Bloomsbury Institute
Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Bloomsbury Institute is a vibrant and contemporary learning community that was set up in August 2002 as the London School of Business and Management to deliver Accounting, Business and Law courses. Following a partnership with the University of Northampton, we are now partnered with Wrexham University, and we began delivery of our newly validated courses in June 2022.

Our undergraduate degrees comprise 3-year (and 2-year accelerated) degrees, and 1-year Top-up degrees. We also deliver an MBA and MSc Management, and an MSc in Accounting and Finance and one in Finance and Wealth Management.

Our overarching strategic aim with respect to equality of opportunity is reflected in our purpose which is: **Breaking down barriers together.**

Too many people face barriers to higher education. Many of these barriers relate to who we are and where we're from: gender, ethnicity, where we live or how much money we or our family have. But we believe that the things that hold people back are also rooted in their experience and how they see themselves - and these are unique to every individual - whether it's self-limiting beliefs, personal circumstances, or previous educational experience. At Bloomsbury Institute we're committed to understanding and working **together** to break down any barriers that stop students from reaching their full potential, during their studies and beyond.

Breaking down barriers **together** is especially relevant to us because of our diverse student body which is also reflected in the diversity of our staff. Our emphasis on working together reflects our belief that success, in education and beyond, is never achieved alone. 'Together' means that while we do all we can to create the conditions for our students to thrive, we are not [solely] responsible for their success. It acknowledges the fact that every student has valuable experience to bring to their learning and that every member of staff should enrich and feel supported by our community. 'Together' also demonstrates our commitment to working with employers to make sure talented people are given the opportunities they deserve, no matter where they're from. And it recognises our collective responsibility for breaking down barriers that hold people back. 'Together' means we see ourselves as active members of the communities we operate in, locally, nationally and internationally. And it signals our openness to partnering with organisations who share our values.

Our Student Guild (grant-funded by Bloomsbury Institute, but completely independent) was established in 2017. It is supported by a team of trained Peer Advisors who are employed by the Student Guild to provide a signposting service to their fellow students, in addition to providing the opportunities associated with a traditional Student Union.

Information about our student body

We are proud to be a higher education provider that opens its doors to students who might not otherwise have had the opportunity to study and be supported on each step of their journey.

Our Access and Participation data for the four-year period[1] shows our student body as significantly diverse compared to national figures, for example:

	Bloomsbury Institute - Four year	National - Four year	Bloomsbury Institute - two year	National - two year
Mature (Over 21)	57.6%	28.5%	58.5%	28.9%
Black students	27.0%	10.6%	27.5%	10.7%
ABMO[2] students	66.6%	34.4%	66.5%	35.3%
Lowest IMD[3] Quintile 1 and 2	70.3%	43.7%	69.8%	44.5%
Disability reported	22.9%	17.4%	23.2%	17.9%
FSM[4] eligibility	61.6%	18.8%	62.0%	18.0%

Most of our students are from low-income backgrounds and many hold an 'intersection' of the above characteristics which adds to the depth and complexity of disadvantage and the necessity of nuanced and personalised interventions.

Aims

We have determined the focus of our Access and Participation Plan and the targets through an assessment of our performance and consideration of the Office for Students' Equality of Opportunity Risk Register. (EORR)[5].

Through this Plan we commit to making further progress to reducing inequitable on-course outcomes for our most disadvantaged and underrepresented students.

Risk to equality of opportunity

We conducted our assessment of performance (Annex A) with reference to the Access and Participation Dashboard, the TEF Dashboard, and our own internal data to identify risks to equality of opportunity. In doing so we had close regard for the sector-wide risks laid out in the Equality of Opportunity Risk Register (EORR). We aim to contribute to the reduction of these national risks as well as our own internally occurring ones.

The key risks to equality of opportunity that our Plan will address are set out below.

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[1] 2019 to2022 https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[2] Asian, Black, Mixed and 'Other' students
[3] Index of Multiple Deprivation
[4] Free School Meal eligibility
[5] https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/

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 students from the most disadvantaged backgrounds (IMD Quintiles 1 and 2) and for ABMO students.

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

- There is a 4-year aggregate (2018-19 to 2021-22) 4.3pp gap in continuation rates between students from IMD Quintiles 1 and 2 (most disadvantaged), compared to IMD Quintiles 3, 4 and 5 (most affluent).

  - The gap widens to 14.7pp over the 2-year aggregate provided on the OfS dashboard (2020-21 to 2021-22). However, as explained in Annex B, due to no or low data, the two-year aggregate is in fact comprised of only one year (the latest year 2021-22) of data.

  - In 2021-22, the latest year of data, the gap of 14.7pp does not provide us with a trend in any direction due to no data in the preceding two years. However, we note the gaps in earlier years 3.2pp in 2017 and 3.6pp in 2018.

  - In comparison, the sector continuation gap for IMD Quintiles 1 and 2 students (4-year aggregate) is 5.7pp.

- There is a 4-year aggregate (2018-19 to 2021-22) 2.99pp gap in continuation rates between ABMO students and white students.

  - The gap widens to an aggregate 12.2pp over the 2-year period (2020-21 to 2021-22). However, as explained in Annex B, due to no or low data, the two-year aggregate is in fact comprised of only one year of data (the latest year 2021-22).

  - In 2021-22, the latest year of data, the gap of 12.2pp does not provide us with a trend in any direction, due to no data in the preceding two years. However, we note the gaps in earlier years 2016 (7pp), 2017 (9.5pp) and 2018 (3.5pp) and these are consistently negative.

  - In comparison, the sector continuation gap for ABMO students (4-year aggregate) is 2.66pp.

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 from the most disadvantaged backgrounds (IMD Quintiles 1 and 2) and for Black students.

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

- There is a 4-year aggregate (2019-20 to 2022-23) 4pp gap in attainment rates between the most disadvantaged students (IMD Quintiles 1 and 2) and the most affluent students (IMD Quintiles 3,4 and 5).

- o The gap is 2.7pp over the 2-year aggregate (2021-22 to 2022-23).

- o In 2022-23, the latest year of data, this gap is 8.2pp which shows the gap has widened.

- o In comparison, the sector attainment gap for IMD Quintile 1 and 2 students (4-year aggregate) is 11.4pp.

- There is a 4-year aggregate (2019-20 to 2022-23) 2.9pp gap in attainment rates between Black students and white students.

  - o The gap is 10.6pp over the 2-year aggregate (2021-22 to 2022-23).

  - o In 2022-23, the latest year, we have no data due to low numbers.

  - o In comparison, the sector attainment gap for Black students (4-year aggregate) is 20.2pp.

Links to the Equality of Opportunity Risk Register (EORR)

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, 6, 7, 8 and 10. These risks may be present in different combinations and to a varying extent for each identified target group, across the student lifecycle.

Risk 2: Information and guidance

Some of our students have not had equal opportunity early on in their education (which may have been because of their home circumstances or their local school resources) to receive the information and guidance that enables students to develop ambition and expectations. Data from admissions, recruitment, and discussions between tutors, students and their families in open days and visits have highlighted for us the dearth of guidance for our students at earlier points in their education. Our student inductions have made us further aware of the type of support from which our students would benefit. We have successfully trialled new approaches to induction, and we have embedded employability and career aspirations into our courses, but Intervention Strategy 1 and Strategy 2 aim to take these approaches further.

Risk 6 and 7: Insufficient academic and non-academic support

Our students may not be receiving sufficient personalised academic or non-academic support to achieve a positive outcome. Differences in educational experiences prior to entering higher education impact on the level of relevant skills and knowledge that students have; mindset and ability to study independently for example. A mix of complex factors (health, financial and home issues) can further impact on a student's ability to fully engage with their academic studies (or extra-curricular activities) and to receive sufficient, timely support. Our National Student Survey results and our internal surveys suggest a high rate of student satisfaction in terms of the support students receive. However, our data on first-submission rates, requests for extensions, and information from tutors engaged in our re-submission campaigns evidence the fact that many of our students still struggle with their studies. Intervention Strategy 1 and Strategy 2 will embed a

more structured, and evidence-based system of personalised academic interventions working with our peer HEIs within the Specialist Evidence, Evaluation and Research partnership. (SEER)[6].

Risk 8: Mental health

Students may experience poor mental health or wellbeing that makes it hard for them to cope with daily life including studying. Students from low-income households and mature students can be particularly affected. We know from internal data and discussions with staff (in particular tutors and our Student Engagement, Wellbeing and Success team), that students are vulnerable to feeling overwhelmed, and that an increase in external pressures (such as financial), can develop or exacerbate conditions. We already have in place strong student support provision but have increased our number of Mental Health First Aiders across our Academic and Professional Services teams and our intervention strategies are aimed at further approaches such as coaching methods that are proven to develop self-efficacy and an ability to understand and to manage pressure.

Risk 10: Cost pressures

Across the sector, increases in cost pressures pose a risk to students' ability to complete their course or obtain a good grade. Evidence from our hardship fund applications indicates increasing cost-of-living concerns, as do requests to the Student Guild for advice or support. In our focus groups with students, and in our Student Staff Consultative Forum, financial pressures were, and continue to be, a frequently recurrent theme. Our data on requests for timetabling changes commonly cite cost-pressures and the need to work part-time. This information has informed our intervention strategies which aim to provide the best evidence-based approaches to delivering financial aid.

Challenges

Small Datasets

When deciding which risk areas to concentrate on in this Plan, we considered our status as a smaller provider. Given our size, the data we utilise 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

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[6] SEER is a network supporting small and/or specialist providers in higher education.

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.

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	We will eliminate the gap in continuation rates between students from the most disadvantaged areas (IMD Quintiles 1 and 2) and their more affluent peers (students from IMD Quintiles 3, 4 and 5), by 2029. We will do this through the implementation of a high-quality evidence-based personal tutoring system, underpinned by staff training in coaching; a reward and recognition scheme to promote students' sense of 'mattering'; and targeted financial support including a bursary for students from the lowest income households.	ISI: 1
PTS_2	We will eliminate the gap in continuation rates between ABMO students and their white peers, by 2029. We will do this through the implementation of a high-quality evidence- based personal tutoring system, underpinned by staff training; a reward and recognition scheme to promote students' sense of 'mattering'; and targeted financial support including a bursary for students from the lowest income households.	ISI:1
PTS_3	We will eliminate the 'awarding gap[7]' between students from the most disadvantaged areas (IMD Quintiles 1 and 2) and their more affluent peers (IMD Quintiles 3, 4 and 5), by 2029. We will do this through a structured, evidence based, inclusive integrated on-course intervention: Our i) Futures Programme, ii) enhanced in-class personal and professional development, and iii) targeted financial bursary will enable students to fulfil their potential to stay in and achieve in higher education, including through a heightened sense of belonging and mattering.	ISI:2

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[7] Some providers refer to the 'attainment gap' which risks a deficit approach. We prefer 'awarding gap' to emphasise the Institute's role and responsibility to understand and address the risks to unequal outcomes.

| PTS_4 | We will eliminate the 'awarding gap[8]' between Black students and their white peers, by 2029.

We will do this through a structured, evidence based, inclusive integrated on-course intervention: Our i) Futures Programme, ii) enhanced in-class personal and professional development, and iii) targeted financial bursary will enable students to fulfil their potential to stay in and achieve in higher education, including through a heightened sense of belonging and mattering. | ISI:2 |

Intervention strategies and expected outcomes

The intervention strategies that we will put in place to meet our key objectives and targets are set out below. These refer to the risks to equality of opportunity, identified through the assessment of performance, that the strategy is designed to address. We include information on the activities that will contribute to meeting the overall objective as well as details about the financial and human resources that will be needed to deliver it.

In the Evaluation section, we discuss how we will evaluate whether our strategies are working and with what impact. Annex B sets out the evidence base, i.e. our rationale for why we believe the intervention strategy will work.

Intervention strategy 1: Breaking down barriers to student continuation

Objectives:

- We will eliminate the gap in continuation rates between students from the most disadvantaged areas (IMD Quintiles 1 and 2) and their more affluent peers (from IMD Quintiles 3, 4, and 5), by 2029.
- We will eliminate the gap in continuation rates between ABMO students and their white peers, by 2029.

Targets: PTS_1, PTS_2, See Annex C, Table 5d.

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 access to or engagement with tailored academic support; Risk 7: insufficient non-academic support; Risk 8: mental health; Risk 10: cost pressures.

Related objectives and targets

Intervention Strategy 1 is closely related to Intervention Strategy 2; the impact of our activities to support our students to continue in their studies will also assist them in achieving higher grades, thereby closing inequality gaps in attainment.

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[8] Ibid.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Enhanced Personal Tutoring	1-1 support for all first-year undergraduate students with an assigned member of academic staff, providing personalised academic and other support. This will be embedded across all Schools and will allow us to identify, address or signpost issues that impede student continuation in a timely way. • All first-year students which will include those in the targeted objective: IMD Quintiles 1 and 2 and ABMO students. • Students in the Schools of Accounting and Finance, Business and Management and School of Law. • Each School has a 'Senior Personal Tutor' for second- and third-year students, to ensure a 1-1 point of contact is maintained.	Personal tutor staff costs. Room costs.	**Intermediate outcomes.** Improved submission rates for assignments and assessments. Increased attendance. Improved ability to self-assess strengths and weaknesses, and self-organise, plan and regulate. Increased awareness of support: e.g. peer mentors, SEWS and Wellbeing provision **Longer term outcomes.** Reduced non-continuation rates, and improved attainment. Improved sense of self-efficacy, resilience and adaptability to future challenges.	IS2: The activity will contribute to Intervention Strategy 2. Where students are appropriately supported to continue in their studies, they are in a better position to fulfil potential to attain a 1st or 2.1 degree.

Developing tutors to apply a coaching approach in personal tutorial sessions.	Personal tutors are trained in coaching approaches to ensure a consistent, evidence-based and impactful approach to how we work with and develop our students. Tutors also have a shared external supervisor.	Costs of training to staff (proportion of FTE of internal staff expert) each year and a basket of hours for ad hoc support. External consultant/coach x 1 group supervisory session per year and basket of hours to support individual supervisors. Proportion of management time.	**Intermediate outcomes.** Improved ability to engage with and tutor students in an impactful way. Timely identification of academic needs and provision of targeted support. Swifter signposting of students where additional help is required. **Longer term outcomes.** Reduced non-continuation rates, and improved attainment. Improved sense of self-efficacy, resilience and adaptability to future challenges.	IS2 as above

| Academic recognition scheme. | Developing a greater sense of belonging and mattering in our Year 1 students through an annual scheme that recognises and rewards i) outstanding academic achievement and/or ii) outstanding academic progress.

Students receive certificates and a gift voucher at an annual in-person celebration event, broadcast live on Bloomsbury Radio.

Students receiving an award are automatically eligible for interview in Year 2 for Bloomsbury Institute Professional Internship Bursary/Scholarship' (part of the Futures Programme). | Costs of staff time to prepare event and panel to discuss and agree awardees.

Cost of gift vouchers and certificates. | **Intermediate outcomes.**

Enhanced sense of 'being seen', of obstacles being understood, and of mattering.

Incentivising academic commitment to continue; improved completion rates for assignments and assessments.

Longer term outcomes.

Reduced non-continuation rates, and improved attainment. | IS2 as above |

			Intermediate outcomes.	IS2 as above
Financial package of support.			Enhanced sense of belonging and mattering.	
Household Income Bursary.	Implementation of a bursary to support students from low-income backgrounds who face financial challenges impacting their education.	Cost of Bursary.	Alleviation of financial pressure supports students to focus more on their studies and extra-curricular activities.	
Childcare Bursary	Childcare Bursary to cover additional 15% of childcare costs not covered by SLC's Childcare Support Grant.	Cost of Childcare Bursary.	**Longer term outcomes** Reduced non-continuation rates.	

Total cost of activities and evaluation for intervention strategy

The total cost of activities and evaluation for Intervention Strategy 1 (IS1) is £1,203,000

Summary of evidence base and rationale

We have explored the EORR and have also reviewed the evidence in the TASO[9] toolkit on financial interventions, and interventions for on-course support. We have identified and discussed key relevant literature through, for example, our Equality, Diversity and Inclusion Committee (EDIC), our Research Forum, our Teaching and Learning Forum and our Academic Committee. We have attended, spoken at, and engaged with participants at relevant conferences including SEER's Specialist Practice and Evaluation Symposium. We have researched the literature and have considered the evidence for the positive impact of personal tutoring and coaching schemes, student belonging and mattering, and bursaries and awards. Key members of staff have published in the core interventions areas which has given impetus and focus to our discussions. See Annex B, Intervention Strategy 1 for further information.

Evaluation

In this section we provide a summary of the way in which the intervention strategy will be evaluated. We detail which activities will be evaluated and the expected level of each evaluation. However, we do not propose to evaluate this strategy in its entirety.

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[9] TASO is the Centre for Transforming Access and Student Outcomes in Higher Education

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Short name of activity	Short description of outcomes	Type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Enhanced Personal Tutoring Staff Coaching Programme	Students develop skills and attributes that are conducive to on-course success through a coaching approach to personal tutoring resulting ultimately in reduced non-continuation rates and a longer term sense of self-efficacy and resilience.	**Mixed methods to Type 1 and 2 Standard.** Pre and post surveys. In-depth interviews with tutors and tutees. Tracking of academic data (engagement and results) to measure impact on continuation. Comparative analysis of personal tutoring schemes within the SEER network to identify high-impact features of various tutoring approaches. Longer term tracking to measure the impact of 1st year tutoring, the networks, skills and attributes acquired on levels of student completion.	**Short- term and Interim:** Case studies, Conference papers internal and external (Bloomsbury Institute Teaching and Learning Conference, Research Forums, Advance HE, TASO, QAA, IHE, and SEER). **Long-term:** Journal articles, Knowledge Hubs/Repositories. **Via Bloomsbury Radio:** Ongoing discussion of activities, research and findings by and with students and staff including with Partners in the SEER Network.
Academic Recognition Scheme	Recognition of academic achievement and progress at whatever level leads to a sense of belonging and mattering and commitment to continue.	**Mixed methods to Type 2 Standard.** Survey and interviews with students and awardees to measure impact of awareness of scheme and of the Awards.	

Financial Support Package	Alleviation of financial strain leads to students feeling supported, and able to focus more on their studies, leading ultimately to reduced non-continuation rates.	In-depth interviews to measure impact of financial support on feelings of mattering. Survey and interviews, using the OfS evaluation toolkit to measure impact of financial package of support on student success.	

Intervention Strategy 2: Breaking down barriers to student achievement

Objectives:

- We will eliminate the gap in attainment rates between students from the most disadvantaged areas (IMD Quintiles 1 and 2) and their more affluent peers (students from IMD Quintiles 3, 4 and 5), by 2029.
- We will eliminate the gap in attainment rates between ABMO students and their white peers, by 2029.

Targets: PTS_3, PTS_4, See Annex C, Table 5d.

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 access to or engagement with tailored academic support; Risk 7: insufficient non-academic support; Risk 8: mental health; Risk 10: cost pressures.

Related objectives and targets

Intervention Strategy 2 is closely related to Intervention Strategy 1; the impact of our early activities to support our students to attain in their studies will assist them in persisting in the first year, thereby closing inequality gaps in student continuation.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Let's Grow – Bloomsbury Institute Futures Programme	First-year students in receipt of an outstanding achievement and/or outstanding progress Award (or recognition certificate) are automatically entitled to an interview to join the Futures Programme. Second year (in particular), and third year students are supported to apply for internships relevant to their field of study during the term break. Aspiring applicants will access group support, advice and guidance, including advice on applying for financial support/grants for the internship period. Successful applicants will receive dedicated support, (advice and/or guidance) including from our partner-employers. Eligible students can apply for Bloomsbury Institute Internship Support Bursary (providing payment for students during the internship/job experience period).	Staff costs to administer. Costs of training (proportion of FTE of internal staff expert) each year and a basket of hours for additional ad hoc support. Bursary costs. Proportion of management time.	**Intermediate outcomes.** Positive reinforcement of achievement improves student esteem and self-recognition. Enhanced student access to personal tutoring and 1-1 support. Enhancement of staff recognition of student ambition and potential. Acquisition of professional skills, experience, and external support. Improved completion rates for assignments and assessments. Increased attendance. **Longer term outcomes.** Reduction in awarding gaps.	IS1: The activity will contribute to Intervention Strategy 1. Students are appropriately supported/incentivised to continue in their studies and are in a better position to fulfil their potential to attain a 1st or 2.1 degree.

Let's Grow – Personal and Professional development.	Our Let's Grow scheme is established. This second stage seeks to embed employability more firmly within academic programmes to ensure reach and impact. Students identify personal and professional development 'gaps' in class (timetabled workshops), and a proportion of time is spent supported by tutors to work towards goals. Progress is tracked through a dashboard, and discussions regarding progress are further supported through structured personal tutoring time. Basket of opportunities complement in-class work: • Student advisors can help co-design the enhancement of Bloomsbury's accessibility and inclusion module. • Peer mentoring and Peer-assisted learning. (existing) • CPD Programme for student leaders (Leadership opportunities).	Dashboard (£250 per UG student). Staff/student training included. Costs of a proportion of FTE Academic Lead for Employability. Proportion of management time.	**Intermediate outcomes.** Improved ability of staff to engage with, and support and tutor students in an impactful way. Students have an enhanced sense of being seen and their ability and potential recognised. Timely identification of academic needs and targeted support. Swifter signposting of students where additional help is required. **Longer term outcomes.** Closure of 'awarding gaps'.	IS2 as above

Total cost of activities and evaluation for intervention strategy

The total cost of activities and evaluation for Intervention Strategy 2 (IS2) is £321,000

Summary of evidence base and rationale

We have examined the risks set out in the EORR. From this, we created case-studies of imagined individual students and at our all-staff meeting day, our entire staff body discussed these in different groups identifying obstacles that our students face and exploring solutions. This evidence was considered alongside the material from student focus groups, and we were able to build up a picture of potential interventions to do more to enable on-course success, in particular the nurturing of self-esteem and confidence through work-experience, and career development. We have tested these through an exploration of academic literature, including the TASO toolkit and identified a strong evidence base for a positive impact on attainment levels through programmes that develop career pathways, and emergent professional identities. See Annex B, Intervention Strategy 2 for further information.

Evaluation

In this section we provide a summary of the way in which the intervention strategy will be evaluated. We detail which activities will be evaluated and the expected level of each evaluation. However, we do not propose to evaluate this strategy in its entirety.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Short name of activity	Short description of outcomes	Type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Let's Grow Futures Programme	Increase in levels of student self-esteem and efficacy leading to greater engagement with academic support (in-class and personal tutoring), and acquisition of professional skills and experience which will ultimately result in higher grades and closure of awarding gaps. Eligible students can apply for Bloomsbury Institute Internship Support Bursary (providing payment for students during the internship/job experience period).	**Mixed methods to Type 1 and 2 Standard.** Comparative literature analysis. Pre and post surveys. In-depth interviews with participants, tutors and employers. Tracking of academic data (engagement and results). Survey and interviews, using the OfS evaluation toolkit to measure impact of financial package of support on student success.	**Short-term and Interim:** Case studies, Conference papers internal and external (Bloomsbury Institute Teaching and Learning Conference, Research Forums, Advance HE, TASO, IHE, QAA and SEER). **Long-term:** Journal articles, Knowledge Hubs/Repositories. **Via Bloomsbury Radio:** Ongoing discussion of activities, research and findings by and with students and staff including with partners in the SEER Network.

Embedded Student Professional and Personal Development	Teaching staff are quicker to identify and support academic needs, and students have an enhanced sense of purpose and confidence in their abilities, leading ultimately to a narrowing and eventual closing of awarding gaps.	**Mixed methods to Type 2 and 3 Standard.** Pre and post surveys/interviews will measure staff and student development. A dashboard enables the tracking of each individual student's initial score, professional development learning tasks completed, and post-learning scores. Experimental design to examine i) level of engagement with personal tutoring ii) engagement with Professional development and the impact of these variables on attainment levels.	

Existing activities

The activities to be implemented under Intervention Strategy I and Intervention Strategy 2 will work alongside existing approaches to supporting student success. These currently include: extensive Learning Enhancement support; Mental Health and Wellbeing including 1-1 and group advice and support through our Disability and Wellbeing Office; an online community: TogetherAll; student attendance and engagement data-driven interventions; practical advice on budgeting and money-management skills; enhancing inclusive teaching practice, through for example our Accessibility and Inclusion Module; Peer-Assisted Learning; Peer Mentoring; Leadership Training for students; Employability and careers support including training with Bloomsbury Radio; funding to support Widening Participation Research and advice and guidance through our Research Forum; and financial support including a Hardship Fund and Disability Support Fund.

Whole provider approach

5.1 Our institutional journey

- Our institutional journey in relation to widening access and student success has developed significantly, though has not yet reached full maturity. Senior staff in Professional Services

and Academic Divisions work together through an Access and Participation Committee which includes student representatives. Activity and progress against KPIs are reported to the Senior Management Team which includes Heads of all Divisions, and to Academic Committee, and the Board of Directors. Discussions take place in the Student Staff Consultative Forum (SSCF), and our all-staff meetings include discussions and/or workshop sessions on access and participation.

- The proportions of disadvantaged or underrepresented students we accept at Bloomsbury Institute has increased since 2018, except for IMD Quintiles 1 and 2 which at 64.9% is still greater than the sector average. The post-Covid period has seen an increase in pressures on students and our priorities are to make further progress in the forthcoming APP period, and to reduce non-continuation for IMD Quintile 1 and 2 students and for ABMO students when we move into the new Access and Participation Plan.

5.2 Our institutional and senior leadership commitment

- Our commitment to student diversity and success is at the heart of what we do. It is at the core of our Strategic Framework, and is reflected in our Purpose which is Breaking Down Barriers Together.

- Senior leaders and managers have appropriate expertise and involvement in leading APP work.

  - In terms of our Access and Participation Committee: our Deputy Principal is Chair of the Committee. Her research into student disadvantage and success, inclusion, and in mental health has been published by OfS, DfE, Paul Hamlyn Foundation, and Higher Education Academy. She has directed several national programmes for Advance HE in Student Retention; Closing Attainment Gaps, and in Embedding Wellbeing in the Curriculum. Our Director of Student Engagement, Wellbeing and Success is the Director of Professional Development at the European Mentoring Council; her research on peer-mentoring has been published and she is a recognised expert and a speaker on the topic; our Chief Finance Officer has expertise in designing and overseeing the implementation of financial aid packages, and in developing our whole institution approach; and our Deputy Chief Operating Officer has held a range of roles in several HEIs and has over a decade of experience, in counselling and psychotherapy, creating self-development workshops and mentoring, including reciprocal mentoring.

  - Within our Senior Management Team, we have further expertise in EDI and in Student Access and Outreach. Our Heads of School and members of academic staff have practitioner and research interests within the widening participation sphere and have published their research in this space.

- Our Divisional budgeting process ensures that resources are available to support access and participation work across the Institute. Staff resource and staff management time is allocated to projects, and there are opportunities to engage in training and development. Project leads coordinate the work and they sit on the Access and Participation Committee.

5.3 Working across the student lifecycle and experience for all students

- We work across the whole student lifecycle. The Interventions proposed in our Access and Participation Plan are targeted at on-course success. However, we will continue our significant level of out-reach work in schools through our Centre for Community Engagement and Learning, and our Bloomsbury Radio team. Our work is aimed at supporting the raising of attainment and aspirations, developing oracy, and listening and empathy skills.

- We have listed some of the outreach work that takes place, below (including our work with under 16s):

  o **Time to talk with Townley:** a partnership with Townley Grammar and King Henry School in Bexleyheath where we work with and train students to produce a weekly podcast for 16-year-olds and under.

  o **Streetbants:** In partnership with Waltham Forest Council, we train and produce a podcast for a peer-to-peer outreach team looking at the "hot" topics affecting young people in the local and national community. This is led by and for young people.

  o **The Courtyard:** The Courtyard is a free school for students with special educational needs. Bloomsbury Radio offers weekly media work experience with one group and experimental podcast production with another.

  o **Radio Lewisham:** We connected with the Young Mayor's team and young advisors at Lewisham Council to help them build a radio. We offered them weekly media training at our Bloomsbury Radio studio and a core group of young people signed up. They soon became presenters, producers and editors of their own programming; our work with Lewisham is now being extended.

  o **Queens Park College:** We're working with this school's year 13 and year 7 on oracy projects and we teach them how to create quality spoken word productions.

  o **Woolwich Poly**: We host an annual event where Woolwich Poly's entire Year 12 come into Bloomsbury Institute for a full day of workshops. Sessions include business, law and critical thinking skills. We also visit Woolwich Poly to deliver talks on empathy and to help mark certain events in the year such as International Women's Day.

  o **Cranford Community College:** We run attentive listening and empathy building workshops and talks for under 16's. Currently scheduled 4 times a year.

  o **Stoke Newington:** We run **a**ttentive listening and empathy building workshops and talks for under 16's.

5.4 HEP structures that prioritise and facilitate widening access and student success

- We have an alignment of institutional policies and processes to support our work and to further develop staff. These include our:

  o **Admissions Policy**
    Our Policy makes clear our commitment to practices that positively promote equality, diversity, and inclusion. For example, our Disability and Wellbeing Office contact students who have disclosed a disability, specific learning difficulty or long-term health condition to discuss the support we provide, and students are welcome to contact us prior to application.

- o **Annual Monitoring and Evaluation Procedures (AMEP)**
  Our AMEP Procedures are designed to provide assurance regarding quality and standards; share good practice and explore areas for enhancement. This includes many elements, (our Student Staff Consultative Forum for example), and comprises the following surveys to capture student feedback and identify actions: Initial Course Evaluation; Transition Experience Survey; and Student Module Evaluation Questionnaires.
- o **Communication Principles**
  We rolled out all-staff training to further embed our written Communication Principles. We expect staff to be clear; concise; and compassionate in all their dealings with students.
- o **Dignity and Respect Policy**
  We are committed to creating and sustaining a positive and supportive environment where all students and staff are equally valued and encouraged to thrive. We are clear that mutual dignity and respect is key to student continuation and a positive student experience. Our Dignity and Respect Policy is explicit about basic behaviour expectations and the processes and consequences in place to deal with unacceptable behaviour, and with bullying, harassment, and victimisation.
- o **Engagement Policy**
  Student non- or low engagement in their studies impacts negatively on student continuation and achievement. Our Policy sets out clear expectations to students and the reasons for these. We record and follow up promptly on matters of non-engagement whether non-attendance at class or non-submission of work so that we can provide timely and appropriate support.
- o **Equality, Diversity and Inclusion Policy**
  Our Policy is committed to the promotion of an equal, diverse, and inclusive community. The Policy is wide-ranging but an example of its application and relevance to our access and participation work is in the support we offer staff to understand the importance of equality, diversity, and inclusion as it applies to all, especially those with protected characteristics. We have a range of compulsory training courses that all staff must complete. Staff benefit from additional internal training, and our Equality, Diversity and Inclusion Committee works to raise awareness, to celebrate equality and diversity, and oversees our Inclusive Learning Environment Framework.
- o **Mental Health and Wellbeing Policy**
  Our Mental Health and Wellbeing Policy recognises that higher education can impact positively on students but can also exacerbate mental ill-health conditions; and create or contribute to poor wellbeing. The Policy sets out our commitment and approach to supporting staff and students, including encouraging the disclosure of mental health disabilities, mental difficulties, and distress. Our Student Guide to Mental Health and Wellbeing accompanies the Policy and provides students with information and advice, not only on mental health and wellbeing, but also the sources and types of support available to them at Bloomsbury Institute and beyond.
- o **Research Strategy**
  We support staff to engage in research and scholarship that has an internal or external impact. This includes research dedicated to widening participation and

student success. Our Research Forum provides staff with a space to discuss their work and to receive guidance. Staff have access to individual research allowances, and an annual payment is made for the delivery of outputs.

- o **Student Disability Policy**
  We work to ensure that students with a disability (including students with specific learning differences) receive the support they need to thrive and succeed in higher education. We encourage and facilitate disclosure so that we can get students the financial aid they can benefit from, and other support where required such as reasonable adjustments in assessments. We work hard to embed an inclusive learning environment so that our students have a high-quality, accessible learning experience.
- o **Student Charter**
  Our Charter sets out our values, and what our students and staff must expect from each other in terms of respect, student engagement, academic integrity, communication, and finance.

5.5 Staff and student engagement and contribution to widening access and student success

- We engage staff in this agenda through academic induction, in our Research Forum, in our Teaching and Learning Forum, and in all-staff meetings. Staff and students contribute to discussions through our committee structures, and in our Student Staff Consultative Forum; the Student Guild and staff work well together and are committed to creating change and to building on our access and participation work.

- We develop the capacity of staff (including academics, professional services, managers) and students to promote equality, diversity, inclusion, and success, and to tackle discrimination. Staff undergo annual compulsory training.

- Our Student Engagement, Wellbeing and Success team and our Learning Enhancement team regularly communicate with students to encourage and enable them to engage with activities and services, and our Student Representatives have worked with our Student Staff Liaison Manager to explore and enhance our information and communications.

5.6 Our use of data and evidence

- We use a range of data and evidence to drive our access and participation work. Aside from our Access and Participation and TEF data, we have our Student Module Evaluation Questionnaires, an Initial Course Evaluation survey, and a Transition Experience Survey which provide important insights and learning into student barriers to on-course success. We deploy a 'You said. We did' response to what our students tell us through the NSS. Regular phone-calls with students regarding attendance is another source of data as is bespoke and targeted meetings.

- We continually monitor and review our interventions producing annual reports for Learning Enhancement; Let's Grow; Disability Office Annual Report; and Peer Support programme to inform our work. We have invested in building our evaluation capacity which will strengthen our access and participation work.

Student consultation

- Student representatives sit on all key committees at Bloomsbury Institute; Course Committees; Quality Assurance and Enhancement Committee; Academic Committee; Student Staff Consultative Forum; Board of Directors; Equality, Diversity and Inclusion Committee, and the Access and Participation Committee.

- As part of the consultation for this plan, we met with the Student President and Student Representatives to seek input on the core interventions to address barriers to continuation and achievement.

- We also held focus groups across all three of our disciplines within our classrooms where group size was conducive to smaller discussion and group interviews. These were co-run by lecturers and student representatives. The Chair of the Access and Participation Committee held 1-1 discussions with the Student President, and the Student Staff Liaison Manager to sense-check and gain additional insights.

- Students were supportive of the activities set out to support on-course success and felt that these would help students who experience systemic and structural disadvantage. Their comments, additions, amendments and advice on the design of interventions has enhanced the initial draft and the roll-out of interventions will be refined by ongoing dialogue with students. Some examples of input include: the importance of getting personal tutoring right – this has led us to invest more time in researching 'what works' in terms of process and how to provide additional signposting to existing student support; the importance of how conversations are conducted gave us confidence that the investment in training and coaching methods is a good one; the value of targeted support in Weeks 3 and 4 because these are the weeks where students can begin to feel overwhelmed; financial bursaries for low income students are seen as positive, but it will be vital to get the communications around this right as all students will not be eligible. All students can, however, apply for the hardship fund.

- Students have been and will continue to be involved in the planning, monitoring, evaluation and delivery of access and participation work. Our Student President and a student representative are members of the Access and Participation Committee (APC). The APC regularly updates the Board and the Academic Committee both of which have student representatives too, and the Chair of the Access and Participation Committee attends the Student Staff Consultative Forum (SSCF) which meets twice a year.

- The Student Staff Consultative Forum has robust discussions on many items touching on access and participation work, and our regular student surveys offer another opportunity for feedback from students: Student Module Evaluation Questionnaires, Initial Course Evaluation survey and our newly designed Transition Experience Survey.

- Our formal committee structure is vital to supporting student representation and the student voice. This year we have invested in more training and advice to ensure students are supported to engage in these structures.

Evaluation of the plan

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. We also draw on the skills of staff responsible for the delivery of the activities in this Plan, and our student representatives, to effectively include evaluation into their activity.

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 are continuing 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.

SEER provides us with the evaluation and research expertise we need to support the delivery of our commitments in these areas. We will continue to actively participate in this network, which provides us with opportunities to be part of collaborative research and evaluation projects as well as learning and sharing 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 continue to engage with TASO and other relevant organisations in calls for evidence, conferences and events, and training.

7.2 Activity design

As detailed in the Intervention Strategies section of this Plan, evaluation has been established at the start. We have built effective evaluation practices into our Intervention Strategies by establishing a range of evaluations attached to the individual activities that contribute towards the overall objective of each strategy. We can therefore build an understanding of which activities are 'working' and which are not. We have taken a Theory of Change (ToC) 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 ToC, adding to our evidence base as our evaluation findings emerge and developing enhanced activity-level ToC, 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, most of our evaluations are type 1 (narrative), and type 2 (empirical enquiry) of the OfS 'Standards of Evidence'.

Our evaluation approach has also considered the context and scale of the activities and, as we will continue to get advice from SEER, we wish to note that some flexibility and development may be required as our collaborations take shape, allowing for input and advice from partners such as other HEIs in our SEER network, Independent Higher Education (IHE) and our local schools.

We have considered our context and, where appropriate, will trial more creative evaluation instruments (as methods to replace or complement surveys, 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 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 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 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 schools and employers we work with, and our students in respect of effective implementation of the Plan. Our evaluation process will comply with our policies and all legal requirements relating to data protection, following ethical, safeguarding, legal and risk considerations.

As noted above, we have become 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 with SEER has 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. The wider SEER membership includes other small and specialist providers of similar disciplines which provides further opportunity for collaborative evaluation, where projects align appropriately. SEER incorporate and draw on TASO guidance on best practices for evaluations with small cohorts (small n). Further, such collaborations may provide us with access to tools that would otherwise be unaffordable. As a practice network, we are also able to participate in peer review of practice and evaluation and share practice and findings.

As a small provider, we are also well placed to respond with agility to interim findings and emerging data. We can be responsive in adapting 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's repository of evidence, as appropriate.

In Section 4 we have set out our publishing plan, which includes publishing findings on interim and long 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 accessible and transparent.

Our SEER membership provides us with access to academic experts in evaluation, including in the access and participation space and broader teaching and learning arena. These staff are involved in design, delivery and analysis. We are also a member of Advance HE, London Higher, and other networks which provide us with multiple opportunities through which to share findings as and when appropriate.

Internally, we will prepare a comprehensive annual progress report and share ad-hoc reports with the wider institution, acknowledging that evaluation of APP intervention strategy activity will help inform projects related to areas such as marketing and student recruitment, careers and progression, student experience and engagement, and curriculum development.

Provision of information to students

The section describes how we will provide information on fees and financial support to prospective and current students before they start their course and through it. We ensure that the information provided is clear and accessible.

Our Terms and Conditions provide that the tuition fee that is payable in the first year will not increase in subsequent years provided the student completes within 12 months of the expected completion date for the course (otherwise the tuition fee may increase by the RPI or CPI whichever is the higher).

We provide the following information to prospective students:

- Tuition Fee, broken down into annual fee and the total fee for the course.
- Financial support available, i.e. bursaries.
- Financial support available through other sources: e.g. Student Loans Company, charities.

We provide this information through the following mediums:

- Website
- Prospectus
- Open days and fairs.

This Plan will be published on our website, and we will use our unique Bloomsbury Institute Radio Station as a medium for ongoing discussion and debate by and with students regarding our interventions, and with other partners and students within the SEER network.

Financial support packages

Award	Purpose	Eligibility	Amount	Frequency
Household Income Bursary.	To support students from low-income backgrounds who face financial challenges impacting their education.	Students funded through SLC and having low-income thresholds as determined by Institute.	£1,000 - students with a HH income of <£25,000. £750 - students with a HH income of <£25,001-£35,000. £600 – mature students with a HH income of <£35,000.	Paid in 2 instalments at the beginning of Term 1 and Term 2.
Childcare Bursary.	To cover the additional 15% of childcare costs not covered by the Student Loan Company's Childcare Support Grant	Students in receipt of the SLC Childcare Support Grant and proof of childcare expenses	1 child -£751.74 2 or more children - £1,288.76	Per annum
Internship / Work-experience Support Bursary	Payment of London Living Wage to students undertaking an internship/work-experience	By application and competitive interview Acceptance of an internship offer from a partnering organisation or identification of a suitable internship relevant to the student's field of study.	Compensation from Bloomsbury Institute equivalent to 35 hours of work spread over a two-week period at the London Living Wage rate, amounting to £469 per student, or £234.50 per week.	One-off in Year 2 or Year 3

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

Bloomsbury Institute has carefully evaluated performance in preparing this Plan. In this section we set out the risks to equality of opportunity that we have identified in our assessment. We explain how we identified those risks, including any indications of risk we have identified that the Plan does not address.

We include only those elements from our assessment of performance and consideration of the Equality of Opportunity Risk Register (EORR) that directly relate to identified risks. We have not included in the Plan all the analysis we have undertaken.

As a small provider, some data is not fully available within the OfS dataset because of low numbers or data protection issues. In some cases, gaps in performance between different groups do not meet OfS statistical significance tests because the numbers involved are small.

We have adopted an anticipatory and low-tolerance approach to indicators of risk where appropriate and especially where they relate to the degree awarding gap, considering the size of the national gap and our desire to contribute to its reduction.

Summary of Indicators of risk and high, low, and no priority targets

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

Within each stage of the lifecycle, we identified gaps for each OfS student group[10], and from there identified risk indicators and our subsequent priorities, in light of our analysis of the EORR.

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[10] We have relied on IMD as a more reliable indicator of disadvantage than Tundra for diverse London HEIs.

Table 1: Summary of indicators of risks and priorities

In the below table we summarise the indicators of risk we have identified from our full data analysis of the release of data in July 2024.

Metric/Student Group	IMD Quintile	ABMO	Black	Disabled	FSM-eligible	Sex	Mature (over 21)
Access						Lower than sector average. Zero gap for last year 2022-23.	
Continuation	**Priority PTS_1**	**Priority PTS_2**	Small gap; small cohorts. Continue to monitor.	No gap but continue to monitor.	Data suppressed.	Gap has reduced significantly. Recommend monitoring.	
Completion	Gap present. No and low recruitment in 2019 and 2020 pose challenges in adopting this as a Priority area as we will have no/low data. Our practices have changed since our 2018-19 starters (our most recent year of completion data). Recommend monitoring.						
Attainment	**Priority PTS_3**	Low numbers make analysis difficult. Continue to monitor.	**Priority PTS_4**	Small gaps. Small cohorts Continue to monitor.		Small positive gap 2021-22; negative aggregate gap. Recommend monitoring.	
Progression	No or low gap. Recommend monitoring.	Low numbers make analysis difficult. Recommend monitoring.			Low numbers. Data suppressed.	Gap of 3pp last year. Recommend monitoring.	Gap exists but no/low data for previous and forthcoming years poses challenges. Recommend monitoring.

Priority target areas

We are prioritising the following areas of risk in our Plan.

1. Continuation of students from the most disadvantaged backgrounds.
2. Continuation of ABMO students.
3. Attainment of students from the most disadvantaged backgrounds.
4. Attainment of Black students.

As noted in the OfS guidance, depending on its size and context, a provider may identify a greater number of indications of risk than it would have the capacity to address through its Access and Participation Plan. In the sections below, we set out our rationale for the number and nature of the indications of risk we have chosen to focus on.

Access

Access is not a priority area for us. As set out on Page 1 of our Plan, our intake is significantly diverse in comparison to the sector.

Continuation

Overall, our continuation rates are lower than at a sector level. We have identified continuation as a priority.

IMD Quintiles 1 and 2

We have identified that students from the most disadvantaged areas (IMD Quintiles 1 and 2) may not experience the same opportunities as more advantaged students to continue their studies.

It was challenging to identify this risk due to no and low intakes in previous years. The data therefore did not allow for the identification of a gap between the most deprived (Q1) and the least deprived (Q5) in any of the last three years.

Continuation indicator values for: Deprivation quintile (IMD 2019)
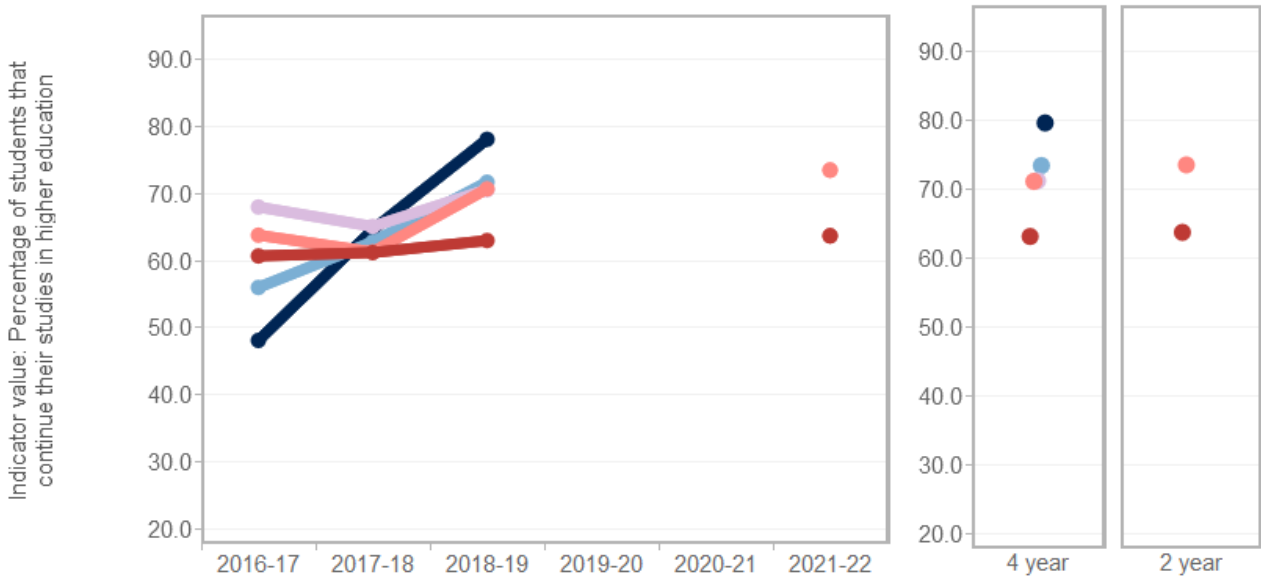
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (most deprived)	60.6%	61.1%	62.9%	[low]	[none]	63.6%	63.0%	63.6%
Quintile 2	63.7%	61.2%	70.6%	[low]	[none]	73.4%	71.0%	73.4%
Quintile 3	67.9%	65.0%	70.5%	[none]	[none]	[low]	71.1%	[low]
Quintile 4	55.9%	62.7%	71.6%	[none]	[none]	[low]	73.3%	[low]
Quintile 5 (least deprived)	48.0%	64.5%	78.0%	[none]	[none]	[low]	79.5%	[low]

Given these data challenges, we chose to examine the aggregate for IMD Quintiles 1 and 2 and compare it to the aggregate for Quintiles 3, 4, and 5. For our last year of data, we therefore observe a gap of 14.7pp. As the data for one year only would not provide reliability, we then considered the aggregate data. Our two-year aggregate is unchanged at 14.7pp reflecting that we only had a handful of students in 2019. Our aggregate data for the last 4 years is a gap of 4.1pp.

These figures are unstable (due to non or low recruitment); we note that with the exception of 2016 students from IMD Quintiles 1 and 2 have failed in every year to continue at the same rate as the students from more affluent areas. These gaps are small in almost every year, but they are consistent and align with our analysis of the EORR and our understanding of our own student body. This is therefore a priority area for us.

Continuation gap: Deprivation quintile (IMD 2019) – Quintiles 3, 4 or 5 compared with 1 or 2

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintiles 3, 4 or 5 compared with 1 or 2	-0.8pp	3.2pp	3.6pp	[none]	[none]	14.7pp	4.3pp	14.7pp
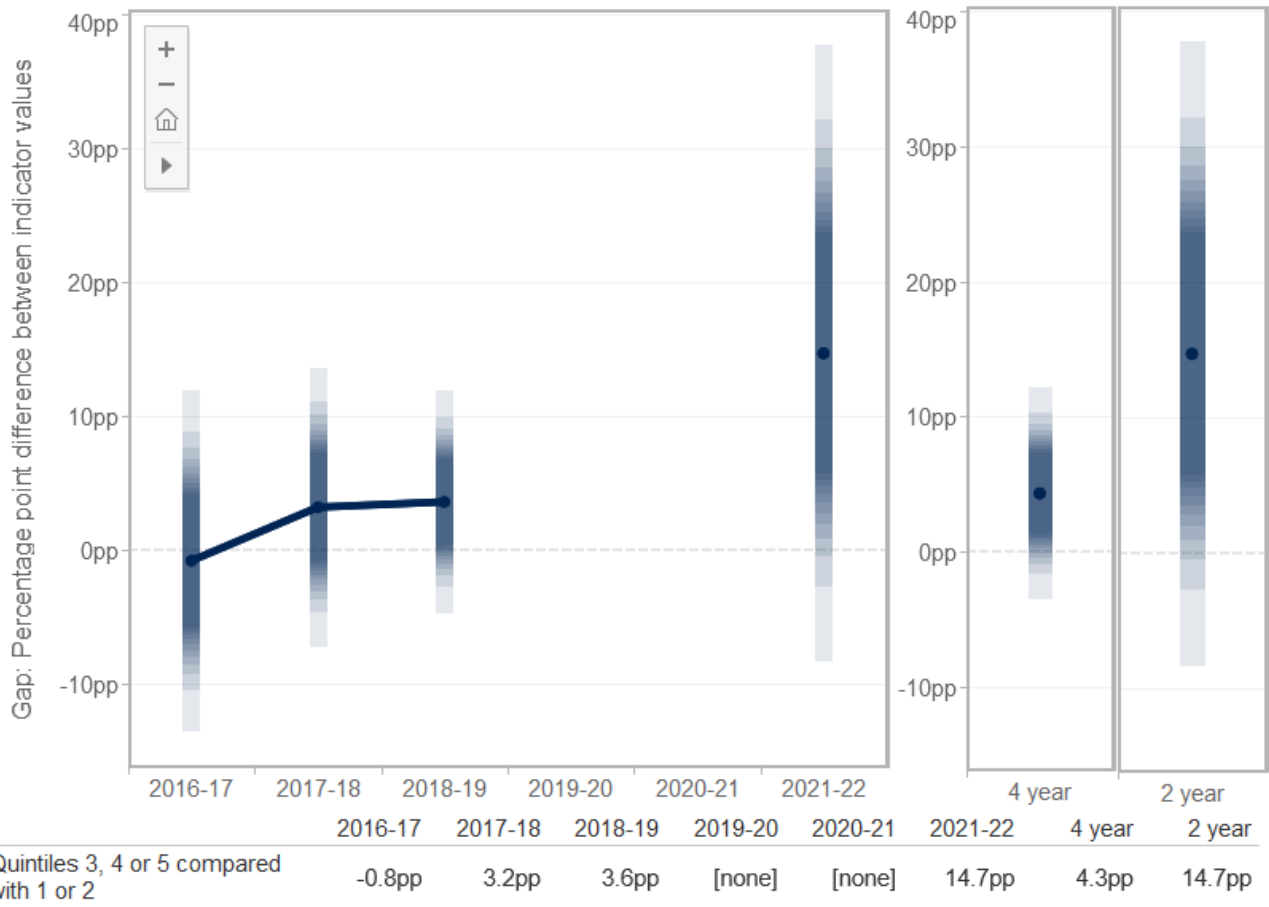
ABMO[11]

There is a risk that ABMO students are less likely to continue in their studies compared to white students.

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[11] Asian, Black, Mixed and Other

White compared with all ethnicities except white	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
	7.0pp	9.5pp	3.5pp	[none]	[none]	12.2pp	2.9pp	12.2pp

Change in gap from 2020-21 to 2021-22: [none]
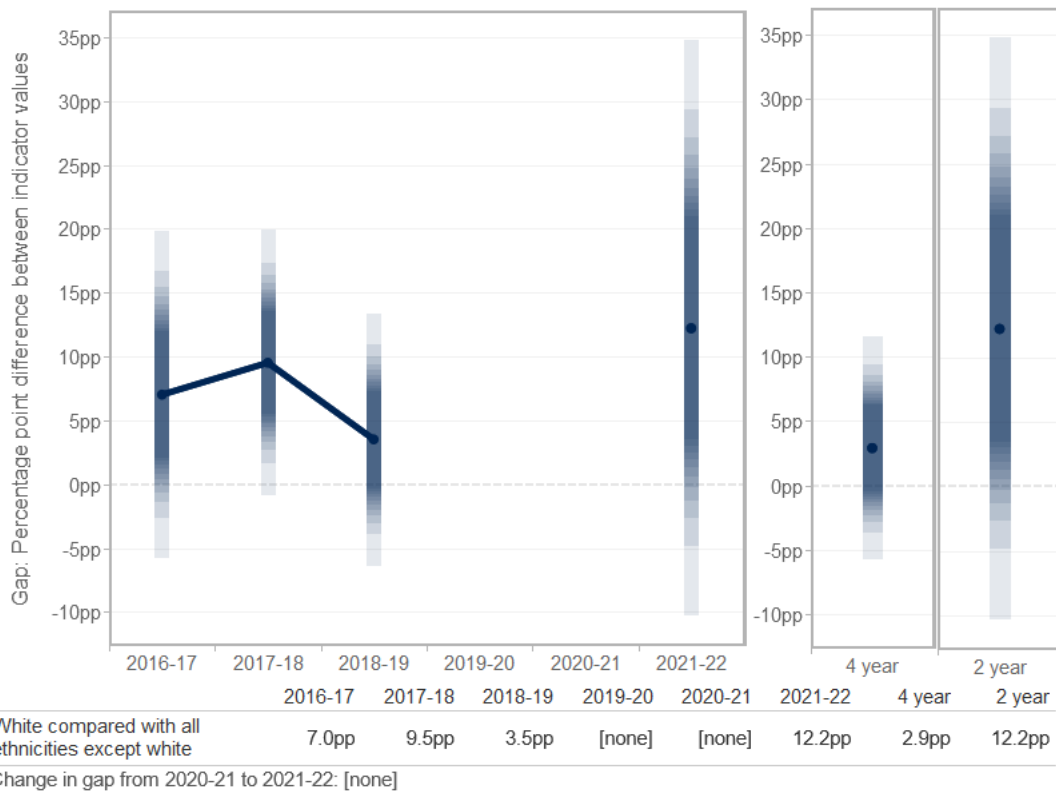
It was challenging to identify this risk due to no and low intakes in 2020 and 2019. In our latest year of data 2021, we observe a gap of 12.2pp. As one year of data does not provide reliable information, we examined the aggregate data. We did not recruit in 2020 and as such our two-year aggregate on the dashboard is the same as 2021. We are therefore reliant on our four-year aggregate which stands at 2.9pp. Though small, we observe that there is a gap for all years.

In examining this gap, we are mindful that the gap primarily relates to Black and Asian students and not Mixed and Other. As the below Table shows, we had one negative year for Other in 2017-18; all other years are positive. We also had one negative year for Mixed in 2018-19; all other years are positive. Our 4-year aggregate for both 'Other' and 'Mixed' is positive.

Continuation indicator values for: Ethnicity
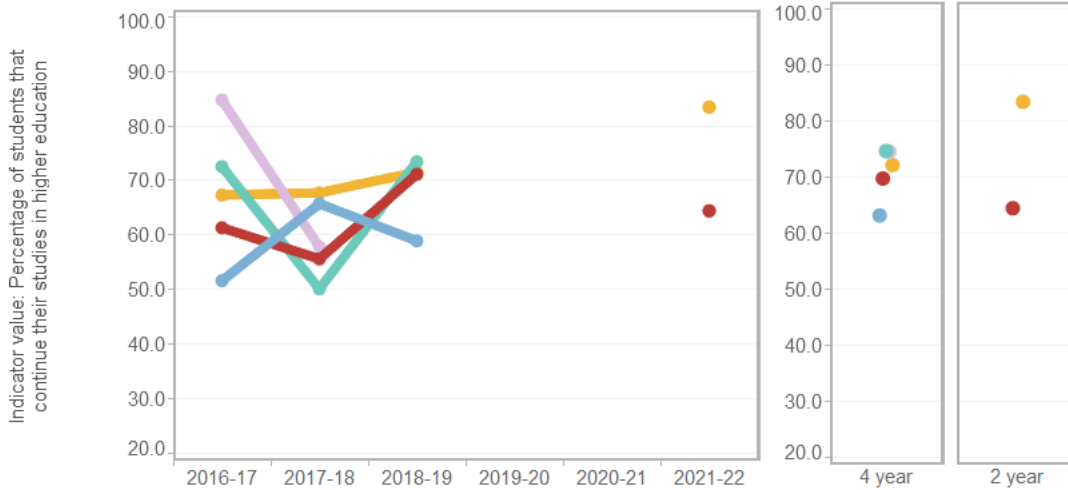
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Asian	51.5%	65.6%	58.8%	[none]	[none]	[low]	63.0%	[low]
Black	61.2%	55.5%	71.0%	[none]	[none]	64.3%	69.6%	64.3%
Mixed	72.4%	50.0%	73.3%	[none]	[none]	[low]	74.5%	[low]
Other	84.6%	57.7%	[low]	[none]	[none]	[low]	74.4%	[low]
White	67.2%	67.6%	71.4%	[none]	[none]	83.3%	72.0%	83.3%

We considered whether we should identify a distinct risk for Black students. However, our data becomes very challenging at this point. In 2021, we have a gap of 19pp. Our 4-year aggregate provides a gap of 2.3pp but this figure – due to non-recruitment - is reliant on only two years of data, that from 2021 which is as noted a negative gap, and 2018 which had a zero gap.

Continuation gap: Ethnicity – White compared with black

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
White compared with black	6.0pp	12.1pp	0.4pp	[none]	[none]	19.0pp	2.3pp	19.0pp
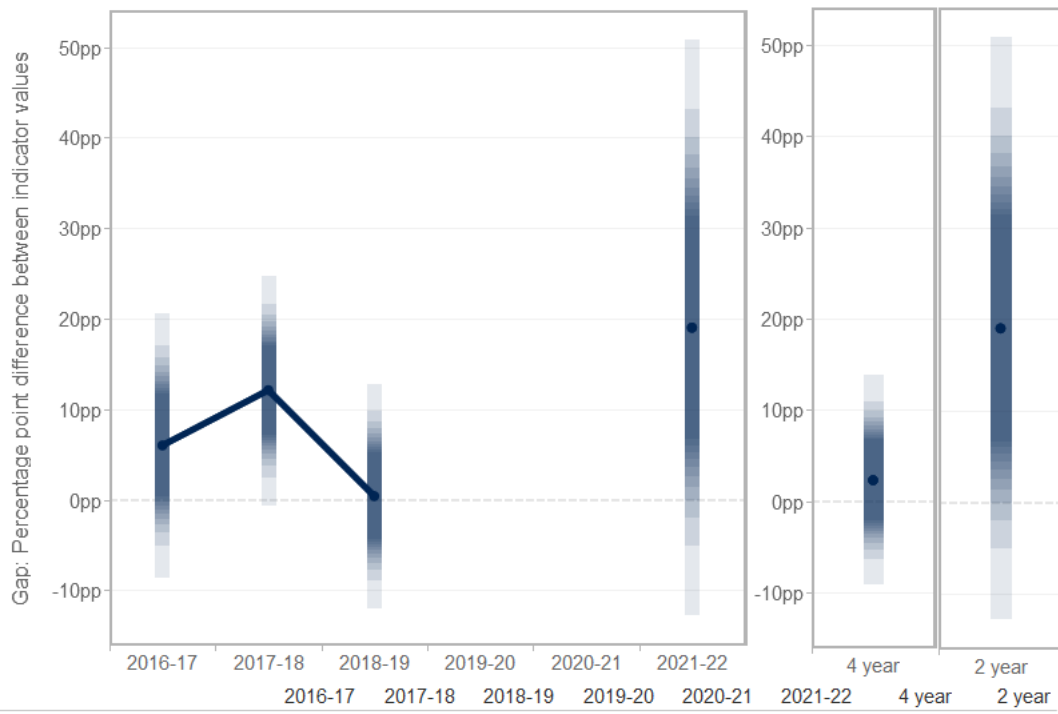
Change in gap from 2020-21 to 2021-22: [none]

We also considered whether we should identify a distinct risk for Asian students. The data again poses challenges. We have a four-year aggregate gap of 9.00pp. However, due to no or very low numbers, the earliest we can observe a single year of data is 2018.

Given these limitations (old and unreliable data), we will need to keep this under review. In adopting ABMO as a target, we recognise that should reliable and distinct gaps emerge for a particular ethnicity, we may need to identify distinct risks for Asian and Black students, or conversely for just one ethnicity, or indeed Mixed, Other or none.

For now, the data chiefly supports our adoption of an ABMO target within which we will need to work to address inequalities affecting minoritised ethnic groups.

Continuation indicator values for: Ethnicity
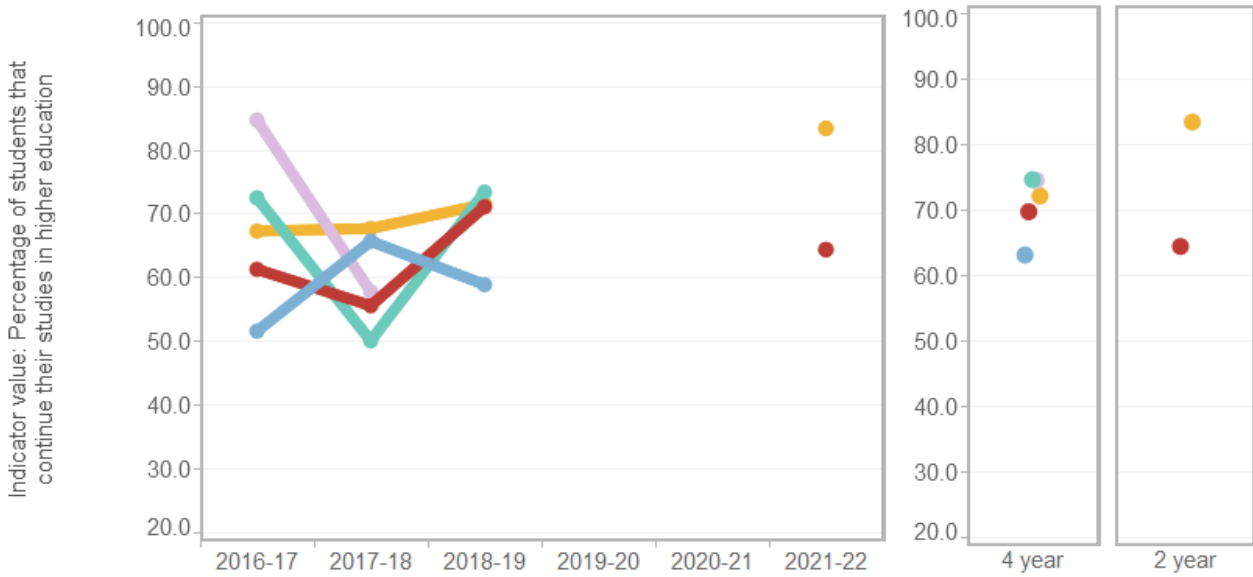
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Asian	51.5%	65.6%	58.8%	[none]	[none]	[low]	63.0%	[low]
Black	61.2%	55.5%	71.0%	[none]	[none]	64.3%	69.6%	64.3%
Mixed	72.4%	50.0%	73.3%	[none]	[none]	[low]	74.5%	[low]
Other	84.6%	57.7%	[low]	[none]	[none]	[low]	74.4%	[low]
White	67.2%	67.6%	71.4%	[none]	[none]	83.3%	72.0%	83.3%

Disability

In 2018-19, we have a positive continuation gap of 1.8pp for disability, up from a gap of 18pp in the previous year. We had no data in 2019-20 or 2020-21. Our gap in 2021-22 was 0.7pp as was our two-year gap which in terms of actual students translates into zero difference. Our 4-year gap is positive 2.4pp. This therefore does not indicate a risk, but given our two years of missing data, we will continue to monitor.

Continuation indicator values for: Disability
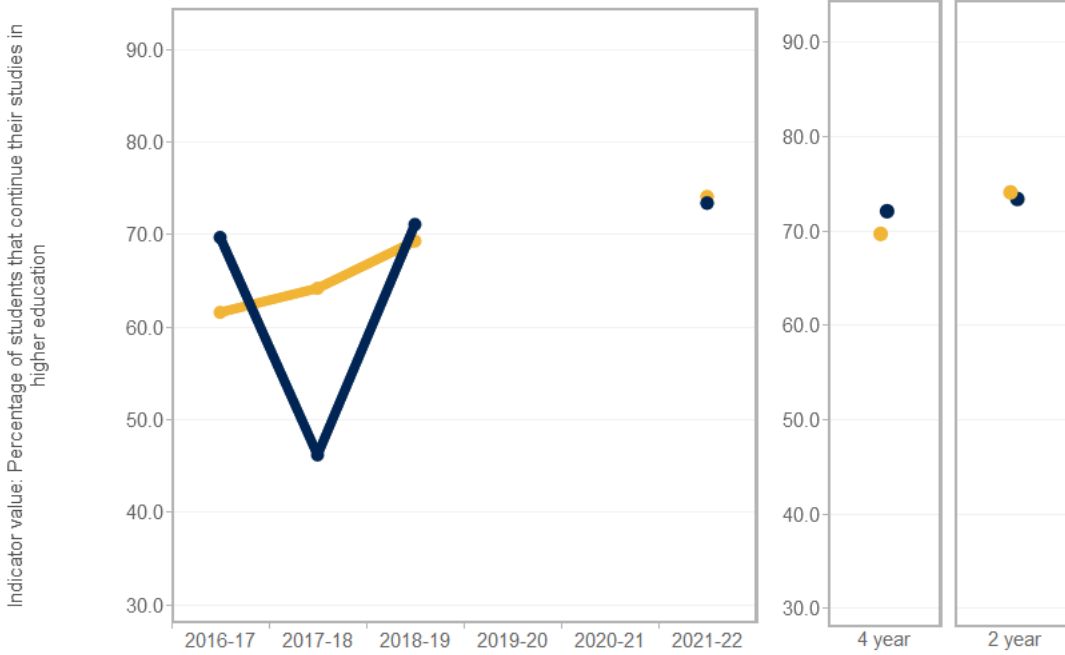
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Disability reported	69.6%	46.1%	71.0%	[none]	[none]	73.3%	72.0%	73.3%
No disability reported	61.5%	64.1%	69.2%	[low]	[none]	74.0%	69.6%	74.0%

FSM

There is no indicator of a gap due to no data or low data.

Sex

A continuation gap in 2017-18 of 19pp for male students compared to female students has reduced to 6pp for the latest year of data and the two-year aggregate. We will monitor this gap.

Mature (21 and over)

Mature students continue to do well compared to young students.

Continuation indicator values for: Age
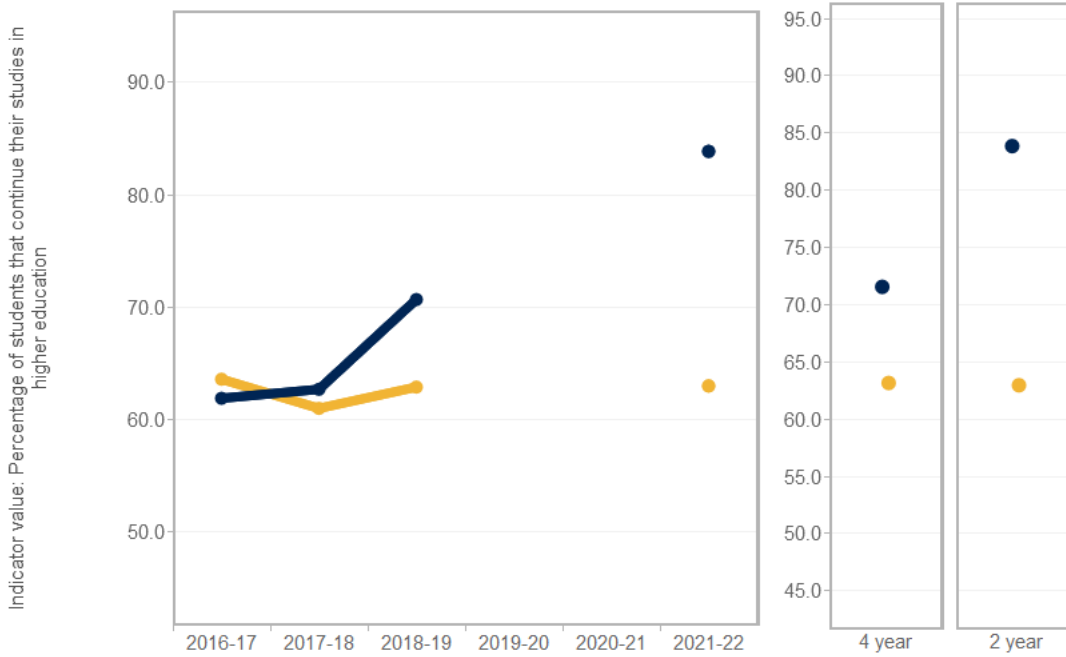
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Mature (21 and over)	61.8%	62.6%	70.6%	[low]	[none]	83.8%	71.5%	83.8%
Young (under 21)	63.5%	60.9%	62.8%	[low]	[none]	62.9%	63.1%	62.9%

Completion

Our completion rate is lower than the sector. However, for the next two years we will have no or low data which poses challenges in adopting this as a priority area. Instead, we are focusing resources primarily on continuation and achievement but will monitor student completion carefully. We recommend this as an appropriate strategy for the further reason that aspects of our practice significantly changed since our 2018-19 starters (our most recent year of completion data). We entered a new partnership with our validating partner Wrexham University. We re-designed our degrees introducing a wider array of flexible and inclusive assessments, and a greater degree of employability. We no longer operate a foundation year.

IMD Quintiles 1 and 2

We have identified a risk that students from the more deprived areas IMD Quintiles 1 and 2 are at risk of experiencing unequal opportunities to completing their degree.

Completion indicator values for: Deprivation quintile (IMD 2019)
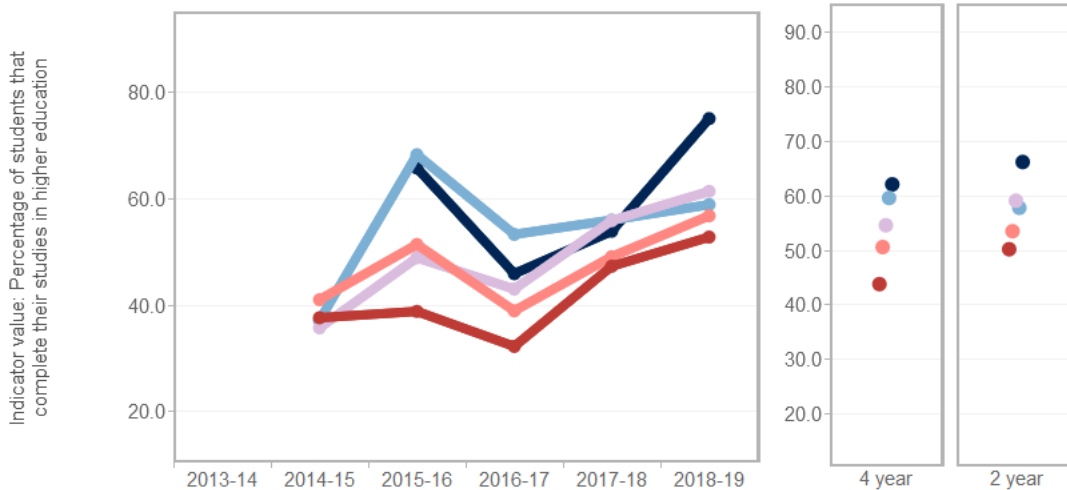
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	4 year	2 year
Quintile 1 (most deprived)	[none]	37.5%	38.7%	32.1%	47.2%	52.7%	43.7%	50.1%
Quintile 2	[none]	40.9%	51.3%	38.8%	49.0%	56.7%	50.5%	53.4%
Quintile 3	[none]	35.6%	48.8%	42.9%	55.8%	61.3%	54.5%	59.0%
Quintile 4	[none]	37.0%	68.2%	53.2%	55.9%	58.8%	59.5%	57.7%
Quintile 5 (least deprived)	[none]	[low]	65.7%	45.8%	53.8%	75.0%	62.0%	66.1%

For 2018 starters (our most recent year of completion data), we observe a completion gap of 23.3pp between Q1 (the most deprived area) and Q5 (the most advantaged). We then observe a significant drop to 6.7pp in the year immediately prior, 2017. The drop may partly be explained by the relatively small numbers we had from the most advantaged area, 40 in 2018.

To provide a more reliable insight into inequality of opportunity, we decided to examine the gap between students from IMD Quintiles 1 and 2 compared to IMD Quintiles 3,4, and 5. This shows a very consistent and negative gap for each year of data, a two-year aggregate of 7.1pp and a four-year aggregate of 8.8pp.

Completion gap: Deprivation quintile (IMD 2019) – Quintiles 3, 4 or 5 compared with 1 or 2

Quintiles 3, 4 or 5 compared with 1 or 2	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	4 year	2 year
	[none]	-2.4pp	11.3pp	10.2pp	7.3pp	6.6pp	8.8pp	7.1pp

Change in gap from 2017-18 to 2018-19: -0.7pp
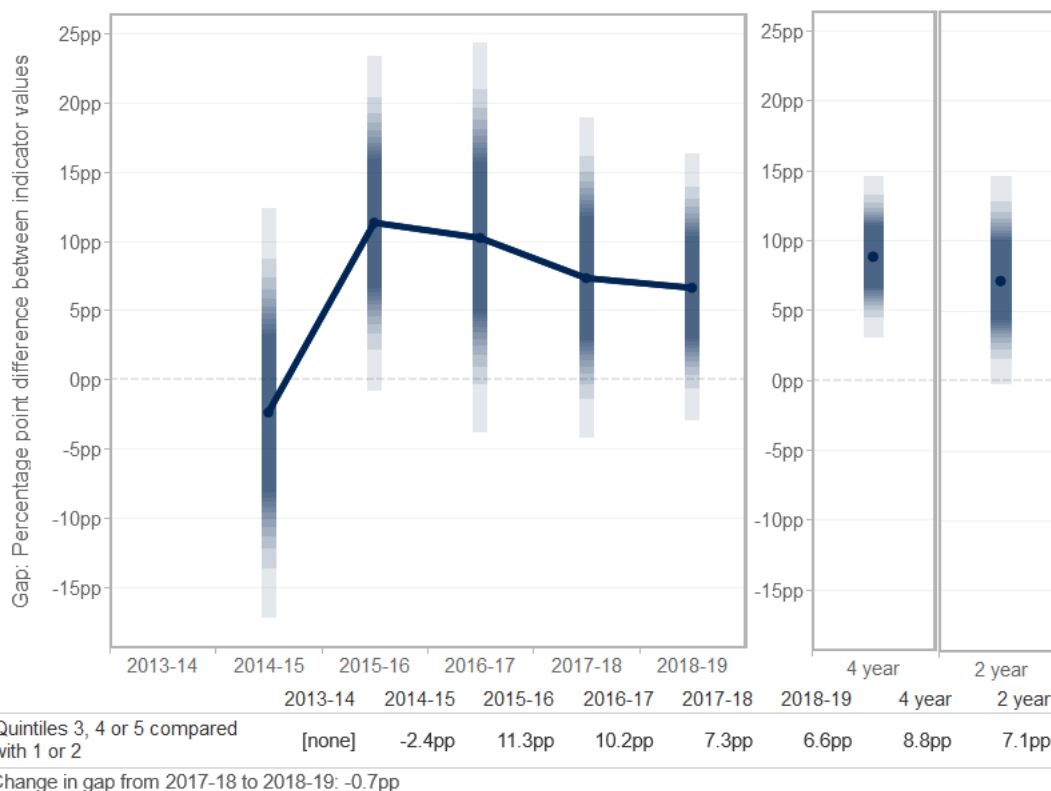
We observe that our completion gap has reduced in each of the last four years. We are also conscious that a key challenge we have with our data is that due to low and no student enrolling in 2019 and 2020, we will have no completion data for the next two years of updates on the OfS dashboard. Our recruitment in 2022-23 had an intake of only 30 students overall for Q4 and Q5 and 20 students in 2021-22 which will pose additional challenges for the analysis of completion data in 3- and 4-years' time.

We therefore set out in Section 2 of the Plan our intention to focus our interventions on reducing the continuation gap and raising the attainment gap for students from IMD Q1 and Q2 and that this focus will optimise our efforts to reduce those gaps as well as closing, by default, the completion gap.

FSM

We observe a significant 9pp gap for the two-year aggregate for FSM. We note a reduction in our gap in every year since 2016. For the same reason as set out above, we will continue to monitor this area but no/low data pose challenges in adopting this as a strategic priority.

Sex

We also have a significant gap between males and females, with males far less likely to complete. We will continue to monitor this area but no/low data pose challenges in adopting this as a strategic priority.

Mature (21 and over)

There is a positive gap for Mature students.

Attainment

IMD Quintiles 1 and 2

We have identified a risk that students from the more deprived areas are at risk of experiencing unequal opportunities to achieving a First- or 2.1-degree classification outcome.

Identifying a gap was difficult due to challenges with the data. Our numbers are low and the data for students from Quintile 5 is suppressed each year on the OfS dashboard and the data sets are too small to provide a two-year aggregate. We therefore considered the aggregate data for the last four years for which there is a negative gap of 18pp between students from the most deprived (Q5) and least deprived area (Q1).

Attainment indicator values for: Deprivation quintile (IMD 2019)
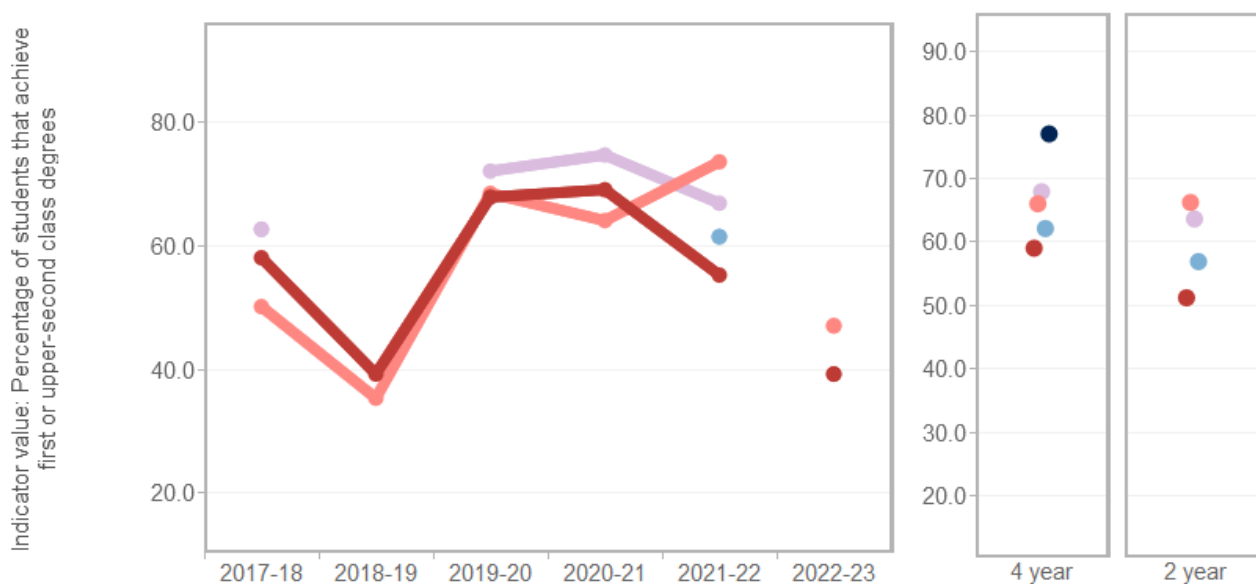
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Quintile 1 (most deprived)	57.9%	39.1%	67.7%	68.9%	55.1%	39.1%	58.9%	51.1%
Quintile 2	50.0%	35.2%	68.3%	63.9%	73.4%	46.9%	65.9%	66.1%
Quintile 3	62.5%	[low]	71.9%	74.5%	66.7%	[low]	67.8%	63.5%
Quintile 4	[low]	[low]	[low]	[low]	61.3%	[low]	62.0%	56.8%
Quintile 5 (least deprived)	[low]	[low]	[low]	[low]	[low]	[low]	76.9%	[low]

To provide a more reliable insight into inequality of opportunity, we decided to examine the gap between students from IMD Quintiles 1 and 2 compared to IMD Quintiles 3,4, and 5. Our most recent year of data shows a gap of 8.2pp. We note that our two-year aggregate gap is 2.7pp and our four-year gap is 4.0%. The gaps are small compared to the national gap which has a two-year gap of 12pp and a four-year gap of 11.4pp. Despite this, our gap is – except for one year only – a consistently negative gap and added to our analysis of the EORR and our own students, we are

confident therefore there IMD Q1 and 2 students are at risk of not experiencing equal opportunities to attain a First of 2:1. This therefore is a priority area for us.

Attainment gap: Deprivation quintile (IMD 2019) – Quintiles 3, 4 or 5 compared with 1 or 2

Quintiles 3, 4 or 5 compared with 1 or 2	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
	16.4pp	13.6pp	6.4pp	5.5pp	-0.3pp	8.2pp	4.0pp	2.7pp
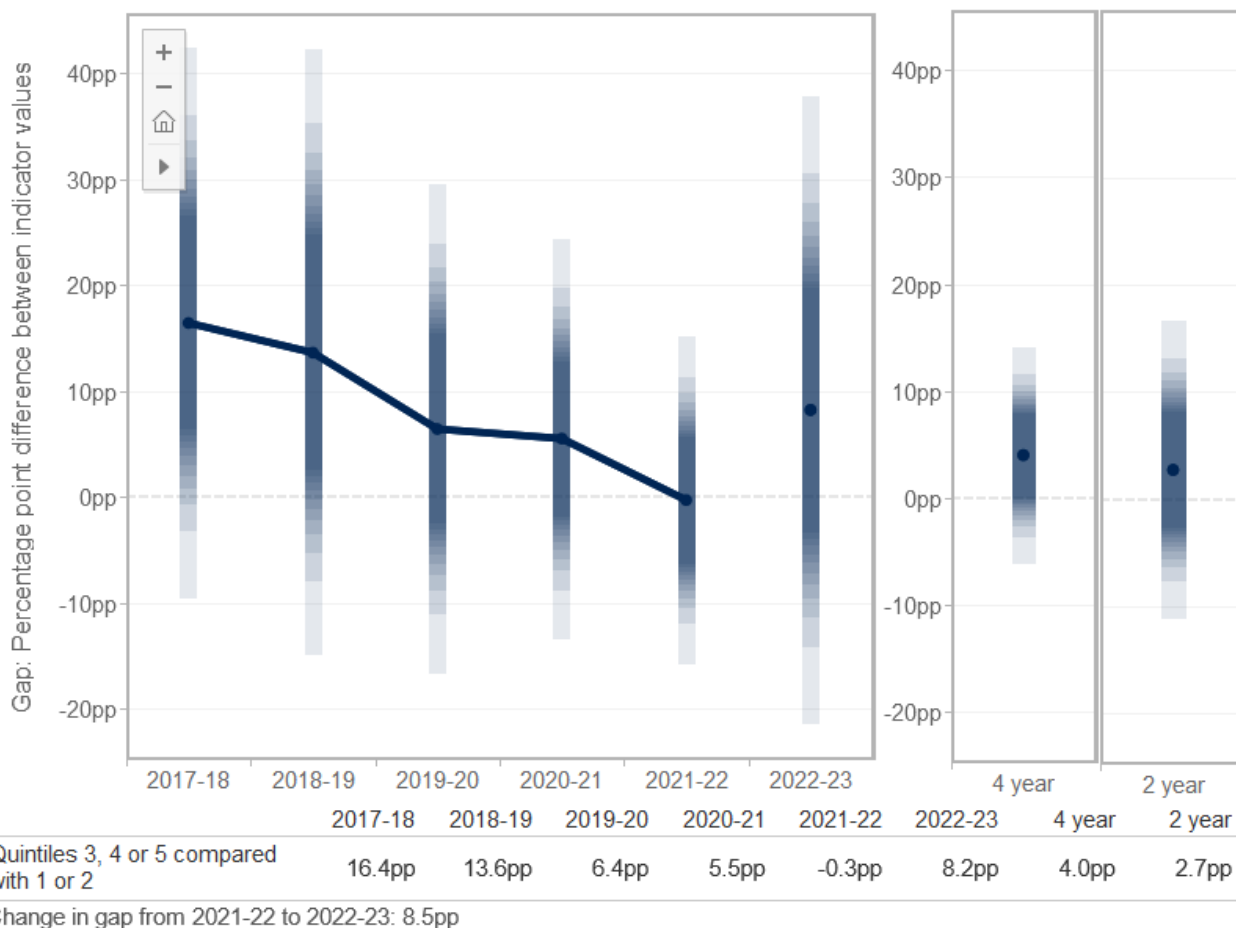
Change in gap from 2021-22 to 2022-23: 8.5pp

Black students

We have identified a risk that Black students do not experience the same opportunity to achieve a First or 2:1 degree classification. We have been unable to establish this risk with any certainty due to very small intakes. In our last year 2022, the data is suppressed due to small numbers. In identifying this gap, we therefore relied on our aggregate data which shows a 2.9pp gap for the last 4 years rising to 10.6pp gap for the last 2 years.

To give a sense of the challenge of small numbers, we observed from our internal data that 5 more black students across the last two years would have needed to have achieved a 1st or 2.1 for the gap to be zero. When we look at the four-year gap, we note that 62.4% of Black students from an overall total of 150 attained a First or 2:1compared to 65.3% of white students from a total of 530. Here, 4 more Black students would have needed to have achieved a 1st or a 2:1 for the gap to be zero across the 4 years.

Such small numbers contribute to very wide confidence intervals. Despite this, we note that the gap is almost consistently negative. We also note that the gap in the sector remains at an unacceptable 20pp. We therefore have a low tolerance to risk in this area in particular and take a

highly anticipatory approach to the emergence of inequalities. This therefore is a priority area for us.

Attainment gap: Ethnicity – White compared with black

White compared with black	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
	16.4pp	16.5pp	14.8pp	-2.5pp	15.5pp	[low]	2.9pp	10.6pp

Change in gap from 2021-22 to 2022-23: [low]
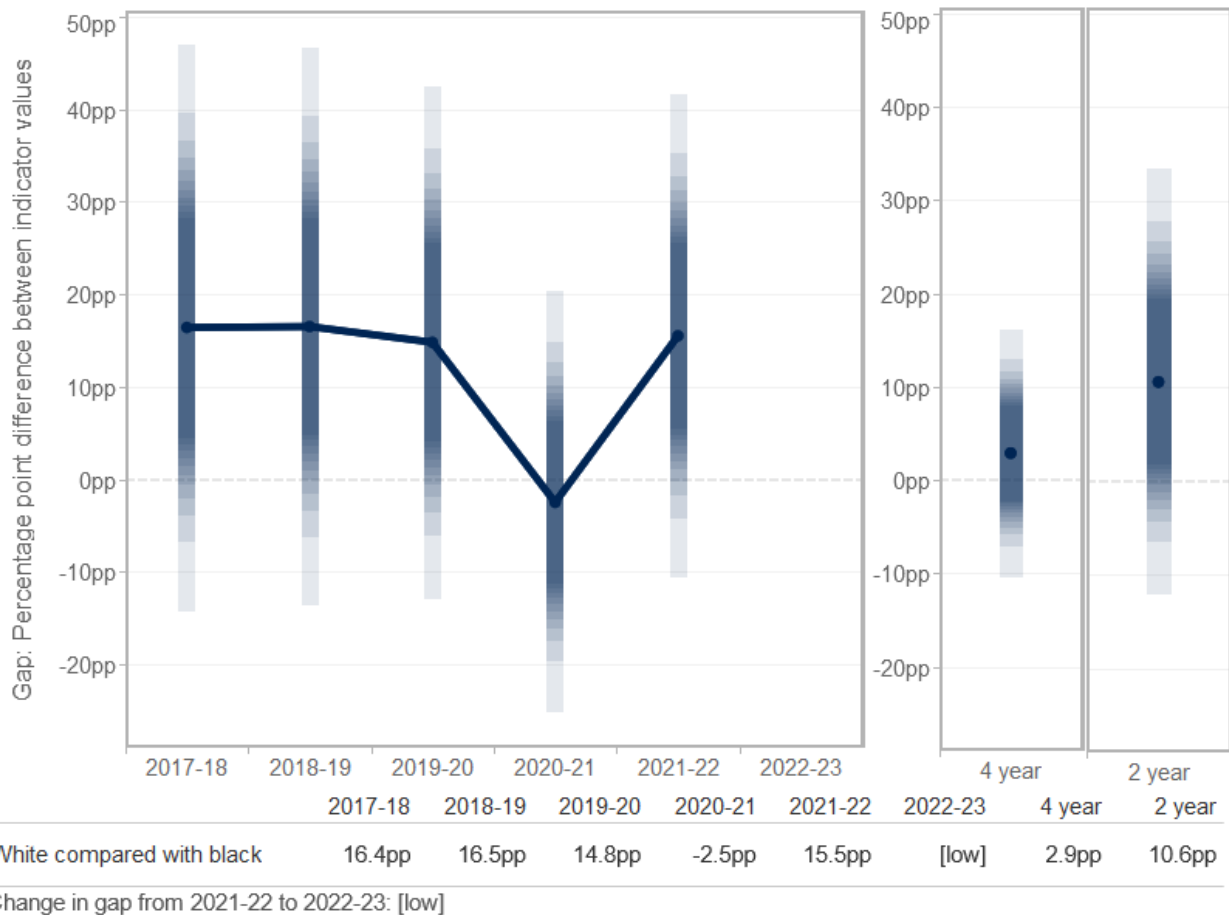
Finally, we considered the risk of ABMO students, as a group, not attaining a First or 2:1 degree. For Asian students the last available data for a single year, 2019-20, shows a positive gap of less than 1pp and for the four-year aggregate a slightly positive gap of 1pp. Mixed and Other students show respectively a negative and a positive gap for the four-year aggregate. However, this does not allow us to provide a reliable assessment. Our numbers are so low for Mixed and Other students that there is not a single individual year going back to 2017 when the data is not suppressed. We will however continue to keep this data under review and reassess risks should the indications change.

Attainment indicator values for: Ethnicity
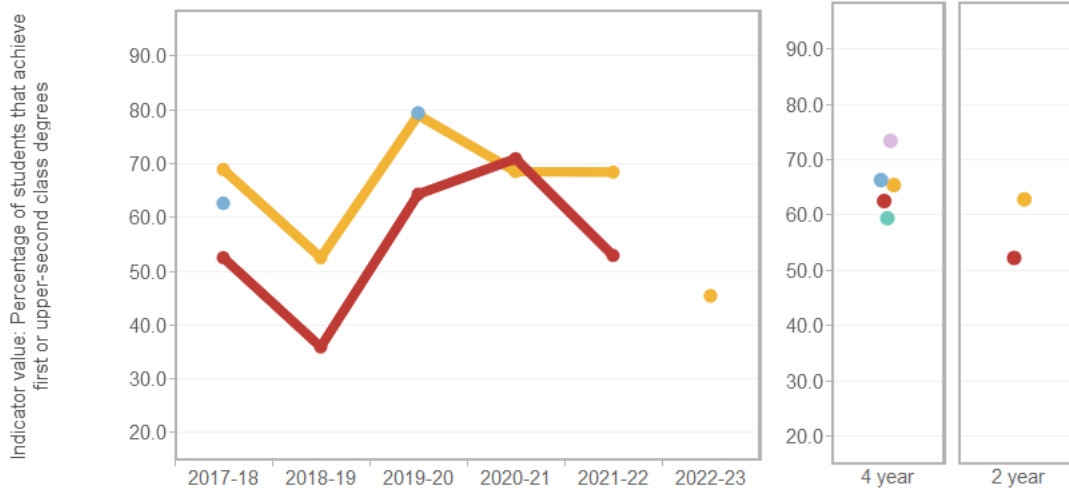
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
Asian	62.5%	[low]	79.3%	[low]	[low]	[low]	66.2%	[low]
Black	52.4%	35.8%	64.2%	70.8%	52.8%	[low]	62.4%	52.1%
Mixed	[low]	[low]	[low]	[low]	[low]	[low]	59.3%	[low]
Other	[low]	[low]	[low]	[low]	[low]	[low]	73.3%	[low]
White	68.8%	52.4%	78.9%	68.4%	68.3%	45.3%	65.3%	62.7%

Sex

Last year 2021-22, the gap was 1.7pp in favour of Males. In general, there is a positive gap for females attaining a First or 2:1 classification 5.5pp for the 4-year aggregate and 7.5pp for the two-year aggregate.

Disability

Our data last year was suppressed. The year prior to that (2021-22) saw a negative gap but 2019 and 2020 were both positive, with a four-year aggregate of 0.3pp. We will therefore continue to monitor.

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

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	4 year	2 year
No disability reported compared with disability repo..	2.6pp	2.4pp	-1.1pp	-4.5pp	12.8pp	[low]	0.3pp	9.2pp

Change in gap from 2021-22 to 2022-23: [low]
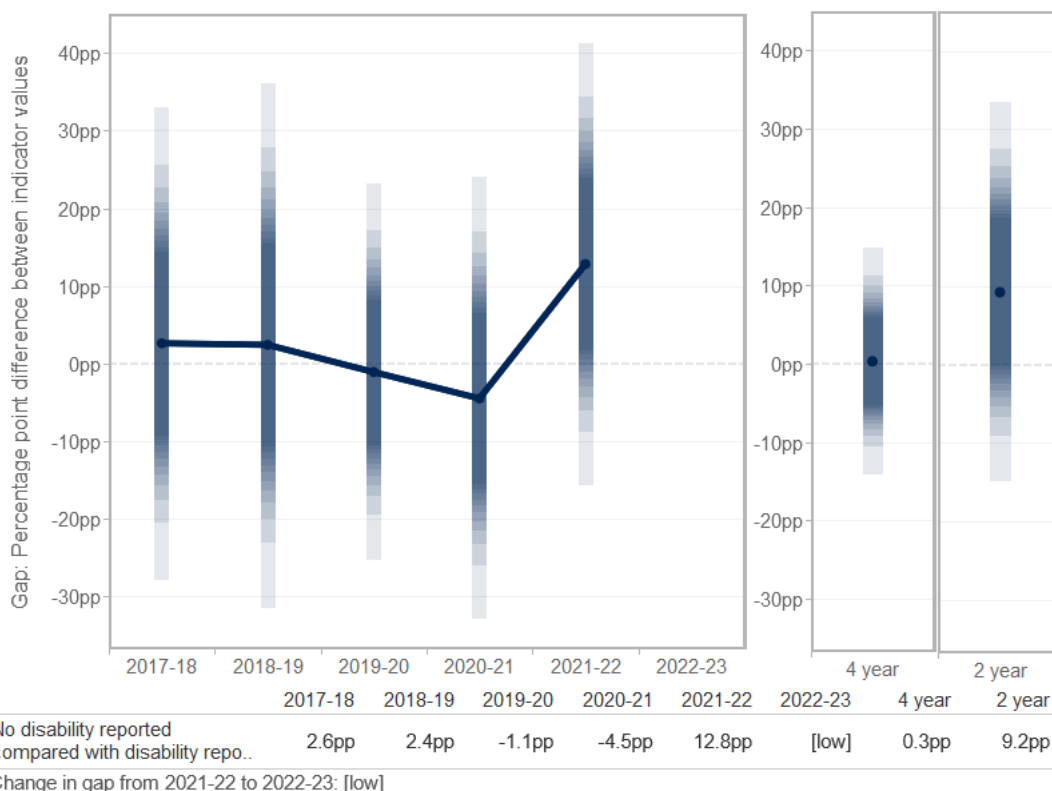
FSM

We observe a positive gap for the four-year aggregate. Data is suppressed for each individual year.

Progression

Overall, our progression rates are behind the sector average, and we have identified equality gaps for mature students. Due to no/low recruitment in 2019 and 2020, adopting this as a strategic priority will pose challenges. Instead, we are focusing resources and evaluation on the continuation and attainment phase of the student life cycle; activities within IS2 include supporting students in accessing graduate careers.

IMD Quintiles 1 and 2

In each of the last four years the indicator data is suppressed for Q5 and Q4 making analysis difficult. We note the four-year aggregate gap between Q1 and Q5 is positive. We also examined the gap between the aggregate of Q1 and Q2 and the aggregate of Q.3, 4 and 5. While there is a gap of 1.3pp for the last year of data 2021-22, the 2-year and 4-year gaps are both positive at 5pp and 2.2pp, respectively. Overall, we interpret this as no gap but will continue to monitor.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Deprivation quintile (IMD 2019)
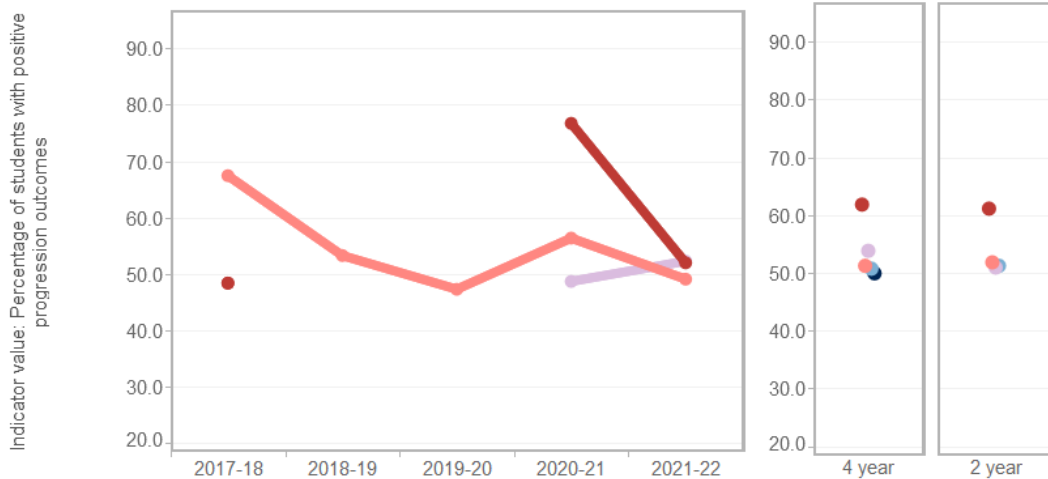
	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (most deprived)	48.3%	[low]	[low]	76.7%	51.9%	61.8%	61.1%
Quintile 2	67.4%	53.2%	47.2%	56.3%	49.0%	51.2%	51.8%
Quintile 3	[low]	[low]	[low]	48.6%	52.2%	53.8%	50.9%
Quintile 4	[low]	[low]	[low]	[low]	[low]	50.7%	51.2%
Quintile 5 (least deprived)	[low]	[low]	[low]	[low]	[low]	49.9%	[low]

Progression gap: Deprivation quintile (IMD 2019) – Quintiles 3, 4 or 5 compared with 1 or 2
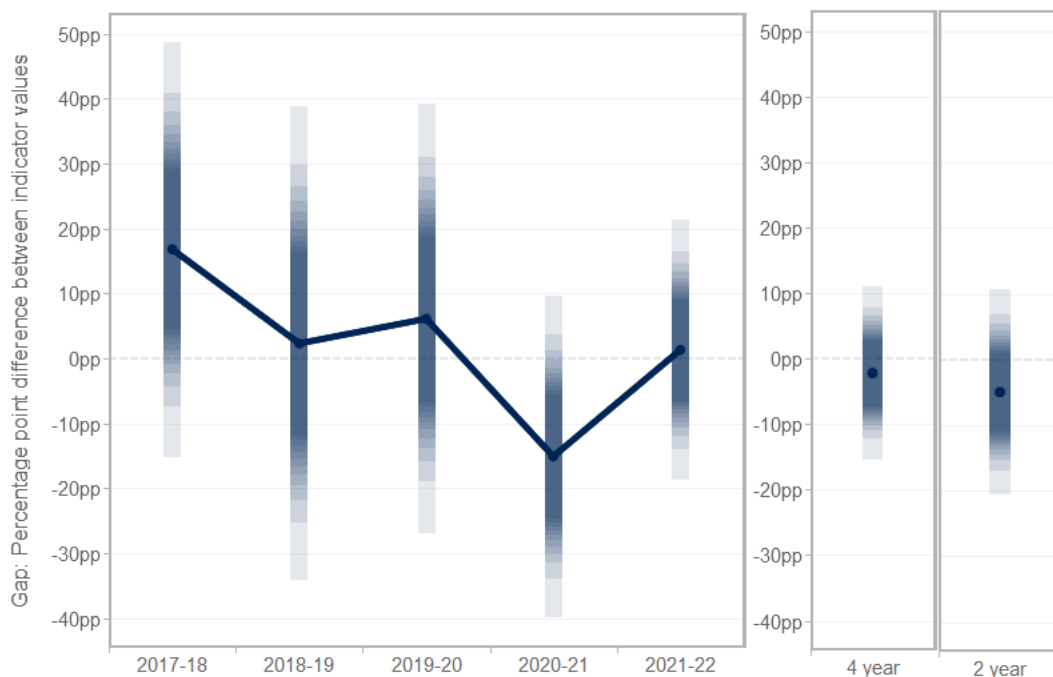
	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintiles 3, 4 or 5 compared with 1 or 2	16.8pp	2.3pp	6.1pp	-15.1pp	1.3pp	-2.2pp	-5.0pp

Change in gap from 2020-21 to 2021-22: 16.4pp

Mature (over 21)

We have a negative gap for our students who are over 21. However, our data is suppressed for two of the last four years and due to no/low enrolling in 2019 and 2020, we will have challenges with data in the next two years. We therefore are focusing our strategic activities on the continuation and attainment phases of the student lifecycle: ISI.2 contains significant activity in supporting students to develop employability and to access careers.

ABMO and Black learners

We observe a positive gap for Black students compared to white students in each of the last two-years and for the four-year aggregate. We observe a positive gap for ABMO when we examine the aggregate, however numbers are low and data is suppressed for each of Asian, Mixed and Other making analysis difficult.

Progression gap: Ethnicity – White compared with all ethnicities except white
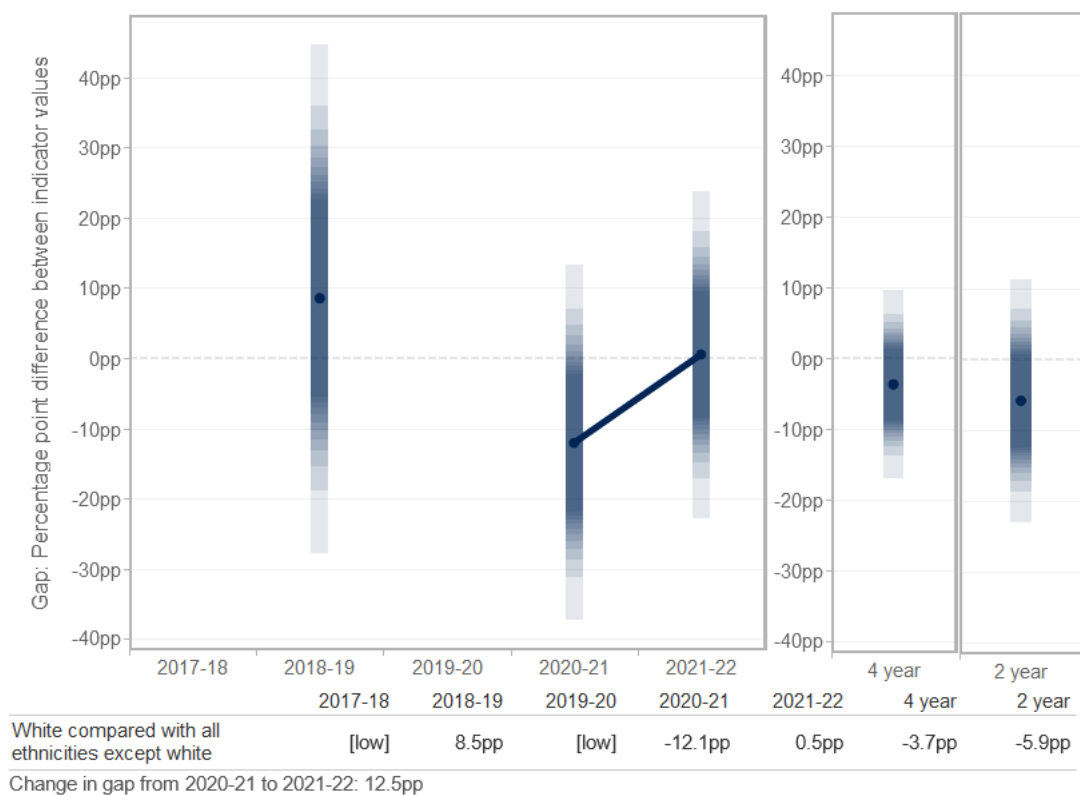
	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
White compared with all ethnicities except white	[low]	8.5pp	[low]	-12.1pp	0.5pp	-3.7pp	-5.9pp

Change in gap from 2020-21 to 2021-22: 12.5pp

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Ethnicity
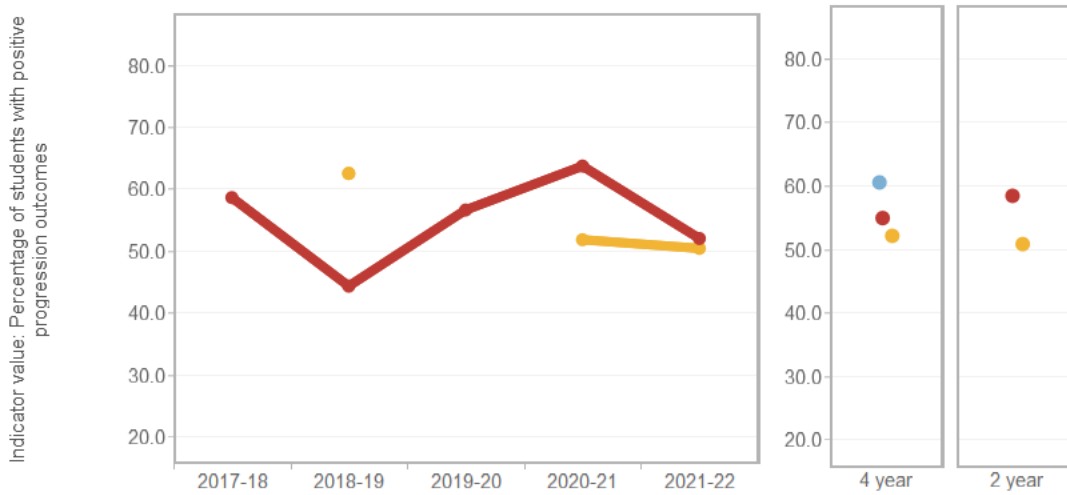
	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Asian	[low]	[low]	[low]	[low]	[low]	60.4%	[low]
Black	58.5%	44.2%	56.5%	63.6%	51.9%	54.8%	58.3%
Mixed	[none]	[none]	[low]	[low]	[low]	[low]	[low]
Other	[none]	[low]	[low]	[low]	[low]	[low]	[low]
White	[low]	62.4%	[low]	51.7%	50.3%	52.0%	50.7%

Disability

We have a positive gap. Students reporting a disability are more likely than students who do not report a disability to progress into highly skilled employment or post-graduate study. We will continue to monitor this area.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Disability
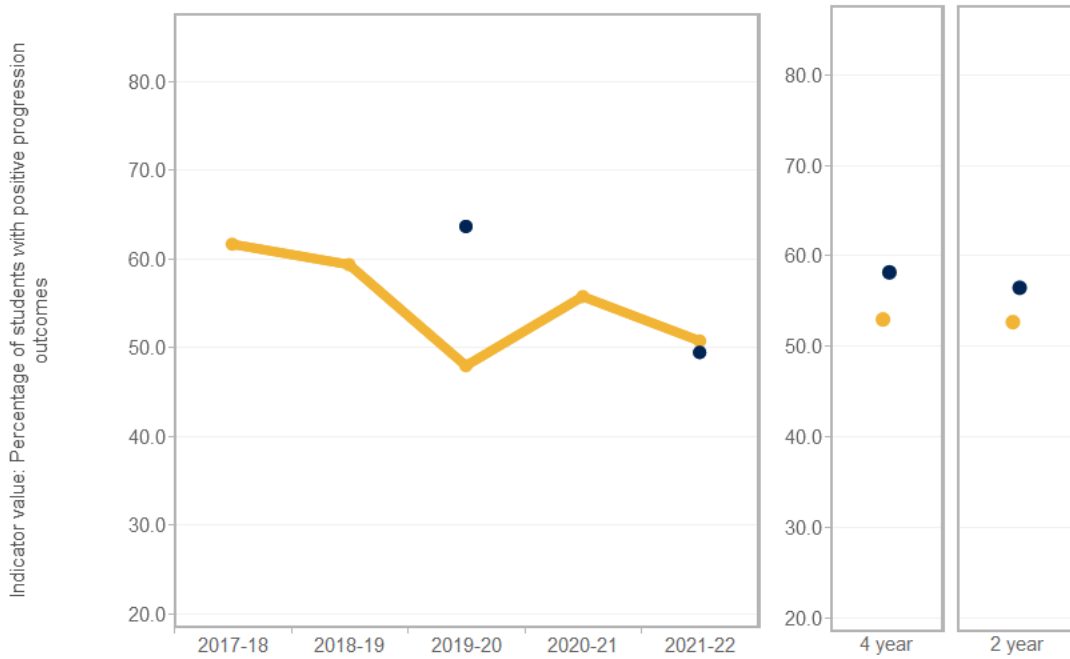
	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Disability reported	[low]	[low]	63.6%	[low]	49.4%	58.1%	56.4%
No disability reported	61.6%	59.3%	47.9%	55.7%	50.7%	52.9%	52.6%

**Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the Access and Participation Plan.**

ISI 1. Breaking down barriers to student continuation addresses risks to student continuation. Our carefully structured personal tutoring scheme provides targeted academic and personal support. Tutors receive training in effective personal tutoring methods, and in coaching methods and high-impact conversations. These sit alongside our existing schemes which train a high number of academic staff in Mental Health First Aid and in developing inclusive approaches to the curriculum that provide a sense of security, belonging, and wellbeing. An academic recognition scheme provides a further link-point around which tutors focus efforts on identifying and recognising student achievement and progress. These activities work together to lift student continuation overall, especially in supporting on-course success for disadvantaged and under-represented students. A final activity provides lower-income students with a bursary which provides practical support and also reinforces a sense of recognition and mattering. Our existing Hardship Fund continues to be available.

Intervention Strategy 1	Activities	Evidence	Key points
Breaking down barriers to student continuation Target: IMD 1and2; ABMO students	**Activity: 1 - Personal Tutoring scheme** All first-year students are assigned a Personal Tutor and the tutoring scheme is carefully structured to ensure staff and student	Bettinger, E., and Baker, R. (2011). The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring. NBER Working Paper No. 16881. National Bureau of Economic Research. https://www.nber.org/papers/w16881 (accessed 02/09/2024). Callender, C. (2008), The impact of term-time employment on higher education students' academic attainment and achievement. https://www.tandfonline.com/doi/abs/10.1080/02680930801924490 Capstick, M. K., Harrell-Williams, L. M., Cockrum, C. D., and West, S. L. (2019). Exploring the effectiveness of academic coaching for academically at-risk college students. Innovative Higher Education, 44(3), 219-231. doi: 10.1007/s10755-019-9459-1	Evidence indicates that: The attention provided by personal tutoring can be highly effective for developing a sense of connection and belonging, for building levels of confidence, for improving learning, and for enhancing access to student support, all of which support student continuation and also preparation for future challenges (Bettinger et al., 2011; Capstick et al., 2019; Thomas et al., 2017). When not done well, there can be a negative impact on students' sense

	expectations are matched. **Activity 2: - Professional development training in personal tutoring and coaching methods.** Tutors are trained in coaching approaches and receive external coaching supervision. **Activity 3: - Academic recognition scheme.** Annual scheme recognises and/or rewards outstanding academic achievement and/or	Howlett, M. A., McWilliams, M. A., Rademacher, K., Maitland, T. L., O'Neill, J. C., Abels, K., and Panter, A. (2020). An Academic Coaching Training Program for University Professionals: A Mixed Methods Examination. *Journal of Student Affairs Research and Practice*, *58*(3), 335–349. https://doi.org/10.1080/19496591.2020.1784750 Howlett, M. A., McWilliams, M. A., Rademacher, K., O'Neill, J. C., Maitland, T. L., Abels, K., and Panter, A. T. (2021). Investigating the effects of academic coaching on college students' metacognition. *Innovative Higher Education*, 46(2), 189-204. doi: 10.1007/s10755-020-09533-7 Haimovatiz, K. and Henderlong Corpus, J. (2011), Effects of person versus process praise on student motivation: stability and change in emerging adulthood. *Educational Psychology*, *An International Journal of Experimental Educational Psychology*. Vol 31, 2011, Issue 5. https://www.tandfonline.com/doi/abs/10.1080/01443410.2011.585950 Jones, J., and Smith, H. A. (2022). A comparative study of formal coaching and mentoring programmes in higher education. *International Journal of Mentoring and Coaching in Education*, *11*(2), 213-231. McFarlane, K. J. (2016). Tutoring the tutors: Supporting effective personal tutoring. *Active Learning in Higher Education*, *17*(1), 77-88.	of integration and intention to persist (Yale, 2019 and 2020). How tutoring is done matters. Coaching methods can build autonomy and encourage students to take ownership of their learning. By fostering independence, students are more likely to develop self-motivation and a proactive attitude toward their studies (Bettinger et al., 2011; Howlett et al., 2020; 2021). Coaches use various strategies to develop a sense of motivation and empowerment, to keep students engaged and committed to their learning objectives, even when they face challenges (Haimovatiz and Henderlong Corpus, 2011). Incorporating coaching into personal tutoring provides us with a strategy to focus on students' overall development and not just academic performance, helping to build skills that lead to long-term success (Jones and Smith, 2022). Research shows that students who work with trained tutors tend to have higher success rates in terms

	outstanding progress. The Scheme provides a pathway to further support offered through the Bloomsbury Futures Programme (IS2). **Activity 4: - Financial package of support** Implementation of a bursary to support students from low-income backgrounds and a Childcare Bursary to support costs not covered by SLC's Childcare Support Grant, added to existing support (i.e Hardship Fund).	Swanson, E., and Cole, D. (2022) The Role of Academic Validation in Developing Mattering and Academic Success. https://link.springer.com/article/10.1007/s11162-022-09686-8 TASO. (2024) *Mentoring, counselling, coaching and role models (post-entry)*. https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/ (accessed 02/09/2024). Thomas, L., Hill, M., O'Mahony, J. and Yorke, M. (2017) Supporting Student Success: strategies for institutional change: What Works? Student Retention and Success programme Summary Report https://www.phf.org.uk/news-and-publications/what-works-student-retention-and-success-summary and Final Report. London: Paul Hamlyn Foundation. Available at: https://www.phf.org.uk/news-and-publications/what-works-student-retention-and-success-full (accessed: 2/09/2024) Yale, A. T. (2019). The personal tutor–student relationship: student expectations and experiences of personal tutoring in higher education. *Journal of Further and Higher Education*, *43*(4), 533-544. Yale, A. T. (2020). Quality matters: an in-depth exploration of the student–personal tutor relationship in higher education from the student perspective. *Journal of Further and Higher Education*, *44*(6), 739-752. https://www.tandfonline.com/doi/abs/10.1080/01443410.2011.585950	of academic performance, confidence, and long-term learning outcomes compared to those who work with untrained tutors (McFarlane, 2016). Academic awards can – if done well – boost the impact of personal tutoring. Receiving an academic award has the potential to significantly boost a student's motivation to excel in their studies. It serves as a tangible recognition of their hard work and dedication, encouraging them to maintain or even improve their performance (Swanson and Cole, 2022). Students who are recognised may be more likely to participate in class, take on challenging projects, or engage in extracurricular academic pursuits. For some students, particularly those from under-represented backgrounds, academic awards can help counter feelings of imposter syndrome, reinforcing that they belong in the academic environment and are capable of succeeding (Swanson and Cole, 2022).

			Callender's wide-scale survey established that term-time working adversely affects student outcomes; poorer students work longer hours and in consequence get poorer results (Callender, 2008). Financial support removes practical barriers and has further positive consequences in terms of wellbeing and a sense of recognition.

ISI 2. Bloomsbury Institute Let's Grow Futures Programme provides wrap-around care through a structured set of initiatives that aim to nurture student potential and ambition, creating a sense of belonging and mattering that ultimately leads to higher rates of 1st and 2.1 degrees and reducing equality gaps. Most programmes focused on personal and professional development planning have the primary aim of improving graduate employment. However, while our Futures Programme will also impact positively on completion and progression, it seeks to build a pathway towards on-course success through imagining future self and career, and through raising attainment. This is supported by in-class time dedicated towards the acquisition of professional skills that further develop self-efficacy and independent learning. A bursary sits alongside and includes advice and training to support students who otherwise would be unlikely to access work experience opportunities and the valuable benefits they confer.

Intervention Strategy 2	Activity	Evidence	Key points

Bloomsbury Institute Futures Programme	**Activity 5: - Futures Programme**	Bailey, S (2021), The meaning-making journey of Peer-Assisted Learning (PAL) Leaders in HE, *International Journal of Evidence Based Coaching and Mentoring*, S15, pp.55-69.	**Evidence indicates that:**
Target: IMD 1 and 2; Black students	Students are interviewed to access the Let's Grow Futures Programme.	Binder, J. F., et al. (2015), *The academic value of internships: benefits across disciplines and student backgrounds.* Contemporary Educational Psychology, Vol 41, pp: 73-82. https://www.sciencedirect.com/science/article/abs/pii/S0361476X1400 00745	Improved access to work-experience opportunities can have a significant impact on raising confidence and improving attainment. (Swanson and Cole, 2022; Bailey, 2021; Binder et al., 2015; Green, 2011).
	The Programme provides wrap-around support to second and third-year students to identify and apply for internships or work-experience relevant to their field of study.	Callender, C. (2006). Access to higher education in Britain: The impact of tuition fees and financial assistance. In *Cost-sharing and accessibility in higher education: a fairer deal?* (105-132). Springer, Dordrecht.

Clotfelter, C. T., Hemelt, S. W., and Ladd, H. F. (2018). Multifaceted Aid for Low-Income Students and College Outcomes: Evidence from North Carolina. Economic Inquiry, 56(1), 278-303. doi: 10.1111/ecin.12486 | When students see a direct link between their academic studies and career prospects, it can enhance motivation and reduce dropout rates, particularly for those who might struggle to justify the cost of university without clear career outcomes. (Pavlakou, 2018).

Interactions with teaching staff and a feeling of academic validation positively relate to students' feeling of mattering in higher education and improved grades. (Green, 2011; Bailey,). |
| | Students receiving offers of work experience in relevant areas receive dedicated support (advice and/or | Green, J. P. (2011). The impact of a work placement or internship year on student final year performance: an empirical study. *International Journal of Management Education (Oxford Brookes University), 9*(2).

Office for Students. (2019) *Widening participation in taught postgraduate study: a research project.* University of Manchester. Linked here. (TASO evidence toolkit).

Pavlakou, M. (2018). Work-based learning in undergraduate programmes: A literature review of the current development and examples of practice. *Brookes ejournal of learning and teaching, 8*(3), 1-11. | In-class time spent on the acquisition of personal and professional development skills correlates with higher rates of success than when students are expected to pursue these as extra-curricular. (Thomas et al., 2017).

Programmes of advice and guidance targeted at disadvantaged and under-represented students have been shown to |

	guidance) including from our partner-employers, for example KPMG. **Activity 6: -** Embedded Personal and Professional Development Planning. **Activity 7: -** **Bloomsbury Institute Futures Programme Scholarship.** Eligible students apply for an Internship Support Bursary/Scholarship which provides payment to students through the internship / Job	Stevenson, J, O' Mahony, J. Khan, O. Ghaffer, F., and Stiell, B. (2019) <u>Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged backgrounds</u>: report to the Office for Students. Swanson, E., and Cole, D. (2022). The role of academic validation in developing mattering and academic success. *Research in Higher Education*, *63*(8), 1368-1393. Thomas, L., Hill, M., O'Mahony, J. and Yorke, M. (2017) Supporting Student Success: strategies for institutional change: What Works? Student Retention and Success programme Summary Report https://www.phf.org.uk/news-and-publications/what-works-student-retention-and-success-summary and Final Report. London: Paul Hamlyn Foundation. Available at: https://www.phf.org.uk/news-and-publications/what-works-student-retention-and-success-full (accessed: 2/09/2024) TASO (2024) *Evidence toolkit: financial support post-entry.* https://taso.org.uk/intervention/financial-support-post-entry/ (accessed 15/09/2024). https://documents.manchester.ac.uk/display.aspx?DocID=47025https://www.sciencedirect.com/science/article/abs/pii/S0361476X1400074 5https://openurl.ebsco.com/EPDB:gcd:13:24749629/detailv2?sid=ebsco:plink:scholar&id=ebsco:gcd:78180447&crl=c	be successful in reducing inequality through for example demystifying post-HE routes (Office for Students, 2019). Activities and interventions that have inbuilt methods to target, track and support students who face obstacles to higher attainment can significantly reduce gaps (Stevenson et al. 2019). Better Academic Performance: Work experience can help students connect theory to practice, leading to a deeper understanding of course content and better performance in their studies (Binder et al., 2015; Green, 2011). **Finance** Financial barriers significantly limit the ability of disadvantaged and under-represented students to undertake unpaid or low-paid internships or job experience in competitive fields (Binder et al., 2015). Evidence from the TASO toolkit (Clotfelter et al., 2018, cited TASO, 2024), shows that financial aid alone did not impact student outcomes (achievement and completion), but when supplied as a package along with non-financial support,

	experience period).		students are more likely to stay on-course and succeed.

Fees, investments and targets
2025-26 to 2028-29

Provider name: Bloomsbury Institute Limited

Provider UKPRN: 10004061

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	BA (Hons) Business Management (Top Up), BA (Hons) Accounting & Financial Management (Top Up), LLB Law (Hons) (Top Up)	N/A	9250
First degree	BA (Hons) Business Management, LLB Law, BA (Hons) Accounting & Financial Management	N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	BA (Hons) Business Management, LLB Law, BA (Hons) Accounting & Financial Management	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	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
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: Bloomsbury Institute Limited

Provider UKPRN: 10004061

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	£22,000	£24,000	£26,000	£27,000
Financial support (£)	NA	£251,000	£270,000	£220,000	£297,000
Research and evaluation (£)	NA	£27,000	£28,000	£29,000	£31,000

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 (£)	£4,000	£4,000	£5,000	£5,000
Access activity investment	Post-16 access activities (£)	£18,000	£20,000	£21,000	£22,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£22,000**	**£24,000**	**£26,000**	**£27,000**
Access activity investment	*Total access investment (as % of HFI)*	3.1%	2.7%	2.5%	2.6%
Access activity investment	**Total access investment funded from HFI (£)**	**£22,000**	**£24,000**	**£26,000**	**£27,000**
Access activity investment	*Total access investment from other funding (as specified) (£)*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£231,000	£250,000	£200,000	£277,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£20,000	£20,000	£20,000	£20,000
Financial support investment	**Total financial support investment (£)**	**£251,000**	**£270,000**	**£220,000**	**£297,000**
Financial support investment	*Total financial support investment (as % of HFI)*	35.5%	30.4%	21.2%	28.4%
Research and evaluation investment	Research and evaluation investment (£)	£27,000	£28,000	£29,000	£31,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	3.8%	3.1%	2.8%	3.0%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Bloomsbury Institute Limited

Provider UKPRN: 10004061

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
We will eliminate the gap in continuation rates between students from the most disadvantaged areas (IMD Quintiles 1 and 2) and their more affluent peers (students from IMD Quintile 3, 4 & 5), by 2029.	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5		No	The access and participation dashboard	2021-22	Percentage points	14.7	12	8	4	0
We will eliminate the continuation gap between ABMO students and their white peers, by 2029	PTS_2	Continuation	Ethnicity	Not specified (please give detail in description)	White	Asian, Black, Mixed, Other ethnicity (ABMO)	No	The access and participation dashboard	2021-22	Percentage points	12.2	9	6	3	0
We will eliminate the 'awarding gap ' between students from the most disadvantaged areas (IMD Quintiles 1 and 2) and their more affluent peers (IMD Quintile 3, 4 & 5), by 2029.	PTS_3	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5		No	The access and participation dashboard	2022-23	Percentage points	8.2	6	4	2	0
We will eliminate the 'awarding gap' between Black students and their white peers, by 2029.	PTS_4	Attainment	Ethnicity	Black	White	Baseline is the 2-year aggregate, 2021-22 to 2022-23	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	10.6	9	6	3	0
	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
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														