

Birmingham Newman Access and Participation Plan Summary 2025/26 to 2028/9

What is an Access and Participation Plan?

An access and participation sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the [Office for Students](#). You can view Birmingham Newman's full Access and Participation Plan [here](#).

Key Points

Our primary purpose at Birmingham Newman is to provide a transformative experience through delivering a first-class higher education. 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 recognise differences in experiences and outcomes between specific student groups and we have developed this plan to address these gaps. We value our diverse and vibrant community and are determined that any student should have fair access to higher education, have a positive student experience, and progress into further study or graduate employment. In this plan we will focus on the following areas;

Continuation

- We aim to eliminate a gap in continuation between Black students and White students by the 32/33 academic year.

Attainment

- We will reduce the gap between disadvantaged students and their peers in achieving 'good' degree outcomes (2:1 or First classification).
- We also aim to eliminate the gap between Global Majority students and their White peers in terms of the proportion of student gaining Good degree outcomes (2:1 or First classification).

Progression

- We want to increase the proportion of students from the most disadvantaged backgrounds progressing onto graduate jobs and further study, to decrease the gap between this group and their peers.
- We will significantly reduce the gap in student outcomes between Global Majority students and their White peers in progression to graduate jobs and further study.

You can find further detail for these targets on page 8 of our Plan.

Fees we charge

Birmingham Newman University charges UK (home) undergraduate students the maximum £9535 tuition fee permitted via Government regulation. We anticipate that tuition fees will increase each year subject to the maximum fee limits set by Government.

Please see [here](#) for further information.

Financial help available

As a part of our efforts to reduce inequality of opportunity at the University we provide the following financial support;

- Our Support Fund is used to alleviate cost pressures and ensure that needs are covered for students facing financial difficulty. The assessment for this fund, which is available to all University students is based on demonstrable financial need via income and expenditure calculations.
- We use a voucher scheme to address emergency hardship and to cover basic needs. Additionally, we operate a community pantry which is kept stocked with necessities and which is available to any students on a self-declaration basis.
- We run a short-term loan scheme to alleviate immediate financial pressures linked to demonstrable financial hardship.

See page 46-47 of our Plan for information and on our [website](#).

Information for students

We aim to provide accessible, reliable, and relevant information to students relating to their university experience and journey. Pre-arrival we use our application system to send proactive information on fees and funding, disability and inclusion, timetable, course-content and information on support services. In addition, we create a [welcome website](#) for arriving students to collate information in one place. Once enrolled, students are encouraged to download and use the [Our Newman](#) app which is designed to ensure a clear navigation of information and news.

What we are aiming to achieve

Continuation – The continuation gap between Black and White students at the University is 8.4% calculated from an aggregate of data between the 18/19 and 21/22 academic year. We aim to eliminate this gap by the 2033-34 academic year with a target reduction to 5% by the end of the 2028-29 academic year.

Attainment – We will reduce the gap between students from the lowest [socio-economic backgrounds](#) to their more affluent peers gaining a degree outcome of 2:1 or higher. Our baseline is 18.7 and by the end of 28/29 we aim to reduce the gap to 9%, with the further aim of eliminating the gap by the 35/36 academic year.

Attainment – We will reduce the gap in students receiving 2:1 or above between Global Majority students (Black, Asian, Mixed, and other Ethnicities) and White students. Our baseline position is a gap of 21.4% and we aim to reduce this to 15% by the end of the 28/29 academic year, further aiming to eliminate the gap by the 35/36 academic year.

Progression – We will reduce the gap in students progressing into graduate-level jobs or further study between those in the lowest socio-economic group and their more affluent peers. Our baseline is a gap of 13.7% and we aim to reduce this to 9% by the end of 28/29 with a further intention to reduce the gap to less than 5% by the 32/33 academic year.

Progression – We will reduce the progression gap between Global Majority students and White students from a baseline of 15.2% down to 11% by the end of the 28/29 academic year, with the intention of having no more than a 7% gap by the 32/33 academic year.

You can find the further detail on our targets on page 9 of our Plan.

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

We consulted extensively with students and staff to help us identify actions that we have confidence will improve experience and outcomes for particular student groups. We are also clear that addressing our aims within this Plan is a whole-institutional responsibility and planning, scrutiny and evaluation will be core work for governance groups, departmental aims, and be key area of focus for a key Senior Managers. As a result of these consultations and our research into best practice and positive impact within the sector, we identified the following risk factors as important to acknowledge.

- The provision of information and guidance for students.
- Insufficient academic support.
- Insufficient personal support.
- Mental health and wellbeing.
- Cost pressures.

You can read more information about the identified risk areas on pages 4-7 of our Plan.

To meet our aims in this Plan and considering the risk factors identified, we have identified 4 core intervention strategies. These are;

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. **Page 10-18 of our Plan.**

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. **Page 19-23 of our Plan**

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. **Page 24-30 of our Plan**

4 – *A scaffold model for student success* - This strategy comprises a cohesive framework for scaffolding support at each level of the student academic experience. **Page 31-35 of our Plan**

These strategies are complemented by our whole-institution approach to equality of opportunity and inclusion.

Evaluation – How we will measure what we achieve

Evaluation is a key part of our day-to-day operational practice, through our implementation of continuous monitoring practices. We have governance structures to monitor and evaluate data on engagement, attainment, and support usage. Additionally, the creation of a new Student Success department allows us the operational focus and capacity to focus on our evaluation of the impact of this Plan. We recognise the importance of employing mixed method approaches, 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. 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.

Contact Us

If you have any questions about this Plan please contact studentsupport@newman.ac.uk or Dan Tasker – Director of Student Success – d.tasker@staff.newman.ac.uk.

