rates for FSM-eligible and non-FSM-eligible students at Newman.



The progression gap for FSM eligible students at Newman is 8.8pp in the 4-year aggregate (vs. a 6.5pp gap in the sector) and widens to 12.3pp in 2021-22 (Fig.21b).

Fig.21b FT progression gaps between FSM-eligible and non-FSM-eligible students at Newman.



We note our relatively small cohorts of FSM eligible students, c. 51-73 per year in the 4-year aggregate.

FSM data for our PT provision are very small and have been suppressed.

Given our small data sets and wildly fluctuating data, we have not designated this measure to a Progression target at this point. We will continue to monitor the FSM data and develop targeted interventions when it becomes necessary.

2. SUMMARY OF TARGET AREAS

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

In summary, these areas are:

ACCESS

We have not proposed targets in this area.

CONTINUATION

1. Black students compared to White students.

COMPLETION

We have not proposed targets in this area.

ATTAINMENT

1. IMD Quintile 1 students compared to the combined IMD Quintiles 3, 4, and 5 students.
2. Black, Asian, Mixed, and Other Ethnicities students compared to White students.

PROGRESSION

1. IMD Quintile 1 students compared to the combined IMD Quintiles 3, 4, and 5 students.
2. Black, Asian, Mixed, and Other Ethnicities students compared to White students.

AREAS FOR CONTINUED MONITORING

The priority areas for continued monitoring are:

1. TUNDRA Quintile 1 continuation, completion, and progression rates and gaps with Quintile 5 students.
2. Black student completion rate and gap with White students.
3. Disabled student completion and progression rates and gaps with students without declared disability.
4. Mature learner completion and progression rates and gaps with young learners.
5. ABCS Quintile 1 student enrolment, continuation, completion, and progression rates and gaps with Quintile 5 students.
6. Free School Meal eligible student completion, attainment, and progression rates and gaps with students who have not been eligible.

RISKS TO EQUALITY OF OPPORTUNITY

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

ACCESS (PRE-ENROLMENT)

The first five Risks on the Equality of Opportunity Risk Register (EORR) (Knowledge and Skills; Information and Guidance; Perceptions of Higher Education; Application Success Rates; Limited Choice of Course Type and Delivery Mode) relate to the Access (pre-enrolment) area of the student lifecycle. All of them impact nationally on learners from our main target groups: IMD Quintiles 1 and 2, Global Majority (Black and Asian), and mature students.

We have been very successful however at attracting and enrolling such students, as we discussed earlier in the Annex. At Newman, more than 70% of the student body are from IMD Quintiles 1 and 2, 50% of students are Global Majority, and more than 40% are Mature. We also recruit above the sector average of Disabled students, ABCS Quintile 1 students, and FSM eligible students.

We therefore do not generally consider the Access Risks to be significant for our outreach, admissions, and enrolment.

However, we consider that Risk 2 (Information and Guidance), which refers to prospective student preparation for and expectations of higher education, likely plays a role in the integration, belonging, and on-course outcomes for some of our target student groups, e.g., Black students and disadvantaged students. We have therefore considered it a risk that is likely occurring in our context.

The following summarises our context in relation to Risk 2 and the remaining relevant risks (6, 7, 8 and 10) of the EORR, and considerations of whether these risks are occurring and why. Further information can also be found in the main Access and Participation Plan, and in Annex B.

RISK 2 – INFORMATION AND GUIDANCE

This Risk relates to access to information and guidance about higher education, including higher education choices, study modes, expectations, and access pathways; as well as linked information about careers and employability. We consider this Risk relevant in the context of our students' successful transition-in, first year of study and their continuation. Target students, and particularly our large mature learner base (a characteristic that intersects with ethnicity and disadvantage), often lack awareness of the expectations of study, their degree content and the potential career paths available to them, before enrolling. This may be the result of disrupted study or return to study, where the availability of information, advice and guidance has not been present. Student feedback highlights that students can struggle with transition and navigating the processes, expectations and hidden curriculum as they transition to Newman, and for some these challenges are still felt into second and third year; each level with a new set of expectations. We have therefore considered that this risk a catalyst for considering a multi-year/ multi-year 'transition' and 'induction' across all years of study; where information and guidance on expectations, requirements, settling in/back, and successful independent study is considered beneficial.

In our context, we are particularly cognisant of the multiple priorities that our students are balancing, as they navigate their own complex lives. The ability to absorb and utilise information and guidance is often disrupted by other priorities, and therefore an approach that is scaffolded, compassionate, relevant and timely to the phase of study, and across the timeframe of their study, is required.

The interventions we propose in this APP follow these considerations, from setting up an infrastructure to monitor, identify, and target effective information, advice and support for at-risk students; to embedding support initiatives and the development of employability skills and social capital directly into our curricula.

ON-COURSE (STUDENT SUCCESS)

The following summarises our context in relation to Risks 6, 7, 8 and 10 and considerations of whether these risks are occurring and why. Further information can also be found in the main Access and Participation Plan, and in Annex B.

RISKS 6 AND 7 – INSUFFICIENT ACADEMIC SUPPORT & INSUFFICIENT PERSONAL SUPPORT

This Risk relates to insufficient Academic or Personal Support which is personalised and timely. The presence of these Risks has influenced our prioritisation of the developments required for inclusive and compassionate curriculum approaches, teaching and learning, and assessment design; and targeted mental health and wellbeing initiatives.

Students from disadvantaged and underrepresented backgrounds in higher education make most of our student body. Many live locally and commute to and from the Newman campus, have term-time work commitments, care responsibilities, or some type of disability. This presents a significant challenge to providing timely and sufficient academic and personal support, given our institutional and staff size limitations.

Demand for support services at Newman University is strongest in Year 1 and Year 3 of our undergraduate programmes (Fig.1a, b, and c), clearly indicating the need for this support.

Fig.1a Demand (in % visits of the total) of our Disability and Inclusion services by Year of study.

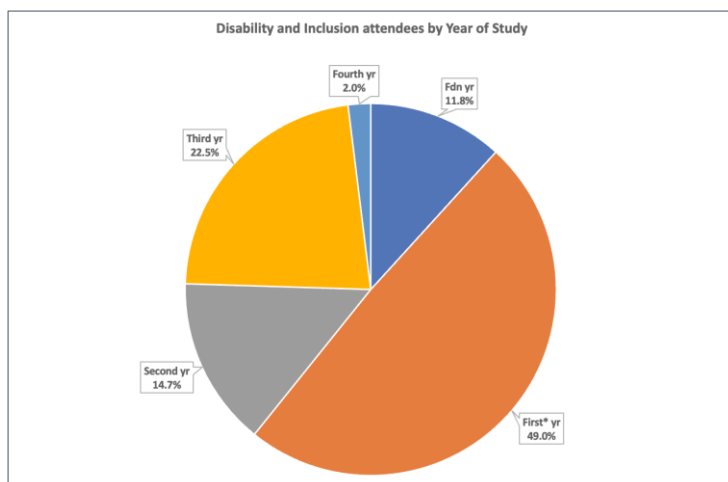


Fig.1b Demand (in % visits of the total) of our Counselling and Mental Health services by Year of study.

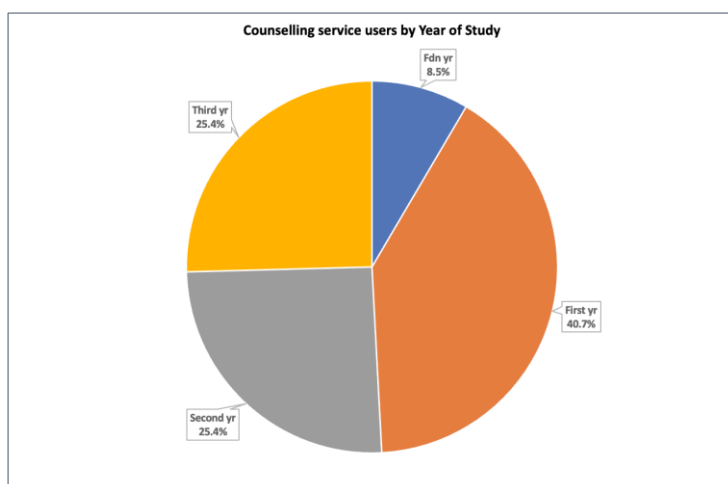
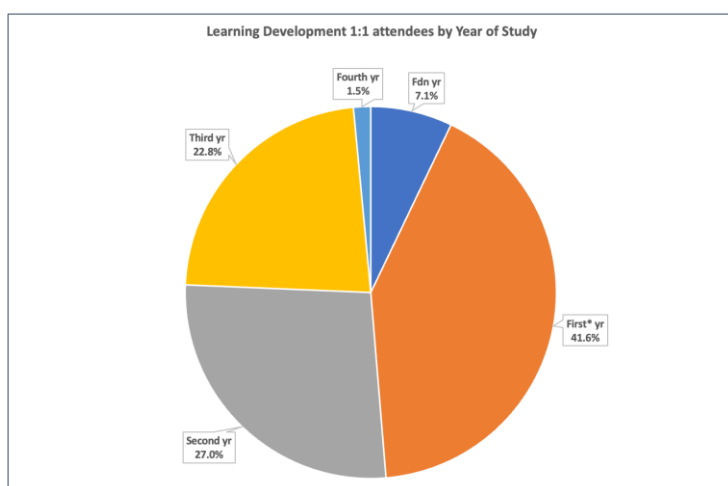


Fig.1c Demand (in % visits of the total) of our Learning Development (academic skills) services by Year of study.



Consultation in the development of this Plan highlighted that students value and rely on the flexibility of teaching and learning and assessment, and considered timetabling. These practices are considered as providing personal support in that they are compassionate towards, and responsive to, student's needs and lives. The efforts of individual staff members and schools to be supportive were applauded by students, but they also recognised that some practices are not institution-wide, resulting in inconsistencies in the student experiences, which was a concern. This Plan will seek to ensure a high standard of consistent approach.

In an internal student survey, academic performance emerged as the top concern for students. This response is influenced by the significant portion of mature learners who have intentionally chosen to return to education. As a result, the Students' Union is highly regarded for its ability to provide swift and effective academic support and representation through its strong departmental connections, relationships with senior staff members, and established procedures and policies.

Student consultations findings revealed that academics generally strive to provide bespoke support, such as one-to-one drop-in sessions, where students can receive academic assistance and provide or receive feedback. While students who proactively accessed this resource found it useful, they recognised that it does not adequately support students who lack the confidence to voice their questions or concerns. As a result, these students miss out on guidance and signposting that could aid their continuation, progression and attainment.

Moreover, students noted that the current opportunities to provide feedback and ask questions are highly formal and limited in scope. The delay between completing modules and being asked for feedback, along with the lack of reporting on outcomes, leads to the underutilisation of existing feedback channels; in particular the student representative network, in which 10% of the student demographic. The Students' Union agreed that the student representative network was currently underutilised and views the system as having the potential to address minor and broader academic concerns and prevent issues before they arise. This would enhance engagement with academic life, boosting students' confidence in seeking additional academic support, and increase student satisfaction. In turn, this would positively impact other aspects of student life and foster a stronger sense of community on campus.

Additional academic support was identified as a vital and potentially crucial intervention. A universal curriculum model that includes placement preparation, scaffolded learning and development, and academic skills support throughout all years of study was recognised as an effective approach to helping students who feel uncertain about the requirements for placements. These intervention activities may also support raising student awareness of academic expectations, particularly surrounding academic integrity, attendance and engagement, for future years of study. This is particularly important in cases where their department does not currently offer proactive measures to address these issues.

In the student consultations, it was highlighted that students at times felt that they found it challenging to balance personal circumstances with the demands of their studies, negatively impacting their academic success. Although access to personal support within the institution has improved, particularly through enhanced social opportunities provided by the Students' Union, concerns remain. Students' Union staff representatives highlighted that they were restricted in what they can do as they don't receive central funding to support student societies and clubs, and until September 2024, where peer mentoring was piloted on select courses and SU Officers representing different student demographics were implemented, there hasn't been an institutional push to identify and use positive role-models to inspire and encourage active engagement from students, for example, from the alumni network. The Students' Union outlined this as a cause for low attendance and retention rates for students who do not have much representation within the SU or community at the institution, such as global majority students. Students suggested that the timeliness and accessibility of personal support with accessing DSAs was an area that may require improvement. Those who live on-campus also expressed concerns related to the reduction in capacity of Newman halls of residence, something which the SU staff outlined as being addressed soon with the implementation of extended advisory activities.

Embedding academic and personal support into curricula, alongside establishing effective strategies for targeting the provision of support by our designated service departments is crucial. Learning analytics can help with targeting the support where it is most needed, as well as make our students

aware of what support is available to them and how to obtain it (The Higher Education Commission, 2016).

Embedding support into curricula requires considerations of effective approaches to enhancing student participation, continuation, and inclusion, like:

- peer interactions through e.g., mentoring, coaching, and collaborative learning
- staff-student interactions, including through effective personal tutoring
- personalised and culturally sensitive support services (Austen et al., 2021).

Our planned interventions reflect findings from the literature and good practice from the sector.

RISK 8 – MENTAL HEALTH

Much of our student population are balancing complex lives and competing priorities, and are more likely to be disproportionately affected by the cost-of-living crisis. These attributes make the mental health risk particularly relevant to our context. The Students' Union raised that increasing the capacity of mental health support was a key priority area, as a recent internal survey saw over 50% reporting that they had a mental health concern.

Newman enrolls more students with disability into our FT provision than the average for the sector, 22.3% vs. 17.4%, with their proportion increasing to 25.9% in 2022-23 (vs. 18.3% in the sector). Our PT provision enrolls an even greater proportion of such students, an average of 25.1% vs. 19.6% in the sector. Many of our disabled students have mental health conditions (8.8% of all enrolments vs. 4.9% in the sector).

Given the current cost of living situation in the UK, students who would normally not consider themselves to have a mental health condition are also experiencing high levels of stress and worry. In our context, many students, and disabled students with a mental health condition in particular, experience heightened levels of anxiety related to general financial and study pressures that require working in term time. Many of our students are also mature and have care responsibilities.

This presents a challenge for mental health and wellbeing, as well as for our provision of related support. Our student consultations on this APP did confirm that our students, mature and commuter students in particular, are at risk of alienation, and that students generally perceive the support with mental health and wellbeing as 'stretched' and relying on referral for such support externally, to the NHS. Given the deteriorated capacity of the NHS mental health services, our students struggle to access professional support for their mental health, which exacerbates further negative effects on their studies and wellbeing.

Insights from our conversations with students revealed that they recognise the importance of social integration and support networks in maintaining their mental health, which can impact their interest and capacity to engage with their studies. However, students noted a lack of time and capacity to access activities outside the curriculum, due to competing demands and pressures.

This Risk is therefore of concern, which is reflected in the planned interventions around embedding wellbeing support into our curricula.

Our proposed strategies in this Plan help the institution identify at-risk students who may need additional monitoring and proactive outreach from relevant services. This approach, alongside the Students' Union recent pledge to provide Officers with mental health first aid training and to change governance structures, were recognised as having the potential to alleviate the increasing pressure on student support services, allowing the department to offer support to a wider range of support and structure to students, which in turn positively influences their continuation, attainment, and progression rates.

RISK 10 – COST PRESSURES (POST-ENTRY)

Cost pressure increases affect student ability to complete courses and obtain a good grade. The latest, 2024 Student Academic Experience Survey by Advance HE and HEPI reports that 56% of students nationally are in paid employment and work significantly more hours a week than in 2023 (Advance HE, 2024). The 8.2hrs per student per week in paid employment is 10 hrs short to earn enough to plug the gap between the maximum Government maintenance support and estimated minimum income thresholds to cover the cost of living in the four Home Nations (Freeman, 2024).

Student consultations as well as an internal survey conducted by the Students' Union revealed that cost pressures were a major concern, especially for those with childcare responsibilities or who had to forgo full-time employment to attend university. While financial advice and support is desired, it is not actively offered by either the university or its Students' Union.

Costs associated with participating in activities outside of term time were a point of concern for proposed for pre-enrolment and year-group transition sessions, despite the activities themselves being seen as valuable opportunities. The suggestion to introduce institution-wide flexibility in academic study was welcomed as a positive way to support students juggling commitments outside of their studies, particularly if this flexibility is tailored by academics to the specific needs of the cohort. Continuation of financial support was also encouraged.

This Risk is therefore of concern to us and will require consideration of our financial support and its targeting, as well as non-financial support initiatives.

ANNEX B: Evidence Base for Activities

Intervention Strategy	Activity	Evidence (reference / links)	Key points from evidence and reference to proposed activity
IS1 Intentional Academic Design.	<p>Enhancing flexibility in provision</p> <p>Target: All target student groups, e.g., students from the lowest socioeconomic backgrounds (IMD 2019 Quintiles 1 and 2), Global Majority students, disabled students, and mature students.</p> <p>What is it? Intentional and consistent embedding of flexibility into teaching timetabling, independent learning, and assessment, with</p>	<p>¹Loon, M. 2021. Flexible learning: a literature review 2016 - 2021. Advance HE. https://www.advance-he.ac.uk/knowledge-hub/flexible-learning-literature-review-2016-2021</p> <p>²Soffer, T., T. Kahan & R. Nachmias. 2019. Patterns of Students' Utilization of Flexibility in Online Academic Courses and Their Relation to Course Achievement. The International Review of Research in Open and Distributed Learning, 20(3). https://doi.org/10.19173/irrodl.v20i4.3949</p> <p>³Summers, R., H. Higson, H. & E. Moores. 2022. The impact of disadvantage on higher education engagement during different delivery modes: a pre- versus peri-pandemic comparison of learning analytics data. Assessment & Evaluation in Higher Education, 48(1), 56–66. https://doi.org/10.1080/02602938.2021.2024793</p> <p>⁴Ryan, M. D. & S.A. Reid. 2016. Impact of the flipped classroom on student performance and retention: A parallel controlled study in general chemistry. Journal of Chemical Education, 93(1), pp.13-23. https://doi.org/10.1021/acs.jchemed.5b00717</p> <p>⁵Buck, E. & K. Tyrrell. 2022. Block and blend: a mixed method investigation into the impact of a pilot block teaching and blended learning approach upon student outcomes and experience. Journal of Further and Higher Education, 46(8), 1078–1091. https://doi.org/10.1080/0309877X.2022.2050686</p> <p>⁶Page, N., G. Forster-Wilkins & M. Bonetzky. 2021. The impact of student timetables and commuting on student satisfaction. New Directions in the Teaching of Physical Sciences, 16(1), pp.2051-3615. https://doi.org/10.29311/ndtps.v0i16.3793</p> <p>⁷OfS.2021. Improving opportunity and choice for mature students. https://www.officeforstudents.org.uk/media/7042/ofs-insight-brief-9-updated-10-may-2022.pdf</p> <p>⁸HESA. 2019. Year 0: A foundation for widening participation? https://www.hesa.ac.uk/blog/16-05-2019/foundation-year-research</p> <p>⁹TASO. 2023. Foundation year programmes (post-entry). https://taso.org.uk/intervention/foundation-year-programmes-post-entry/</p> <p>¹⁰Pitman, T., S. Trinidad, M. Devlin, A. Harvey, M. Brett & J. McKay. 2016. Pathways to Higher Education: The Efficacy of Enabling and Sub-Bachelor Pathways for Disadvantaged Students. National Centre for Student Equity in Higher Education (NCSEHE), Perth: Curtin</p>	<p>Evidence on the effects of flexible learning provision indicates that:</p> <ul style="list-style-type: none"> • enables students to tailor when and how they learn^{1,2}. • flexibility can enhance student outcomes, and the quality of student experience, compared to the traditional, face-to-face mode of learning². • flexibility needs to be carefully balanced and between in-person and online activities to benefit disadvantaged learners³. • flexible teaching and learning models like flipped classroom and block teaching produce significant benefits in both attainment and persistence (retention), especially for students of lower prior attainment, e.g., lower entry tariffs^{4,5}. • students use the flexibility afforded in the timetabling and teaching, learning, and assessment, to juggle more effectively various responsibilities alongside learning, which impacts positively on attainment⁶. • overall, flexing the education provision raises student continuation,

	<p>pivoting to online teaching, learning, and assessment to accommodate learner needs.</p>	<p>University. https://www.ncsehe.edu.au/wp-content/uploads/2016/07/Final-Pathways-to-Higher-Education-The-Efficacy-of-Enabling-and-Sub-Bachelor-Pathways-for-Disadvantaged-Students.pdf</p>	<p>completion, attainment, belonging, and satisfaction, particularly of students from our target groups, e.g., mature learners, students with non-traditional entry qualifications, first-in-the-family students, etc.⁷</p> <ul style="list-style-type: none"> flexibility can also relate to the pathways to students from non-traditional backgrounds, e.g., mature students, for accessing higher education, e.g., foundation years and Access to HE diploma courses; there are indications that such flexible pathways can be effective, in the UK context and internationally, e.g., in Australia, as a means to accessing degree courses without the necessary entry qualifications^{8,9}; the Australian experience however also suggests that learners who access degree courses through these flexible pathways continue to struggle more academically than their direct-entry peers¹⁰. <p>This activity will enhance the flexibility of our courses, modules, teaching and assessment through:</p> <ul style="list-style-type: none"> deliberative modelling of a blend of in-person and online learning that factors in the at-risk learners, their needs, and our resource capacity to
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			<p>achieve the desired level of flexible education provision.</p> <ul style="list-style-type: none"> timetabling in alignment with our model.
IS1 Intentional Academic Design.	<p>Inclusive Design</p> <p>Target: All target student groups, e.g., students from the lowest socioeconomic backgrounds (IMD 2019 Quintiles 1 and 2), Global Majority students, disabled students, and mature students.</p> <p>What is it? Embedding inclusivity and belonging through:</p> <ul style="list-style-type: none"> building learning communities. enhancing representation in curricula and support provision 	<p>¹Tinto, V. 1997. Classrooms as communities: Exploring the educational character of student persistence. The Journal of Higher Education, 68(6), pp. 599–623. https://doi.org/10.2307/2959965</p> <p>²Tinto, V. 2003. Learning Better Together: The Impact of Learning Communities on Student Success. Higher Education Monograph Series. https://www.taylorfrancis.com/chapters/edit/10.4324/9780429279355-3/learning-better-together-vincent-tinto</p> <p>³Austen, L., R. Hodgson, C. Heaton, N. Pickering & J. Donaldson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. https://documents.advance-he.ac.uk/download/file/document/10204</p> <p>⁴Morgan, H. & A-M., Houghton. 2011. Inclusive curriculum design in higher education. Considerations for effective practice across and within subject areas. Advance HE. https://www.advance-he.ac.uk/knowledge-hub/inclusive-curriculum-design-higher-education</p> <p>⁵Schuelka, M. 2018. Implementing inclusive education. Helpdesk Report. K4D. https://tinyurl.com/yeyvhbfc</p> <p>⁶Arshad-Snyder, S. 2017. The Role of Faculty Validation in Influencing Online Students' Intent to Persist. Dissertation/thesis. Ann Arbor, MI: ProQuest LLC. search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED576756&site=ehost-live</p> <p>⁷Hall, M. M., R.E. Worsham, & G. Reavis. 2021. 'The Effects of Offering Proactive Student-Success Coaching on Community College Students' Academic Performance and Persistence', Community College Review, 49 (2): 202-237. http://doi.org/10.1177/0091552120982030</p> <p>⁸Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. Psychological bulletin, 143(6), 565. https://doi.org/10.1037/bul0000098</p> <p>⁹Sanger, C.S. 2020. Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments. In: Sanger, C., Gleason, N. (eds) Diversity and Inclusion in Global Higher Education. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-15-1628-3_2</p>	<p>Evidence suggests that:</p> <ul style="list-style-type: none"> belonging to a learning community correlates positively with aspirations and motivation for learning, expectations of oneself, and academic achievement^{1,2}. pedagogic and other approaches (e.g., academic induction, personal tutoring, peer-mentoring and coaching, collaborative learning) to enhancing student interactions with staff, peers, and the campus that make students feel 'seen', 'known', and valued, have a demonstrably positive effect on belonging³. curriculum inclusivity encompasses all teaching, learning, and assessment dimensions and is about anticipating and considering students' entitlement to accessing and participating in a course⁴. inclusivity relates not only to curricula and learning, teaching, and assessment, but also to institutional policy, resources and funding, and staff development, practice, and leadership⁵. lack of inclusivity, e.g., in the curriculum in terms of belonging and

	<p>through decolonisation work.</p> <ul style="list-style-type: none"> • adopting good practice in assessment design and reasonable adjustment. • taking an impact assessment approach to all inclusivity related activities to model and evaluate possible effects. • embedding partnership opportunities for students and staff in designing, delivering, and evaluating teaching, learning, assessment, and support practices. 	<p>¹⁰Smith, S., R. Pickford, R. Sellers & J. Priestley. 2021. Developing the Inclusive Course Design Tool: a tool to support staff reflection on their inclusive practice. <i>Compass: Journal of Learning and Teaching</i>. ISSN 2044-0073 DOI: https://doi.org/10.21100/compass.v14i1.1115</p> <p>¹¹UCL. 2020. Creating an inclusive curriculum for BAME students. https://www.ucl.ac.uk/teaching-learning/publications/2020/apr/creating-inclusive-curriculum-bame-students</p> <p>¹²Office for Students. 2020. Kingston University: Using a value added metric and an inclusive curriculum framework to address the BME attainment gap. https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-kingston-university/</p> <p>¹³McDuff, N. 2020. Use of a Value Added Metric and an Inclusive Curriculum Framework to Address the Black and Minority Ethnic Attainment Gap. Report to the Office for Students. Office for Students. https://www.officeforstudents.org.uk/media/c8484f11-ef3f-4c59-9fdb-f9c201b54205/abss-final-project-report-kingston-university.pdf</p> <p>¹⁴Disability Rights UK. 2022. Adjustments for disabled students and apprentices. https://www.disabilityrightsuk.org/resources/adjustments-disabled-students-and-apprentices#_Toc119421704</p> <p>¹⁵Ajjawi, R., J. Tai, D. Boud & T. Jorre de St Jorre. 2022. Assessment for Inclusion in Higher Education. <i>Promoting Equity and Social Justice in Assessment</i>. Ed. 1st ed. Routledge, London. https://doi.org/10.4324/9781003293101</p> <p>¹⁶Tai, J., R. Ajjawi, M. Bearman, D. Boud, P. Dawson & T. Jorre de St Jorre. 2022. Assessment for inclusion: rethinking contemporary strategies in assessment design. <i>Higher Education Research & Development</i>, 42(2), pp.483–497. https://doi.org/10.1080/07294360.2022.2057451</p> <p>¹⁷Arday, J., D. Z. Belluigi & D. Thomas. 2021. Attempting to break the chain: reimagining inclusive pedagogy and decolonising the curriculum within the academy, <i>Educational Philosophy and Theory</i>, 53:3, 298–313. https://doi.org/10.1080/00131857.2020.1773257</p> <p>¹⁸Campbell, P. I., A. Ajour, A. Dunn, H. Karavadra, K. Nockels & S. Whittaker. 2022. Evaluating the Racially Inclusive Curricula Toolkit in HE: Empirically Measuring the Efficacy and Impact of Making Curriculum-content Racially Inclusive on the Educative Experiences of Students of Colour in the UK. University of Leicester. Report. https://doi.org/10.25392/leicester.data.21724658.v1</p>	<p>representation, associates with gaps in continuation, completion, and attainment for, e.g., Global Majority students, care experienced students, first-in-the-family students, and students from lower socio-economic ('working-class') backgrounds^{6,7}.</p> <ul style="list-style-type: none"> • what teachers do, i.e., the inclusivity of teaching, can substantially affect student learning and outcomes⁸. • employing established frameworks like Universal Design for Learning⁹ in curriculum design enhances inclusivity and equality of opportunity for learning. • employing toolkits^{10,11} and whole institution approaches^{12,13} to embedding curricular inclusivity and tackling associated attainment gaps for, e.g., Global Majority students, helps to close such gaps; so does the employment of approaches to inclusive assessment and reasonable adjustments for, e.g., disabled¹⁴ and other disadvantaged learners^{15,16}. • curriculum decolonisation, the most recent addition to the approaches for inclusive design in higher education, advocates interrogation of curricula through critical pedagogy, e.g., Critical Race Theory, to identify issues, gaps, and solutions to the negative impact of exclusionist epistemology, exclusion
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		<p>¹⁹TASO. 2022. The impact of curriculum reform on the ethnicity degree awarding gap. https://s33320.pcdn.co/wp-content/uploads/Full-report-the-impact-of-curriculum-reform-on-the-ethnicity-degree-awarding-gap.pdf</p> <p>²⁰Lubicz-Nawrocka, T. & C. Bovill. 2021. Do students experience transformation through co-creating curriculum in higher education?, Teaching in Higher Education. https://doi.org/10.1080/13562517.2021.1928060</p> <p>²¹Advance HE. 2020. Equality impact assessment. https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/governance-and-policies/equality-impact-assessment</p>	<p>from knowledge creation, and denial of role models to black and other minoritized students, which leads to negative outcomes in terms of their belonging, motivation to study, retention, and attainment¹⁷.</p> <ul style="list-style-type: none"> • curriculum decolonisation appears to enhance belonging and the enjoyment of learning ¹⁸ but has not yet been shown to raise attainment¹⁹. • providing students with opportunities to collaborate with staff and peers on diversifying and co-creating curricula, assessment, course content, and learning resources helps develop learning communities, engagement with and enjoyment of learning, persistence and attainment²⁰. • equality impact assessment is an established approach to modelling the effect of higher education policies and processes on protected characteristics under equality law²¹; inclusivity impact assessment (SEER) is a novel approach that combines the modelling of effects of curricular and support provision designs and practices on both equality and inclusivity for target student characteristics in the equality law and EORR.
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			<p>This activity will enhance our course-based learning communities further through:</p> <ul style="list-style-type: none"> • proactive modelling, using an equality and inclusivity impact assessment tool, of the effects and outcomes from our curricular, assessment, and support designs against best practices in the sector. • implementing an inclusive design approach to teaching, learning, assessment, the provision of student support, and co-curricular activities. • adopting recommendations for inclusive assessment and reasonable adjustments. • strengthening the representation of our students in what they learn via curriculum decolonising. • involving the student voice and students as partners and leaders in each of the above.
IS1 Intentional Academic Design.	<p>Compassionate curriculum with embedded and tailored support</p> <p>Target: All students</p> <p>What is it?</p>	<p>¹Thomas, L. 2012. Building student engagement and belonging in Higher Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention & Success programme Summary Report. Paul Hamlyn Foundation. https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf</p> <p>²Parker, H., A. Hughes, C. Marsh, S. Ahmed, J. Cannon, E. Taylor-Steeds, L. Jones & N. Page. 2017. Understanding the different challenges facing students in transitioning to university particularly with a focus on ethnicity. New Directions in the Teaching of Physical Sciences, Vol.12 (1). https://files.eric.ed.gov/fulltext/EJ1231896.pdf</p> <p>³OfS. 2023. Blended learning and OfS regulation. https://www.officeforstudents.org.uk/publications/blended-learning-and-ofs-regulation/themes/</p>	<p>Evidence suggests that:</p> <ul style="list-style-type: none"> • developing academic and other skills, e.g., that help with coping in a higher education environment, is important across student groups and characteristics, and has implications for transition and continuation in higher education¹. • insufficient support with developing such skills during the first year of

	<ul style="list-style-type: none"> • Collaborative, cross-team (academic and professional services) embedding learning the development of learning, academic, and social skills (e.g., reflection on learning and confidence, academic integrity, managing time, resilience and wellbeing, self-advocacy) into curricula. • Adopting principles and practice of compassionate pedagogy and curriculum design. • Designing and implementing a 	<p>⁴Coombs, H. 2022. First-in-Family Students. HEPI Report 146. https://www.hepi.ac.uk/wp-content/uploads/2022/01/First-in-Family-Students.pdf</p> <p>⁵TASO. 2023. Summary report: What works to reduce equality gaps for disabled students. https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf</p> <p>⁶Thomas, Liz. 2020. Excellent Outcomes for All Students: A Whole System Approach to Widening Participation and Student Success in England. Student Success. Special Issue: Enabling Excellence through Equity. Vol. 11 (1). https://orcid.org/0000-0003-2101-0067</p> <p>⁷Bailey, R. 2018. Student writing and academic literacy development at university. Journal of Learning and Student Experience, Vol.1: Article 7. https://core.ac.uk/download/pdf/301021821.pdf</p> <p>⁸Checkoway, B. 2018. Inside The Gates: First-Generation Students Finding Their Way. Higher Education Studies, Vol 8(3). https://doi.org/10.5539/hes.v8n3p72</p> <p>⁹Gilbert, T. 2016. Assess compassion in Higher Education? Why and how would we do that? LINK, Vol. 2(1), University of Hertfordshire. https://www.herts.ac.uk/link/volume-2,-issue-1/assess-compassion-in-higher-education-how-and-why-would-we-do-that</p> <p>¹⁰Gibbs, P. 2017. The Pedagogy of Compassion at the Heart of Higher Education. Springer International Publishing, AG. Edited.</p>	<p>undergraduate study impacts negatively the continuation and attainment of disadvantaged students¹, including Global Majority learners², mature learners³, first-in-the-family learners⁴, and disabled learners⁵.</p> <ul style="list-style-type: none"> • embedding skills into curricula works most effectively when⁶: <ul style="list-style-type: none"> ○ the skills and their development (when and how) are made prominent in the student experience from the first year of study. ○ students collaborate with both academic staff and skills specialists (e.g., learning/academic support staff) in developing the skills⁷. ○ support with skills development is accessible <u>and</u> signposted throughout the student journey. ○ skills development is personalised through needs analysis, for example based on student confidence levels related to a 'curriculum' of skills, that reveals what students do not know ('hidden curriculum') and what skills they should focus on⁸. ○ skills development and support are framed as a means for success and overcoming challenges for students who have already
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	<p>probation-linked staff training programme in equality and diversity that targets specific topics, e.g., ethnicity awarding gaps, in the Birmingham Newman context.</p>		<p>succeeded in overcoming challenges, e.g., related to a disability, or their socio-economic background (e.g., first-in-the-family students).</p> <ul style="list-style-type: none"> • using compassionate pedagogy to teach and support the development of skills fosters an added development of peer learning and support, which can boost the development of the target skills; compassionate pedagogy has been linked also to closing attainment gaps^{9,10}. <p>This activity is an extension of the ‘Inclusive Design’ activity that will:</p> <ul style="list-style-type: none"> • address the varying needs and confidence levels of our students regarding learning effectively and successfully in higher education. • set up a pedagogic and curricular framework for skills development to meet student needs and boost self-efficacy. • support out staff with implementing the framework into their teaching and support practices.
IS1 Intentional Academic Design.	<p>Responsive to industry with embedded careers and employability development</p>	<p>¹Ramaiah, B. & D. Robinson. 2022. What works to reduce equality gaps in employment and employability? TASO. https://taso.org.uk/news-item/what-works-to-reduce-equality-gaps-in-employment-and-employability/</p> <p>²Percy, C. & K. Emms. 2020. Drivers of early career success for UK undergraduates: an analysis of graduate destinations surveys. Edge Foundation. https://www.edge.co.uk/sites/default/files/documents/edge_hesa_analysis_report_web-1.pdf</p>	<p>Evidence shows that:</p> <ul style="list-style-type: none"> • disadvantaged students have less positive employment outcomes than their better off peers¹. • the most important factor for career success and satisfaction appears to be

	<p>Target: All students.</p> <p>What is it? Embedded career readiness development, supported through:</p> <ul style="list-style-type: none"> • guidance from industry advisory boards on appropriate skills for career readiness. • collaborative implementation of the guidance between academic and careers staff. • preparation for placements and work-based learning. • providing opportunities and information on taking English and Maths GCSEs by students who 	<p>³ Scott, F. J. & D. Willison. 2021. Students' reflections on an employability skills provision, Journal of Further and Higher Education, 45:8, pp. 1118-1133. https://doi.org/10.1080/0309877X.2021.1928025</p> <p>⁴ Moore, J., J. Sanders & L. Higham. 2013. Literature review of research into widening participation to higher education. Bristol: HEFCE. http://www.hefce.ac.uk/pubs/rereports/year/2013/wplitreview/</p> <p>⁵ Smith, S., E. Taylor-Smith, C. Smith & G. Webster. 2018. The impact of work placement on graduate employment in computing: outcomes from a UK-based study. International Journal of Work-Integrated Learning, 19(4), pp.359-369. https://files.eric.ed.gov/fulltext/EJ1199461.pdf</p> <p>⁶ Brooks, R. & P.L. Youngson. 2016. Undergraduate work placements: an analysis of the effects on career progression. Studies in Higher Education, 41 (9). pp.1563-1578. http://eprints.hud.ac.uk/id/eprint/28982/</p> <p>⁷ Delis, A. & C. Jones. 2023. The impact of work placements on graduate earnings. Studies in Higher Education, 48(11), pp. 1708–1723. https://doi.org/10.1080/03075079.2023.2211999</p>	<p>whether graduates were confident they could function / perform effectively across a range of relevant skills².</p> <ul style="list-style-type: none"> • features of higher education that associate positively with high graduate career satisfaction and earning potential include²: <ul style="list-style-type: none"> ○ focus on skills development. ○ relevance of the curriculum to graduate jobs. ○ relevance of the degree, degree classification (grade), and the qualification for graduate jobs. ○ relevant work experience during the degree. ○ whether the graduate job was obtained through the university. • cohort tailored, needs based support with the development of employability skills works best, according to alumni feedback^{3,4}. • sandwich placements during undergraduate studies: <ul style="list-style-type: none"> ○ bring in higher in-study income than other in-term work⁵. ○ improve student performance in the final year of undergraduate studies⁶. ○ increase success in securing a graduate job, and a higher starting salary in a graduate job, compared
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	enrolled without these qualifications.		<p>to students who did not do a placement^{5,7}.</p> <ul style="list-style-type: none"> ○ might increase gender and class pay gaps but reduces ethnicity gaps⁷. <p>This activity builds on our Inclusive Design' activity by:</p> <ul style="list-style-type: none"> • aligning curricula with employability and relevant skills development. • building in intra- and alongside-curricular support with employability skills development and career readiness.
IS1 Intentional Academic Design.	<p>Coaching Programme</p> <p>Target: All target student groups, e.g., students from the lowest socioeconomic backgrounds (IMD 2019 Quintiles 1 and 2), Global Majority students, disabled students, and mature students.</p> <p>What is it?</p>	<p>¹Lunsford, L., G. Crisp, E. Dolan & B. Wuetherick. 2017. Mentoring in Higher Education. SAGE Publications Ltd. https://tinyurl.com/4ne83h72</p> <p>²Capstick, M.K., L.M. Harrell-Williams, C.D. Cockrum & S. West. 2019. Exploring the Effectiveness of Academic Coaching for Academically At-Risk College Students. Innov High Educ, 44, pp.219–231. https://doi.org/10.1007/s10755-019-9459-1</p> <p>³ Alzen, J.L., A. Burkhardt, E. Diaz-Bilello, E. Elder, A. Sepulveda, A. Blankenheim & L. Board. 2021. Academic Coaching and its Relationship to Student Performance, Retention, and Credit Completion. Innov High Educ 46, pp. 539–563. https://doi.org/10.1007/s10755-021-09554-w</p>	<p>Evidence from the literature suggests that:</p> <ul style="list-style-type: none"> • role-modelling and coaching by industry practitioners in the context of learning for career readiness affects positively student transition, belonging, continuation, motivation, and self-efficacy¹. • staff-student or peer-coaching in academic skills enhances achievement and retention of at-risk students^{2,3}. <p>This activity will extend the support provision around developing skills for learning and resilience for coping with stress and anxiety about higher education.</p>

	<p>'One-stop' provision of support with academic skills, resilience, and confidence, that is signposted in the curriculum and runs alongside it.</p>		
IS2 Data driven provision and monitoring.	<p>Learner Analytics Project</p> <p>Target: All students.</p> <p>What is it? Developing infrastructure for data capture of interim metrics for the evaluation of this APP like attendance and engagement with key student interactions, e.g., student support, career development, and</p>	<p>¹ TASO. 2023. Evidence & Evaluation: Evidence toolkit: Learning analytics (post-entry). https://taso.org.uk/intervention/learning-analytics-post-entry/</p> <p>² Sclater, N. 2016. Learning Analytics in Higher Education. Jisc. https://www.jisc.ac.uk/sites/default/files/learning-analytics-in-he-v2_0.pdf</p> <p>³ Loon, M. 2021. Flexible learning: a literature review 2016 – 2021. Advance HE. https://www.advance-he.ac.uk/knowledge-hub/flexible-learning-literature-review-2016-2021</p> <p>⁴ Cambruzzi, W. L., S. J. Rigo & J. L. Barbosa. 2015. Dropout prediction and reduction in distance education courses with the learning analytics multitrail approach. J. UCS, 21(1), pp.23-47. https://tinyurl.com/576rf4hk</p> <p>⁵ Krumm, A. E., R. J. Waddington, S. D. Teasley & S. Lonn. 2014. A learning management system-based early warning system for academic advising in undergraduate engineering. In Learning analytics (pp. 103-119). Springer, New York, NY. https://doi.org/10.1007/978-1-4614-3305-7_6</p> <p>⁶ Davis, D., G. Chen, I. Jivet, C. Hauff & G. J. Houben. 2016. Encouraging Metacognition & Self-Regulation in MOOCs through Increased Learner Feedback. In LAL@ LAK (pp. 17-22). http://ceur-ws.org/Vol-1596/paper3.pdf</p> <p>⁷ Pistilli, M. D. & K. E. Arnold. 2010. Purdue Signals: Mining Real-Time Academic Data to Enhance Student Success. About Campus, 15(3), pp.22–24. https://doi.org/10.1002/abc.20025</p>	<p>The evidence shows that:</p> <ul style="list-style-type: none"> • learning analytics are a four-step process that includes data generation (usually, on a VLE platform), tracking (on the platform, by specified indicators), analysis (on or off the platform, resulting in pattern generation and actionable¹ information), and action (a prediction, an intervention, or a personalisation) • learning analytics can feed into predictive modelling of levels of risk and at-risk students that underpins effective interventions^{2,3}; e.g., learning analytics can accurately predict dropouts and trigger deployment of personalised pedagogic interventions⁴. • learning analytics enable not just flagging and intervening with at-risk students, but highly engaged students

	<p>the Student Union (co-curriculars).</p> <p>At Risk Monitoring & Response</p> <p>Target: All students.</p> <p>What is it? Developing and implementing a flag system for early identification, alert, and intervention for non-attending students. The system will build on and expand the capacity of the existing 'cause for concern' methodology of our Student Success directorate that works well but has a limited capacity (can work with only a small number of students).</p>	<p>⁸Octavia, A., D.R. Jovanka, T.M. Alqahtani, T. Wijaya & A. Habibi. 2023. Key factors of educational CRM success and institution performance: A SEM analysis. Cogent Business & Management, 10(1). https://doi.org/10.1080/23311975.2023.2196786</p> <p>⁹TASO. 2024. Learning analytics (post-entry). https://taso.org.uk/intervention/learning-analytics-post-entry/</p>	<p>too; celebrating the engagement of such students has been shown to Improve attainment⁵.</p> <ul style="list-style-type: none"> • learning analytics enable adaptive learning, i.e., personalised, guided independent learning at a scale whereby students are directed to learning resources based on their past interactions and success rate at learning tasks within the resources³. • learning analytics provide students with more control over their own learning by offering them data on progress, comparison to peers and the cohort, and recommendations of actions and resources for use to achieve the learning outcomes, or what modules to enrol in depending on preferred pathway, or what skills and aptitudes to develop depending on career aspirations³. • visualising what the learning analytics track, e.g., engagement online, for individual students improves their attainment and engagement with learning⁶. • access to a weekly dashboard and a personalised email to students on their study progress and chance of academic success has been shown to improve quiz and mastery task
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	<p>Leveraging CRM at applicant stage to enhance pre-entry and transition support</p> <p>Target: All target student groups.</p> <p>What is it? Enhancing the pre-enrolment communication with applicants from our target groups around key information about the application process and any support with it, financial support related to application and post-enrolment study, clearing, etc.</p>		<p>performance, but not the overall exam performance⁶.</p> <ul style="list-style-type: none"> • the employment of a traffic alert system for at-risk students based on combined data on student demographic data, attendance, assessment performance, and engagement on the VLE, promotes behavioural change towards better attendance and engagement of the students and better overall attainment⁷. • CRM can be used effectively to raise enrolment rates through more efficient management of the application process and the communication with applicants through it⁸. • learning analytics generally have so far been shown to have a small positive effect on student behaviour; there is also emerging evidence of impact on student outcomes. <p>Our data provision and monitoring developments will:</p> <ul style="list-style-type: none"> • formalise the deployment of an institutional learning analytics system that collects student data on our interim APP metrics and facilitates the monitoring and management of at-risk students.
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			<ul style="list-style-type: none"> employ the capabilities of our CRM for efficient and targeted communication with prospective students that aims at increasing access and enrolment.
IS3 Tailored and Responsive Student Support	Student Success Directorate Target: All students. What is it? Differentiated provision of support based on assessment of need and risk.	¹ Thomas, L. 2020. Excellent Outcomes for All Students: A Whole System Approach to Widening Participation and Student Success in England. Student Success, 11(1), pp.1-11. https://doi.org/10.5204/ssj.v11i1.1455 ² Mi Young Ahn & Howard H. Davis (2023) Students' sense of belonging and their socio-economic status in higher education: a quantitative approach, Teaching in Higher Education, 28:1, 136-149, https://doi.org/10.1080/13562517.2020.1778664 ³ Thomas, L. 2011. Do Pre-entry Interventions such as 'Aimhigher' Impact on Student Retention and Success? A Review of the Literature. Higher Education Quarterly, 65: 230-250. https://doi.org/10.1111/j.1468-2273.2010.00481.x ⁴ Furrer, C. J., E.A., Skinner & J.R., Pitzer. 2014. The Influence of Teacher and Peer Relationships on Students' Classroom Engagement and Everyday Motivational Resilience. Teachers College Record, 116(13), 101-123. https://doi.org/10.1177/016146811411601319 ⁵ Soria, K. & M. Stebleton. 2012. First-generation students' academic engagement and retention, Teaching in Higher Education, 17:6, 673-685, https://doi.org/10.1080/13562517.2012.666735 ⁶ Soria, K. & M. Bultmann. 2014. Supporting Working-Class Students in Higher Education. NACADA Journal, 34 (2): 51-62. doi: https://doi.org/10.12930/NACADA-13-017 ⁷ Beckett CD, Zadvinskis IM, Dean J, Iseler J, Powell JM & Buck-Maxwell B. 2021. An Integrative Review of Team Nursing and Delegation: Implications for Nurse Staffing during COVID-19. Worldviews Evid Based Nurs., 18(4), pp.251-260. https://doi.org/10.1111%2Fwvn.12523 ⁸ Batchelder, R. 2022. Fostering Students' Sense of Belonging and Inclusion Through Community Involvement. School of Education and Leadership Student Capstone Projects. 802. https://digitalcommons.hamline.edu/hse_cp/802 ⁹ Gough, D., D. Kiwan, K. Sutcliffe, G. Simpson & N. Houghton. 2003. A systematic map and synthesis review of the effectiveness of personal development planning for improving student learning. EPPI-Centre, Social Science Research Unit, Institute of Education,	Evidence indicates that: <ul style="list-style-type: none"> students who have a clear understanding of what support is available to them and how to access it are more likely to develop a sense of belonging and continue with their studies¹. underrepresented and disadvantaged student groups, e.g., commuter students and IMD Quintile 1 and 2 students who are in receipt of financial support might be least likely to feel they belong and most likely to discontinue². positive peer relationships contribute to belonging³ and engagement with learning⁴ and represent an additional layer of support over the signposting and engaging students with what they can access, and how, and the personalisation of that to meet diverse needs. project-based learning is the kind of collaborative learning that impacts positively on belonging^{5,6,7,8}.
	Embedding support into curriculum Target: All students. What is it? Integration of support into curricula based on: <ul style="list-style-type: none"> reviewing curricula, teaching, and 		

	<p>assessment from the perspective of what support is available and support is needed.</p> <ul style="list-style-type: none"> • incorporating mental health resources and support services into curricula. • differentiating teaching and learning support on strength-based criteria and assessment. • promoting collaborative learning to develop learning communities, and engagement in co-curriculars to foster social integration and network building. 	<p>University of London: London, UK. https://discovery.ucl.ac.uk/id/eprint/10174646/1/LTSN_June03.pdf</p> <p>¹⁰ Hunt, J.M., N. Langowitz, K. Rollag & K. Hebert-Maccaro. 2017. Helping students make progress in their careers: An attribute analysis of effective vs ineffective student development plans. The International Journal of Management Education, Vol. 15 (3), pp. 397-408. https://doi.org/10.1016/j.ijme.2017.03.017</p> <p>¹¹Wavehill. 2022. What Works in Supporting Student Mental Health. Final Report to the Office for Students. https://www.officeforstudents.org.uk/media/7584/evaluation-of-the-mhcc-what-works.pdf</p> <p>¹² OfS. 2023. Meeting the mental health needs of students. https://www.officeforstudents.org.uk/media/8812/insight-brief-20-meeting-the-mental-health-needs-of-students.pdf</p> <p>¹³ Lister, K. & Z. Allman. 2024. Embedding mental wellbeing in the curriculum: a collaborative definition and suite of examples in practice. Front. Educ. 8:1157614. https://doi.org/10.3389/educ.2023.1157614</p> <p>¹⁴Thomson, LJ. & H.J. Chatterjee. 2013. UCL Creative Wellbeing Measures. UCL. https://www.ucl.ac.uk/biosciences/culture-nature-health-research/ucl-creative-wellbeing-measures</p> <p>¹⁵Allman, Z. 2022. What good looks like in embedding mental health support across HE. WonkHE. https://wonkhe.com/blogs/what-good-looks-like-in-embedding-mental-health-support-across-he/</p> <p>¹⁶Kift, S. 2015. A decade of transition pedagogy: A quantum leap in conceptualising the first year experience. HERDSA Review of Higher Education, 2(1), pp. 51-86. http://www.herdsa.org.au/system/files/HERDSARHE2015v02p51.pdf</p> <p>¹⁷ Nelson, K., T. Creagh, S. Kift & J. Clarke. 2014. Transition Pedagogy Handbook. : A Good Practice Guide for Policy and Practice in the First Year Experience at QUT. https://eprints.qut.edu.au/76333/1/Transition_Pedagogy_Handbook_2014.pdf</p> <p>¹⁸Gibbs, P. 2017. The Pedagogy of Compassion at the Heart of Higher Education. Springer International Publishing, AG. Edited.</p> <p>¹⁹Johnson, A. 2022. Culturally responsive teaching in higher education. The International Journal of Equity and Social Justice in Higher Education, 1, pp.25-29. https://doi.org/10.56816/2771-1803.1008</p>	<ul style="list-style-type: none"> • engagement in reflection on learning and skills development through personal development planning (PDP) affects positively attainment and the effectiveness of learning approach⁹; sense of personal agency in the context of PDP appears to enhance engagement with it¹⁰. • embedding mental health and wellbeing into curricular and co-curricular activities achieve a wide range of impacts, from improved mental health, financial, and general wellbeing literacy and the development of coping mechanisms and awareness of the available support and how to access it, to increased self-reporting and seeking support by student groups that generally are less likely to report and seek help¹¹. • curricular embedding of awareness and practices for mental health and other types of support can take different forms, from designated sessions or workshops (e.g., the SITUATE initiative at the University of Sussex) and advisory groups and specialists to lead curricular change (e.g., the University of Nottingham project on developing guidance on
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	<ul style="list-style-type: none"> • a roadmap for signposting and referral to support services. • destigmatising the seeking of support. <p>Communication and Recognition Campaign</p> <p>Target: All students.</p> <p>What is it? A strategy for year-round communication to students about:</p> <ul style="list-style-type: none"> • available support and how to access it at any stage of the student lifecycle. • self-advocacy skills development. • Open access, visible ‘taster’ 	<p>²⁰ Davies, C.A Sr. 2021. The effects of a strength based faculty coaching intervention on first-year undergraduate student academic confidence: a mixed methods action research study. Theses and Dissertations--Educational Leadership Studies. 32. https://uknowledge.uky.edu/edl_etds/32</p> <p>²¹TASO. 2024. Programmes of student support (post-entry). https://taso.org.uk/intervention/programmes-of-student-support-post-entry/</p>	<p>good practice in intervening around student mental health), to using student mental health analytics for predictive modelling of risk and targeting of at-risk students (e.g., the Northumbria University mental health analytics platform)¹¹.</p> <ul style="list-style-type: none"> • partnering with students and enabling their leadership of curricular reform in the context of support provision, raising awareness, and self-advocacy, is very effective and can help destigmatise help seeking and reporting of mental health and other kinds of challenges by certain student groups¹¹, many of which (e.g., mature students, students from lower economic background, Global Majority students) are likely to experience higher attrition due to lower rates of presenting to and engagement with available support, e.g., mental health support¹². • sector-wide frameworks, e.g., the Mental Wellbeing Embeddedness Framework¹³, and established toolkits for reviewing and embedding wellbeing into curricula¹⁴ and the wider student experience help guide the development of a whole-institution approach¹⁵.
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	<p>events on support provisions.</p> <ul style="list-style-type: none"> The value and long-term benefits of engaging with support and developing skills for self-care, resilience, mindfulness, and reflection. 		<ul style="list-style-type: none"> effective support provision is underpinned by pedagogies of transition^{16,17}, compassion¹⁸, and cultural responsiveness¹⁹, and by strength-based, non-deficit approach to delivery²⁰. student support activities delivered as part of a programme or embedded into academic programmes associate with small positive effects on attitudes and behaviours; there is not yet strong causal evidence of impact on student outcomes²¹. <p>As part of this activity, we will:</p> <ul style="list-style-type: none"> develop a curriculum approach to embedding mental health and wellbeing that involves staff-student partnership and student leadership. develop a mechanism for identifying support needs, through student engagement in the embedded curricular and co-curricular activities and through re-introducing PDP, to help us proactively target students in a needs-based way and to personalise the support they receive. underpin our embedded support provision by principles of transition, compassionate, and culturally responsive pedagogies, inclusive curriculum design, and strength-
	<p>Personal Development Plans (PDPs)</p> <p>Target: All students.</p> <p>What is it?</p>		
	<p>Financial support and literacy</p> <p>Target: All students.</p> <p>What is it? Workshops and sessions on financial and budgeting</p>		

	advice and guidance targeted at students who access hardship funding.		based approach to delivering interventions.
IS4 A Scaffolded Model for Academic and Personal Success	<p>HeadStart pre-enrolment programme</p> <p>Scope:</p> <p>Target: All students.</p> <p>What is it? A 2-week pre-enrolment programme focused on academic skills, preparing for academic life, and building community (social capital, networking, friendship) and belonging (representation, motivation, aspiration).</p>	<p>¹ van Lamoen, P. M., M. Meeuwisse, A.M.F. Hiemstra, L.R. Arends & S.E. Severiens, S. 2024. Supporting students' transition to higher education: the effects of a pre-academic programme on sense of belonging, academic self-efficacy, and academic achievement. European Journal of Higher Education, pp.1–22. https://doi.org/10.1080/21568235.2024.2331122</p> <p>²Beard, L.M., K. Schilt & P. Jagoda. 2023, Divergent Pathways: How Pre-Orientation Programs Can Shape the Transition to College for First-Generation, Low-Income Students1. Sociol Forum. https://doi.org/10.1111/socf.12923</p> <p>³Perrine, R. M. & J. W. Spain. 2008. Impact of a Pre-Semester College Orientation Program: Hidden Benefits? Journal of College Student Retention: Research, Theory & Practice, 10(2), pp.155–169. https://doi.org/10.2190/CS.10.2.c</p> <p>⁴Austen, L., R. Hodgson, C. Heaton, N. Pickering & J. Donaldson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. Advance HE. https://documents.advance-he.ac.uk/download/file/document/10204</p> <p>⁵Scottish Framework for Fair Access. 2024. Extended Induction. https://www.fairaccess.scot/intervention/extended-induction/</p> <p>⁶Tinto, Vincent. "Stages of Student Departure: Reflections on the Longitudinal Character of Student Leaving." The Journal of Higher Education, vol. 59, no. 4, 1988, pp. 438–55. JSTOR, https://doi.org/10.2307/1981920</p> <p>⁷Arshad-Snyder, S. 2017. The Role of Faculty Validation in Influencing Online Students' Intent to Persist. Dissertation/thesis. Ann Arbor, MI: ProQuest LLC. search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED576756&site=ehost-live</p> <p>⁸Johnson, M. D., A. E. Sprowles, K. R. Goldenberg, S. T. Margell & L. Castellino. 2020. 'Effect of a Place-Based Learning Community on Belonging, Persistence and Equity Gaps for First-Year STEM Students', Innovative Higher Education, 45: 509-531. http://doi.org/10.1007/s10755-020-09519-5</p> <p>⁹Safari, M., B. Yazdanpanah & S. Hatamipour. 2020. 'Learning Outcomes and Perceptions of Midwifery Students about Peer-Teaching and Lecture Method in Gynecology and</p>	<p>Evidence shows that:</p> <ul style="list-style-type: none"> • residential or online-based pre-enrolment programmes of orientation into higher education can impact positively student achievement early on into their first year, as well as their sense of belonging and peer social capital^{1,2}; while the uplift in academic performance can be small, c.1% up on non-attending students³, the other benefits from such programmes remain. • induction programmes boost development of peer capital and self-advocacy skills by disadvantaged students (e.g., first-in-the-family; low family income)^{4,5}. • student integration into higher education, institution, and course, is central to transition and continuation^{6,7}. • effective interventions involving teaching approach and practice to foster academic integration and

	<div>Settings for Success</div> <div>Target: All students.</div> <div>What is it? A Newman curriculum model of scaffolded learning and skills development at all levels of study, delivered flexibly and including:<ul style="list-style-type: none">annual needs analysis and personal development planning (e.g., through confidence gain measurement).annual academic induction focused on the most common needs areas for the Level (as identified from the confidence</div>	<div>Infertility Course', Journal of Pedagogical Research, 4 (3), pp.291-298. http://doi.org/10.33902/JPR.2020063039</div> <div>¹⁰Martinez-Rodrigo, F., L. C. Herrero-De Lucas, S. de Pablo & A. Rey-Boue. 2017. 'Using PBL to Improve Educational Outcomes and Student Satisfaction in the Teaching of DC/DC and DC/AC Converters', IEEE Transactions on Education, 60 (3), pp.229-237. http://doi.org/10.1109/TE.2016.2643623</div> <div>¹¹Song, W., I. Lopez, A. Furco & G. M. Maruyama. 2017. An Examination of the Impact of Service Learning on Underrepresented College Students' Academic Outcomes, Michigan Journal of Community Service Learning, Fall 2017, pp.23-37. http://files.eric.ed.gov/fulltext/EJ1167124.pdf</div> <div>¹²Ing, M., J. M. Burnette III, T. Azzam & S. R. Wessler. 2021. 'Participation in a Course-Based Undergraduate Research Experience Results in Higher Grades in the Companion Lecture Course', Educational Researcher, 50 (4), pp.205-214. http://doi.org/10.3102/0013189X20968097</div> <div>¹³Yen, S-C., Y. Lo, A. Lee, & J. Enriquez. 2018. 'Learning Online, Offline and In-Between: Comparing Student Academic Outcomes and Course Satisfaction in Face-to-Face, Online and Blended Teaching Modalities', Education and Information Technologies, 23 (5), pp.2141-2153. http://doi.org/10.1007/s10639-018-9707-5</div> <div>¹⁴Grønlien, H. K., T. E. Christoffersen, Ø. Ringstad, M. Andreassen & R. G. Lugo. 2021. 'A blended learning teaching strategy strengthens the nursing students' performance and self-reported learning outcome achievement in an anatomy, physiology and biochemistry course – A quasi-experimental study', Nurse Education in Practice, 52, 103046. http://doi.org/10.1016/j.nepr.2021.103046</div> <div>¹⁵Dracup, M., T. King & J. Austin. 2016. Simple techniques for a more inclusive curriculum. STARS (Students Transitions Achievement Retention & Success) Conference, Perth. https://unistars.org/papers/STARS2016/02E.pdf</div> <div>¹⁶AdvanceHE. 2020. Flipped Learning. Starter Tools. https://www.advance-he.ac.uk/knowledge-hub/flipped-learning-0</div> <div>¹⁷Murillo-Zamorano, L.R., J.Á. López Sánchez & A.L. Godoy-Caballero. 2019. How the flipped classroom affects knowledge, skills, and engagement in higher education: Effects on students' satisfaction, Computers & Education, Vol. 141, 103608. https://doi.org/10.1016/j.compedu.2019.103608</div> <div>¹⁸Killi, S. & A. Morrison 2015. Just-in-time Teaching, Just-in-need Learning: Designing towards Optimized Pedagogical Outcomes. Universal Journal of Educational Research, Vol. 3, No. 10, pp. 742 - 750. https://www.hrpub.org/journals/article_info.php?aid=2947</div>	<div>increase retention include teachers demonstrating explicit interest in their students' success and learning, giving them encouragement, and acting as a mentor⁷.</div> <div><ul style="list-style-type: none">engaging students in peer learning and support can be particularly effective for closing retention and other equity gaps for minoritised and other disadvantaged students⁸.beyond pre-enrolment and transition related activities, teaching approach can be crucial for engaging and supporting the learning and outcomes for disadvantaged students⁴; effective approaches include:<ul style="list-style-type: none">active learning (problem-, project, workplace-, and research-based)^{9,10,11,12}.blended learning^{13,14}.provision of tailored learning resources, e.g., annotated PowerPoints, visual factsheets, video annotations of research papers, etc.¹⁵curriculum and teaching design models like flipped classroom, task-based learning, and Just-in-Time-Teaching (JiTT) that scaffold learning within and alongside the timetabled teaching are very effective at</div>
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	<p>gain measurement).</p> <ul style="list-style-type: none"> • a universal, year-round scaffold for independent guided learning aimed at preparing for success in assessment and organised around tasks that prepare for and consolidate timetabled teaching, with continuous feedback. <p>The scaffold will aim to facilitate transition into and across higher education and support effective studying (targeting continuation) in a flexible way (targeting</p>	<p>¹⁹Merrill, D. 2002. First Principles of Instruction. ETR&D, 50 (3), pp. 43–59. https://mdavidmerrill.files.wordpress.com/2019/04/firstprinciplesbymerrill.pdf</p> <p>²⁰Wass, R., & C. Golding. 2014. Sharpening a tool for teaching: the zone of proximal development. Teaching in Higher Education, 19(6), pp. 671–684. https://doi.org/10.1080/13562517.2014.901958</p> <p>²¹UWL. 2023. UWL Flex. https://campuspress.uwl.ac.uk/uwlflex/</p>	<p>engaging students in guided independent learning^{16,17,18,19,20}.</p> <ul style="list-style-type: none"> • mixing asynchronous wraparounds (pre- and post-) of face-to-face, hybrid, or online (synchronous) timetabled teaching (e.g., the UWL Flex model²¹) increases student engagement with guided independent learning, student sense of preparedness for assessment, assessment submission and pass rates (especially for disadvantaged and underrepresented students), and student satisfaction (especially for first year students)²¹.
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	completion) to succeed in assessment (targeting attainment).		
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Fees, investments and targets

2025-26 to 2028-29

Provider name: Birmingham Newman University

Provider UKPRN: 10007832

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

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

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

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

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	fees are derived on study intensity per academic year	N/A	5300
Foundation degree		N/A	4850
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	4625
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Birmingham Newman University

Provider UKPRN: 10007832

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£219,000	£223,000	£227,000	£231,000
Financial support (£)	NA	£120,000	£120,000	£120,000	£120,000
Research and evaluation (£)	NA	£92,000	£94,000	£97,000	£100,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£43,000	£44,000	£44,000	£45,000
Access activity investment	Post-16 access activities (£)	£176,000	£179,000	£183,000	£186,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£219,000	£223,000	£227,000	£231,000
Access activity investment	Total access investment (as % of HFI)	1.1%	0.9%	0.9%	0.9%
Access activity investment	Total access investment funded from HFI (£)	£219,000	£223,000	£227,000	£231,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£0	£0	£0	£0
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£120,000	£120,000	£120,000	£120,000
Financial support investment	Total financial support investment (£)	£120,000	£120,000	£120,000	£120,000
Financial support investment	Total financial support investment (as % of HFI)	0.6%	0.5%	0.5%	0.5%
Research and evaluation investment	Research and evaluation investment (£)	£92,000	£94,000	£97,000	£100,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.5%	0.4%	0.4%	0.4%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Birmingham Newman University

Provider UKPRN: 10007832

Targets

Table 5b: Access and/or raising attainment targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTA_1														
	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	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To support continuation for Black students, aiming to eliminate the gap in continuation between these students and their white peers by 2032-33.	PTS_1	Continuation	Ethnicity	Black	White	Baseline is 4-year aggregate (2018-19 to 2021-22).	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	8.4	8	7	6	5
To support attainment (achievement of a First or 2:1 degree award) for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), achieving a reduction in the gap in attainment between the most disadvantaged students (IMD Q1) and their more affluent peers (IMD Q3,4,8,5), aiming to eliminate the gap by 2035-36.	PTS_2	Attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	IMD quintile 3, 4 and 5	Baseline is 4-year aggregate (2019-20 to 2022-23).	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	18.7	15	13	11	9
To support attainment (achievement of a First or 2:1 degree award) outcomes for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities), aiming to eliminate the gap in attainment between these students and their white peers by 2035-36.	PTS_3	Attainment	Ethnicity	Not specified (please give detail in description)	White	Baseline is 4-year aggregate (2019-20 to 2022-23). Given our data is based on smaller cohorts and there are gaps for all non-white ethnicities, the target group is the aggregate group of Black, Asian, mixed and other ethnicities.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	21.4	20	18	16	15
	PTS_4														
	PTS_5														
	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	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
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