

University Centre Peterborough

Access and participation plan

2020-21

University Centre Peterborough (UCP) is committed to supporting the achievements of its students forging effective learning partnerships with them to guide, develop, challenge, and support them throughout their academic journey. As an ambitious student-centred provider located in a designated higher education 'cold spot', we are committed to increasing our recruitment through raising higher education participation rates in the region. Consequently, the profile of our student intake often consists of (and is likely to continue to be) those that would not otherwise have gone to university. UCP Peterborough and UCP Stamford have historically attracted students from low participation neighbourhoods (LPN). It is our ambition to raise aspiration and address the needs of the city and region. UCP Peterborough is located in a purpose built HE facility and delivers 24 undergraduate courses across a broad range of subjects which include Science and Technology, Arts and Humanities, Education and Business. In addition, UCP Stamford delivers a range of Higher National provision, Foundation degrees and will commence delivery of level 6 provision in 2021 under a validation arrangement with the Open University.

UCP is a wholly owned subsidiary of the Inspire Education Group (IEG) which was itself formed following the merger of New College Stamford and Peterborough Regional College on 1st August 2020. UCP is the higher education arm of IEG. UCP received new provider registration from the OfS on 24th July 2019. UCP has a validation agreement with Anglia Ruskin University (ARU) and is now an approved partner. Prior to August 2019, UCP was operated as a joint venture, under a franchise arrangement, between Peterborough Regional College and Anglia Ruskin University. University Centre Peterborough had previously operated as a teaching institution with responsibility for learning and the personal and academic development and pastoral support of our learners. University Centre Peterborough will have one year of franchised full-time delivery left with ARU in 20/21.

UCP Stamford's positioning and catchment area extends into five neighbouring local authority areas – Peterborough, Leicestershire, Rutland, Cambridgeshire and Northamptonshire. Stamford College has a total number of 2200 full time Further Education (FE) students and UCP Stamford has 247 Higher Education (HE) students predominantly on a full-time basis¹. The total population of 751,200 in Lincolnshire is derived of 165,264 under 19-year olds, 413,160 20 to 64-year olds, and 172,776 ages 65 and over². 26% of individuals over the age of 16 in Lincolnshire have no qualifications at all, compared with a national average of 23%³.

In addition UCP has subcontracted provision of an HND Performing Arts programme to Addict Dance Academy in the heart of Leicester and The Eastern School of Performing Arts in Stamford. These partnerships are seen as an opportunity to synthesise industry expertise with the academic and governance expertise of UCP. The aim was to create a high quality, robust, professional and academic experience and widen access to a different cohort of students and offer potential collaborative experiences for staff and learners. Numbers on this programme have grown significantly over the last two years with ~220 learners registered in 2020. A commitment to improved data collection and analysis will ultimately enable us to understand more fully this cohort's needs and adapt our strategies accordingly.

As a newly registered provider we have taken the approach of analysing the OfS Access and Participation dataset, benchmarks, and reports alongside reflections on our own institutional experiences to ensure our responses to widening participation are impact driven and focussed. By taking a whole institutional approach we will ensure our strategies, targets and activities are monitored and evaluated by our students,

¹ *New College Stamford. (2019). Enrolment Data 2019. Stamford.*

² *Lincolnshire Research Observatory. (2018). Population Trends In Lincolnshire. Retrieved from <http://www.research-lincs.org.uk/idoc-Population-Trends-Lincolnshire.aspx>*

³ *Lincolnshire Research Observatory. (n.d.). Retrieved from <http://www.research-lincs.org.uk/UI/Documents/Census%202011%20Qualifications%20v1.3.pdf>*

staff, governing body and stakeholders. On occasion it has been necessary to reference specific activities and approach at each campus within our logic chain.

1. Assessment of performance

As a new provider our focus for 19/20 has been the achievement of our Access milestones as outlined in the UCP Access and Participation Plan. This is addressed in each subsequent section. It should be noted that the only data available on the OfS dashboard for UCP related to national indicators. Due to small cohort sizes UCP also had a number of areas where data was not available or statistically significant. As identified by (Stevenson, O'Mahony, Khan, Ghaffar, & Steill, 2019)⁴ data collection is key and UCP is acutely aware of the role data collection and analysis has on the development of coherent strategies and decision making. We are dedicated to improving ours and we are currently reviewing data collection and amending processes accordingly to include disaggregated information and to ensure a combined dataset for both Peterborough and Stamford campuses. We are committed to having this in place from enrolment in 20/21 to progression for 22/23. We recognise these improvements will provide managers, academic staff and support staff with the ability to identify underrepresented students and more accurately track the impact of methodologies and adjust strategies

UCP Peterborough's franchise and validating partner (Anglia Ruskin University) has provided high level continuation and progression data which has not allowed the intersectional analysis required. Although the UCP Stamford data is more granular due to the availability of the APP Dataset, we have identified that similarities in targets indicate that these can be aligned. In response to this our approach has been to ensure our milestones allow achievement of national indicators while also placing this in the context of Peterborough and Stamford due to our aligned education profile, school performance, deprivation index and employment. As a provider we are committed to ensuring our data reporting allows us to satisfy the expectations outlined within Regulatory Notices 1 and 6 however this data will not be available until 20/21 for non-continuation. Attainment at Level 4 and for one top-up programme at Level 6 can be reported in 20/21. Overall combined attainment on completion of their intended programme of study or progression cannot be reported until the 1st cohort graduates in July 2023. Due to data limitations and the registration date of UCP as a new provider Success and Progression commentary and analysis is presented in 5 ways:

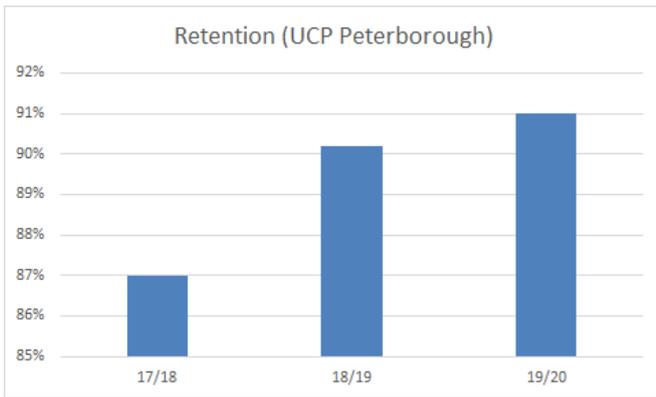
- a) High level data supplied by ARU (see below)
- b) Reference to national benchmark expectations and indicators (see relevant sections 1.2 onwards)
- c) Review of milestones and evidence set in the UCP 19/20 APP (see relevant sections 1.2 onwards)
- d) Review of APP dataset for Stamford.
- e) Local data

High level data supplied by ARU

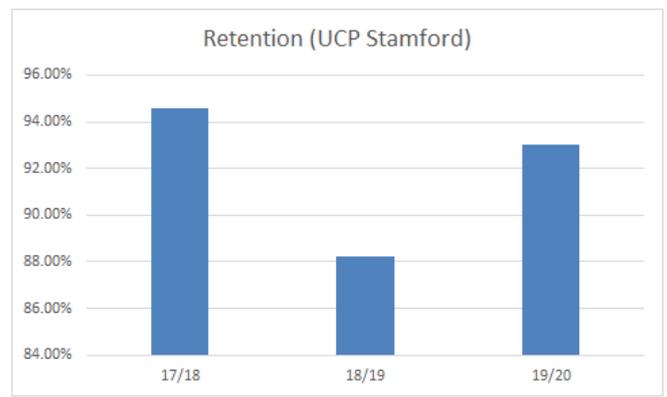
Continuation

The table below demonstrates that UCP Peterborough are now retaining more students compared to 2017/18. The withdrawal rate has decreased by 3.2% between 17/18 and 18/19 and then a further 1% between 18/19 and 19/20. This indicates that strategies to support students on programmes are working. UCP Stamford has also seen an increase in retention between 18/19 and 19/20.

⁴ Stevenson, J., O'Mahony, J., Khan, O., Ghaffar, F., & Steill, B. (2019). *Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged ethnic backgrounds*. OFS



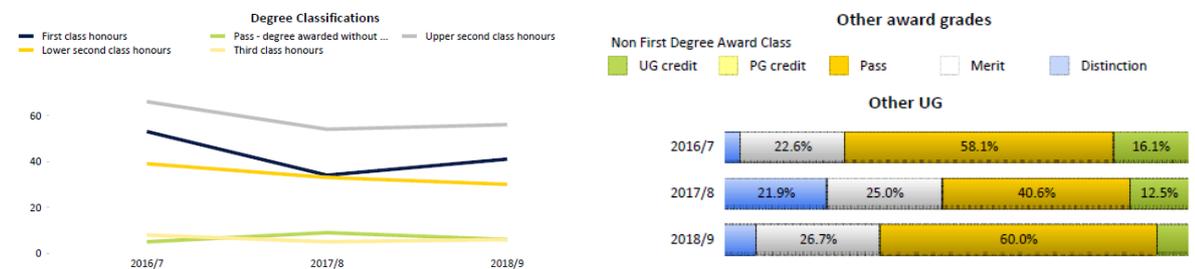
Source – UCP Peterborough local data 01/12/20



Source – UCP Stamford local data 01/12/20

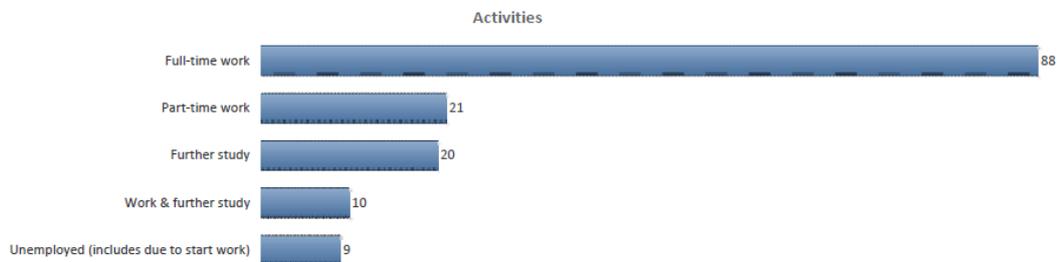
Attainment

The data below indicates a decline in 2nd class honours and a spiky profile with regard to good honours, currently this data relates to the entirety of the student body at UCP Peterborough and is not segregated by characteristics. This will be reportable by campus by 21/22 for those students who enrolled in 19/20.



Source – ARU Annual Monitoring data – 03/12/19

Progression



Source – ARU Annual Monitoring data – 03/12/19

The data above shows the 17/18 destinations of UCP students. Again, this data is not in granular detail, it is expected that combined reporting on this by student characteristics will be available in 22/23 for those students enrolling in 19/20. It should be noted that of these, the top 5 industries for our graduates are education, retail trade, public administration, computer programming and manufacturing.

1.1 Higher education participation, household income, or socioeconomic status

With Peterborough having a higher than average percentage of deprived Lower Layer Super Output Area (LSOA) within the Peterborough and Combined Authority, whilst also having the lowest resident earnings in the East of England, it is evident that the city is in need of a higher education institution such as ourselves that can drive aspiration and attainment and address the needs of business in its

locality. Education achievement across the primary and secondary sector is also below national benchmarks⁵⁶.

UCP APP 19/20 Target		University Centre Peterborough 19/20 Data upon Enrolment ^{**}		Comparison against UCP APP target	All English Higher Education Providers 16/17 [*]		Comparison against OFS data ^{**}
Students from a Low participation neighbourhoods (LPN)	35%	Total percentage of new entry students who's permanent address is LPN	58.9%	23.9%	Students from a Low participation neighbourhoods (LPN)	25.0%	+33.9%

^{*}Source - <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>
^{**}Source - Local MIS data

For 19/20 UCP Peterborough set itself a target of 35% engagement in higher education from those students within an LPN. The actual enrolment was 58.9% thus 23.9% above the access target. Although this has been achieved, as an underrepresented group nationally and due to the Peterborough “Cold Spot” phenomenon this must remain a key driver for UCP access. This has been achieved by focussed targeting of schools, parent groups and collaborative engagement with the Network for the East Anglian Collaborative Outreach (NEACO) /Take Your Place programme which will continue to be monitored and enhanced throughout the duration of the 20/21 – 24/25 access and participation plan. It should be noted that the NEACO funding has not yet been approved past July 2021.

Table 1: POLAR4 Access

	UCP Peterborough	UCP Stamford	National Data 17/18	Difference	Difference
Quintile	% POLAR 4	% POLAR 4	% POLAR 4	% POLAR 4 (Peterborough)	% POLAR 4 (Stamford)
1	29.15%	19%	11.5%	17.65%	7.5%
2	29.15%	19%	15.7%	13.45%	3.7%
3	23.62%	28%	19%	4.62%	9%
4	8.04%	19%	22.9%	-14.86%	-3.9%
5	9.05%	14%	31%	-21.95%	-17%

Source - <https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/young-participation-by-postcode/>

The data above shows that the majority of UCP student recruitment comes from Quintiles 1-3 (POLAR4) these are traditionally underrepresented groups. The national view for 17/18 shows a 19.5% gap between Quintiles 1 and 5, for UCP Peterborough this is actually 20% in favour of Quintile 1 (29.15%) and for UCP Stamford this is 5%, this is due to the “HE cold spot” that UCP sits in and for this reason we offer a low income bursary for all students with a household income of less than £25k to address this. As an example, for 19/20, 41% of all students are eligible for the Low-Income Bursary. 46% of these are continuing and 36% are new entrants. As a new provider we intend to achieve benchmarks within the sector and will monitor this group’s progress towards these. As UCP recruits well from POLAR 4 Quintile 1, it is a commitment of this plan to monitor and maintain this high percentage.

Stamford data identifies that although the percentage point gap for POLAR 4 Continuation in 2015-16 is 15pp in favour of Q3, 4 & 5, this is not a statistically significant gap between POLAR 4 Quintiles 1 & 2 compared to Quintiles 3, 4 & 5. In 2016-17 there is no gap POLAR 4 Quintiles 1 & 2 compared to Quintiles 3, 4 & 5. Going forward with a combined dataset, this will be analysed for UCP as a whole. For Attainment there is no data available on the OFS Stamford dashboard for attainment regarding Polar 4 Quintiles.

⁵All schools and colleges in Peterborough available online at <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=874&laname=peterborough&geographic=la&for=primary&basedon=%25%20meeting%20expected%20standard%20in%20reading%2C%20writing%20%26%20maths&show=All%20pupils> accessed 03/12/19

⁶ All schools and colleges in Peterborough available online at <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=874&laname=peterborough&geographic=la&for=secondary&show=All%20pupils%202018&datasetFilter=final> accessed 03/12/19

Similarly, UCP Peterborough does not have any data from ARU for this. It is our intention to improve data collection and reporting as outlined in our strategic measures. Progression for UCP Stamford identified that Q1&2 students have higher progression rates than Q3-5 (5pp) according to the most recent and only data (2016-17). This is not statistically significant as a gap.

1.2 Black, Asian and minority ethnic students

Trend data



Source – ARU Annual Monitoring data – 03/12/19

Further analysis of the UCP Peterborough data above from 2016/17 – 2018/19 shows that the most significant decline in access has been from black students, 2016/17 saw 7.6% of entrants as black, 2017/18 was 8% and 18/19 7.1%. While recruitment of black students in 18/19 appears to halt the upward trend it should be noted that this is broadly in line with local demographics where black groups combined represent less than 5% of the population.⁷ The difference between full time and part time has been further exaggerated due to the revised curriculum offer for 2019/20 as a number of part time options for study were removed due to low applications and delays in agreement by employer sponsors. Since 2016/17 through to 2019/20 the largest BAME group has been Asian students, and Black and Other including Mixed have had what can be described as a spikey recruitment profile. It should also be noted that the white population does include significant numbers of Eastern European students due to the demographics and migration patterns within Peterborough and the surrounding areas therefore the data below for 19/20 is presented split between White British, Eastern European / White Other and BAME.

A combined target, due to similar data for UCP Stamford, is also to increase the number of BAME students. As identified in our targets (PTA_1 and PTA_5) we aim to increase the proportion in access to HE for BAME students. This is predicated upon the fact that there is a consistently low proportion of BAME groups accessing HE at Stamford College. Consistently over 92% of the full-time cohort are white over the last 5 years meaning under 8% of full-time cohort are BAME. The BAME proportions can be broken down by year as follows:

Table 2: BAME disaggregation (UCP Stamford)

Year	BAME disaggregation
2013-14	4% Mixed
2014-15	3% Mixed 3% Black
2015-16	2% Mixed 2% Asian
2016-17	4% Mixed
2017-18	5% Mixed 2% Black

⁷ <https://www.peterborough.gov.uk/council/about-peterborough/census-2011>

Local MIS data for students enrolled in 19/20 at UCP Peterborough shows the following that White British accounted for 50% of enrolments, White Eastern European / White Other – 26% and BAME – 24%.

It is the intention of UCP to establish better data sets to ensure that our applications from BAME students reflect local demographics and the gap is reduced to within 16% by 2025. We have identified a gap of 26% between BAME and White British students in 2020/21, which we aim to reduce to 16% by 2025. It is a commitment of this plan to close this gap by 2030. Continuation rates for all students for 18/19 as identified in Section 1 was 90.2%. This will be the target for 20/21 across level 4 and will be monitored in line with national averages⁸ for ethnicity.

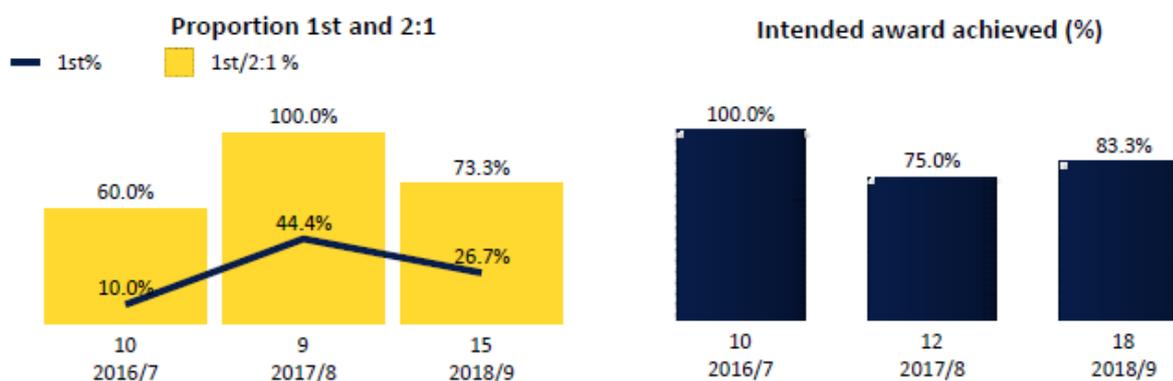
Table 4: Ethnicity Continuation overall

Group		2015 -2016	2016-2017	2017-2018
BAME	All ethnicities Except white	70%	75%	64%
	White	88%	88%	86%

Source: New College Stamford Data 2019

The internal data for UCP Stamford does not show a consistent pattern in the continuation of BAME students in relation to non-BAME and very small cohort numbers can impact on this. However, our data indicates that continuation rates for BAME students are continually below white students (2017/18 shows 64% BAME compared to 86% for white students). One of our targets is to ensure that by 2024/25 this gap should be closed (PTS_2 and PTS_3).

National data for attainment highlights significant differences between White and BAME students (13.2pp for full time students) with the lowest achieving group being Black students (58.9%) this is 21.4% less than all other ethnicities. In the absence of granular attainment data for UCP Peterborough (available 21/22), the focus of this plan will be to close the gap in attainment between white and BAME students from 13.2pp to 5pp over the course of this plan with a commitment to remove this gap entirely by 2030. Overall attainment data in section 1 and the achievement of intended awards (ARU data) are in line with the 2016/17 OfS data⁹ of 82.9%. The highest proportion of BAME (predominantly Asian) students at UCP study on Business and Accounting provision and the attainment data for these courses provided below is good.



Source: ARU Data for Business and Accounting Provision

As identified in the APP 19/20 for UCP Peterborough. *“The gap between BME and White student progression into employment has remained constant with a small difference between BME and White*

⁸ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

⁹ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

and comparable to the England average. The exception was 2015/16 where this gap widened to 10.7% compared to the England average of 3.4%.” However, an area for further work will be the ability to analyse BAME progression across all provision, drawing appropriate comparisons between ethnicities in a more granular manner. One area however where the gap is largest (19.8% in 2016/17) is for BAME students progressing into “Positive Destinations”, this will therefore need to be addressed with this gap reducing to 8% by 2024/25 with a commitment to reduce this gap to 0% by 2030. UCP will be able to report on our own data independently by 22/23.

UCP	Positive Destination %			
	2013-14	2014-15	2015-16	2016-17
Type/Year				
BME	55.6%	38.1%	44.8%	48.1%
White	54.4%	44.2%	65.3%	67.9%
UCP-Gap	1.2	-6.1	-20.5	-19.8

Source: ARU APP data 09/12/19

1.3 Mature students

Table 5: Student age comparisons

Mode of Study	All English Higher Education Providers 17/18		University Centre Peterborough 19/20 Data upon Enrolment		Percentage difference compared to All English providers	
	Mature (21 and over)	Young (under 21)	Mature (21 and over)	Young (under 21)	Mature (21 and over)	Young (under 21)
Full Time	27.8%	72.2%	48.2%	47.7%	20.4%	-24.5%
Part Time	87.4%	12.6%	4.1%	0.0%	-83.3%	-12.6%

<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

Local MIS - ProSolution data accessed 25/11/19

Feeder provision to UCP Peterborough includes traditional A Level and BTEC (typically young). Access to HE is a mature market as well as students progressing into the BA Education Top-Up or other Level 5 and 6 provision from Higher National Certificates. The data above includes not only Level 4 (year one starts) but also entrants into the Level 6 BA Education 1-year top-up programme, this goes some way to explain the percentages above. However at the Stamford campus as identified in our targets (PTA_6), we aim to increase the proportion of mature students accessing HE. As the table below outlines, numbers of mature FT HE students have risen at Stamford overall from 30 to 40 over the last 5 years (a 33% increase). However, the proportion of the HE cohort as a whole has in fact decreased by 14% in the same time period. The newly devised curriculum offer from 2021 will address this gap

Table 6: Proportion of mature students accessing HE at Stamford:

Year	Proportion of Mature students in total HE cohort
2013-14	35%
2014-15	31%
2015-16	27%
2016-17	24%
2017-18	21%

Source: Office for Students Access and Participation data dashboard

Stamford’s profile for the percentage of mature students on specific programmes is spikey yet explainable and due to this it has remained a target within UCP’s plan.

A continuation rate of 90.2% will be the target for 20/21 across level 4 and will be monitored in line with national averages¹⁰ for age where there is a gap in continuation between mature and young which is more significant at part-time (12.7%)¹¹ although currently for UCP Peterborough this would be statistically insignificant due to the low numbers of part-time learners. National attainment data highlights significant differences between Mature and Young students with a gap of 10% for those studying full-time¹². Overall attainment data in section 1 and the achievement of intended awards (ARU data) is 82.9% for UCP Peterborough. Our APP of 19/20 referenced a 7% gap in favour of young learners which had narrowed since 2015/16. As UCP Peterborough has an equal split of mature and young students, we feel confident in achieving these indicators and in subsequent years will ensure that the gap between mature and young is narrowed, and substantive data is available to validate this.

Continuation rates over the last 5 years for UCP Stamford mature students are steady and our most recent data shows that mature students have higher continuation rates than young students by 5pp. We acknowledge that small cohort numbers make the interpretation of results, in particular confidence intervals problematic. However, we aim to improve this and keep it in line with internal KPI on continuation rates by 2024/25 and in line with other HEIs.

Table 7: Proportion figures of mature students continuing HE at UCP Stamford:

Year	Proportion of Mature students in total HE cohort	Gap between Mature students and Young (under 21)
2012-13	85%	-15 pp
2013-14	90%	5pp
2014-15	85%	-5pp
2015-16	70%	5pp
2016-17	85%	-5pp

Source: Office for Students Access and Participation data dashboard

The UCP Peterborough 19/20 APP did not highlight the progression gap between mature and young as an issue. However, an area for further work will be the ability to analyse progression across all provision, drawing appropriate comparisons between age groups in a more granular manner. This is highlighted further in point 1.8 with stated timeframes and will be available in 22/23. Due to the mature characteristics of courses such as Early Years and Education, a high number of our mature graduates are progressing into roles such as teaching assistants and health care professionals which sit outside of SOC groups 1-2¹³ and are therefore not judged as highly skilled employment and this is true also for UCP Stamford graduates due to the number of students studying the professional studies programmes and pursuing careers and teaching assistant and nursery assistant role. Although a proportion do sit in SOC group 3, this is generally lower when compared to young students.

For UCP Stamford we only have one year of Destination of Leavers from Higher Education (DLHE) data for mature students to comment on from within the OFS dataset for mature students. Mature students had progression rates higher than young students for 2016/17 by 4pp. That said only 45% of our mature students are leaving to highly skilled employment compared to the 75% of other HEI DLHE data overall. We aim to increase the proportion of mature students at UCP Stamford entering highly skilled employment (PTP_5). It is also concerning that students are potentially overqualified in relation to local needs or there may be another barrier that prevents them entering a better paid qualification.

¹⁰ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> accessed 03/12/19

¹¹ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> accessed 27/02/20

¹² <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> accessed 03/12/19

¹³ https://onsdigital.github.io/dp-classification-tools/standard-occupational-classification/ONS_SOC_hierarchy_view.html

It will be an aim of this APP to reduce the combined gap between young and mature students entering highly skilled employment to Opp by 24/25.

1.4 Disabled students

Table 8: Disabled student enrolment data for UCP Peterborough:

UCP APP 19/20 Target		University Centre Peterborough 19/20 Data upon Enrolment**		Comparison against UCP APP target	All English Higher Education Providers 17/18*		Comparison against OFS data*
Maintain proportion of full time self-declared, university verified disabled entrants (DSA funding changes)	19%	Total percentage of new entry students who declared disability upon enrolment	22%	+3.0%	Maintain proportion of full time self-declared, university verified disabled entrants (DSA funding changes)	14.6%	+7.4%
*Source - https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/							
**Source - Local MIS data							

The data above shows that UCP are 3% above our APP target and 7.4% above English providers with regards to access to higher education for disabled students. Although the Stamford campus has identified a gap in access for this cohort it is believed that through signposting, encouraging early and timely disclosures and the tailored recruitment practices at UCP this will be addressed. This has been achieved by personalised and inclusive campus tours, signposting of support and the environment of UCP. As a small provider we often appear less daunting and have excellent student support facilities which are widely praised by students at meetings and via evaluation surveys.

Table 9: Disability characteristics of students enrolment data for UCP Peterborough:

All English Higher Education Providers 17/18						
Mode of Study	Cognitive or Learning Difficulties	Mental Health Condition	Multiple Impairments	Sensory, Medical or Physical impairment	Social or Communication impairment	No Known Disability
Full Time	5.5%	3.5%	2.3%	0%	0.8%	85.5%
Part Time	3.9%	3.6%	0%	2.7%	0.5%	85.4%
University Centre Peterborough 19/20 Data upon Enrolment						
Mode of Study	Cognitive or Learning Difficulties	Mental Health Condition	Multiple Impairments	Sensory, Medical or Physical impairment	Social or Communication impairment	No Known Disability
Full Time	4.6%	6.6%	5.1%	2.5%	1.0%	74.6%
Part Time	0.5%	0.0%	0%	0.5%	0.0%	3.0%
Percentage difference						
Mode of Study	Cognitive or Learning Difficulties	Mental Health Condition	Multiple Impairments	Sensory, Medical or Physical impairment	Social or Communication impairment	No Known Disability
Full Time	-0.9%	3.1%	2.8%	2.5%	0.2%	-10.9%
Part Time	-3.4%	-3.6%	0.0%	-2.2%	-0.5%	-82.4%

<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

Local MIS - ProSolution data accessed 25/11/19

Table 10: Disability type disaggregation year on year proportion of HE cohort:

UCP Stamford data upon enrolment						
Year	Cognitive/Learning	Mental Health	Multiple	Sensory, medical, physical impairment	Social or communication impairment	No Known disability
2013-14	6%					94%
2014-15	9%		3%	4%		84%
2015-16	6%	3%		5%		86%
2016-17	6%	4%		3%	4%	83%
2017-18	5%	2%		7%	3%	83%

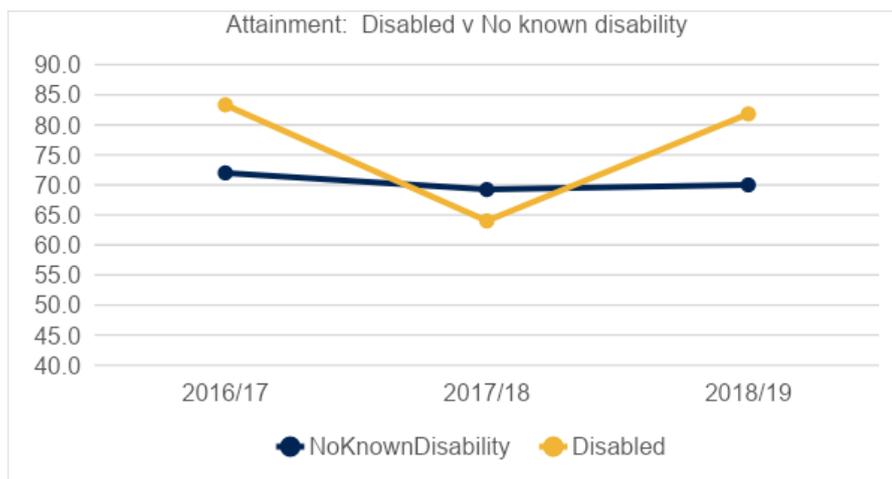
Source: Office for Students Access and Participation data dashboard

The data above shows that UCP Peterborough has 10.9% more students declaring a disability compared to all English providers. The categories above show distinctions across all categories and of

note is the percentage declaring a mental health condition at or before the point of enrolment. Experience and trend data from the 2019/20 plan indicate that this statistic will increase as during the student lifecycle declarations are often forthcoming at assessment points. COVID has amplified the need for mental health awareness and support and resources such as Student Space have been invaluable in addressing this. We are now confident that we are able to map and log this data to ensure early interventions and support are in place for these students due to better local student record management.

There is a substantial gap between Disabled and Non-Disabled groups accessing HE at UCP Stamford. Over the last 5 years, consistently over 80% of the Full-time cohort are non-disabled with under 20% of Full-time cohort declaring a disability. This is a very slightly smaller gap than the rest of English HEI overall. Continuation rates for all students at UCP Peterborough for 18/19 as identified in Section 1 was 90.2%. This will be the target for 20/21 across level 4 and will be monitored in line with national averages¹⁴ for disability where there is not a significant gap for those studying full-time.

As UCP combined has a higher proportion of those declaring a disability than the national average, we feel confident in achieving the success indicators because of the student intervention and support initiatives we currently have in place. Trend data from our Franchise provision indicates that the strategies referenced above, such as intervention meetings, are working as the attainment of disabled students improved in 2018/19 as identified by the infographic below where between 17/18 and 18/19 there was an improvement of 17.82% in attainment for those disclosing a disability. In subsequent years we will ensure that substantive data is available to aid further analysis of our own validated student cohorts.



Source: ARU APP data 09/12/19

National data highlights one particular characteristic of disability which is “Social or Communication impairment”¹⁵ as being at a distinct disadvantage in terms of progression. This characteristic makes up 1% of the 19/20 UCP Peterborough cohort and as such will be monitored. Analysis of internal data and consultation with students at UCP Stamford who have disabilities seem to indicate a reluctance to continue their studies at other institutions. There is trepidation in regard to larger cohorts and interacting with new staff members and access if they have a physical disability. There is a commitment to continue to improve on our monitoring of this gap through our strategic objective of improving data capability.

Although progression into “Positive Destinations” for those with a known disability is comparable to those with no known disability, the gap for those progressing into employment, although narrowing, is still not comparable to national figures, therefore this will be addressed. UCP has strong links with

¹⁴ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> accessed 03/12/19

¹⁵ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> accessed 03/12/19

disability charities like Disability Peterborough and consults them on issues of accessibility and attainment. We also have some expertise in this area having evaluated Disability Peterborough's Welfare Benefits advice so as an institution we have some insight into the barriers to employment for disabled groups. Working with partners like these we will narrow the gap, by 2024/25 between those with a known disability and those without gaining employment to 4% with a commitment to remove this gap by 2030.

Table 11: Disability type progressing into Employment at UCP Peterborough:

UCP Type/Year	Employment PI %			
	2013-14	2014-15	2015-16	2016-17
Known Disability	87.5%	62.5%	75.0%	82.4%
No Known Disability	91.7%	86.4%	88.1%	93.5%
ARU-Gap	-4.2	-23.9	-13.1	-11.1

Source: ARU Data

1.5 Care leavers

2019/20 enrolment data at both campuses states that we do not have any care leavers. However, we have undertaken further work to do with our enrolment form and support for application, which was completed by June 2020. There is now a clear care leaver procedure and promotion in our publicity materials. Our strategies of campus tours and engagement with charitable and local authority groups is now having some impact alongside financial bursaries being introduced to address what is a significant barrier. For 2020/21, a £500 bursary per year was introduced to target this underrepresented group and additional work is ongoing to raise our profile with the local authority. We have also completed a care leaver covenant. Once these initiatives have been embedded and evaluated, we will then have more robust data to report. Data on access for this group will be available in 20/21 to allow further analysis and comparison to national benchmarks. A target will be to increase the number of care leavers engaging in higher education at UCP from the current 0 FTE to 13 FTE by 2024/25 (PTA_2).

1.6 Intersections of disadvantage

Table 12: New entrant by Gender and POLAR4

UCP new entrants 19/20				
POLAR Quintile	Female	Male	Difference	Grand Total
1	20%	10%	-10%	30%
2	24%	6%	-18%	29%
3	14%	9%	-6%	23%
4	7%	2%	-5%	8%
5	8%	1%	-7%	9%
Grand Total	73%	27%	-47%	

Source - Local MIS data 26/11/19 at Peterborough

Although the data above shows a difference at all POLAR 4 quintiles between access for Male and Female students, this gap is widest within Low Participation Neighbourhoods. We need to understand why this is the case. It could be for example that the courses we offer are insufficiently attractive to males from these LPNs. A focus for this plan will be to first understand why we recruit fewer male students from LPN quintiles 1-3 and then address this through targeted outreach, additional support, and curriculum development. A focus of this plan across both Peterborough and Stamford needs to be addressing the Quintile 1 gap and engaging male students from Low Participation Neighbourhoods increasing enrolment from male students within quintile 1 from 10% to 22% by 2024/25.

Table 13: Proportion of POLAR 4 Q1 or 2 Males and POLAR 4 Q 1 or 2 Females year on year at Stamford:

Year	POLAR 4 Q 1 or 2 Male	POLAR 4 Q 1 or 2 Female
2013-14	10%	15%
2014-15	8%	13%
2015-16	8%	20%
2016-17	10%	29%
2017-18	11%	29%

Source: Office for Students Access and Participation data dashboard

The gap between POLAR 4 Quintiles 1 or 2 Male students and POLAR 4 Quintiles 1 or 2 Female students who access HE at NCS was 5% in 2013-14 but has increased considerably to 18% by 2017-18.

We have identified in our targets that we aim to increase the access proportion of male students from POLAR4 quintiles 1 & 2 (PTA_3 and PTA_7)

Table 14: New entrant by Ethnicity and POLAR4 at UCP Peterborough

UCP new entrants 19/20						
Quintile	Asian	Black	Mixed	Other	White	Grand Total
1	2%	1%	1%	1%	26%	30%
2	3%	2%	1%	2%	22%	29%
3	5%	1%	2%	2%	14%	23%
4	0%	0%	1%	0%	8%	8%
5	1%	2%	1%	0%	6%	9%
Grand Total	10%	5%	5%	4%	76%	100%

Source - Local MIS data 26/11/19

The data above shows that the least significant difference between BAME and White students can be seen at POLAR 4 Quintile 3 and 5. Therefore, a focus of this plan needs to be addressing this gap and engaging BAME students from POLAR 4 quintiles 1 and 2. This is in line with our intentions outlined in section 1.2.

Table 15: POLAR 4 Quintile 1 & 2 and Sex (female) – Progression



Source: Office for Students Access and Participation data dashboard

Although access for females from quintiles 1 & 2 is encouraging, progression is at 40% for quintiles 1 & 2. This has been identified as a target (PTP_2 and PTP_4)

1.7 Other groups who experience barriers in higher education

Table 16: First in family at UCP Peterborough

UCP APP 19/20 Target		University Centre Peterborough 19/20 Data upon Enrolment*		Comparison against UCP APP target
Increase percentage of students from backgrounds with no history of HE	30%	Total percentage of new entry students who are first in family to participate in HE	48.2%	+18.2%
*Source - Local MIS data				

The data above shows that UCP Peterborough has a high proportion of students (48.2%) who are first in the family to attend higher education. This can be attributed to engagement with Take Your Place / NEACO, free modules in subjects such as sports and also community-based competition and festivals which involve family members and other key influencers. An analysis of success and progression of this group will be available from 21/22 at which point any negative indicators will be addressed.

Table 17: BTEC qualification on entry (high proportion of male students) at UCP Peterborough

Qualification on Entry			
BTEC qualification	A Level	Access to HE	Other
46%	22%	10%	22%

Source - Local MIS data 26/11/19

Data shows that UCP has a high proportion of entrants whose highest qualification on entry is a BTEC qualification, of these 46% are the first in their family to engage with higher education. Due to the high proportion of students entering higher education at UCP Peterborough from this group, this still needs to remain a focus across attainment however granular analysis of this group will not be available until 21/22. A majority of these students are Male (67%) and as can be seen by the data below the continuation gap between Male and Female students at UCP Peterborough is 8.3%. Therefore, continuation rates will also be considered within the APP and due to analysis of qualifications on entry a consideration will be male BTEC students.

Following recent publication, from The (Department for Education (DfE), 2019) National¹⁶ indicates that three and five years after graduation the prior attainment band with the lowest median earnings is those who started their first degree with a BTEC qualification. Therefore, granular analysis of the cross section of male, BTEC students who are the first in their family to engage in higher education will be considered in 22/23 and action taken as required.

Continuation rates (Gender)

As can be seen from the data below, there is a continuation rate gap of -8.3% at UCP Peterborough between male and female students which is also greater than the sector benchmark. We need to understand why this is the case by improving our data sets and putting the right support in place to address this. For example, males are more likely to have BTECs as their highest qualification on entry than females. As such we need to ensure that the right support is in place for transitioning to HE study. By 2024/25 it is the intention that this gap is removed (0%).

¹⁶ Department for Education (DfE). (2019). Graduate outcomes (LEO): Employment and earnings outcomes of higher education graduates by subject studied and graduate characteristics in 2016/17 Earnings for UK domiciled graduates tax years. London. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/790223/Main_text.pdf

Table 18: Enrolment gap between male and female students at UCP Peterborough

GAP between: Male and Female				
All Modes	2014/15	2015/16	2016/17	YoY change
Male	82.4	76.2	81.5	5.3
Female	85.9	87.7	89.8	2.1
SEX - GAP	-3.5	-11.5	-8.3	
SEX - SECTOR GAP	-2.4	-2.4	-2.8	

Source: ARU APP data 09/12/19

Military

Due to the geographic location of UCP Stamford we are committed to supporting learners from military communities. The College is situated within an area dense with Armed Forces bases and we are also involved in initiatives such as Further Forces that provide opportunities to engage with military communities and organisations. As identified in the research paper 'Further and Higher Progression for Service Children'¹⁷ proportionally fewer children from service backgrounds go to university than the general population. A literature review identifies factors related to discontinuity of provision due to moving between schools can impact on wellbeing as well as academic attainment and engagement. The report also identifies that there are no accurate records of the number of service children at any stage of their education. We recognise this problem and currently do not report on these students. Therefore, we intend to do so from 2022. We also intend in 2022 to support current academic and pastoral staff awareness around the issues that these learners may have through the learner journey.

From 2023 student numbers and the impact of the support offered will be evaluated and adjusted as necessary.

Estranged from parents

Recently the sector has been made aware of the impacts on students accessing and succeeding in higher education if they are estranged from their families. It is our intention to consider how UCP can in the first instance, sensitively identify the cohort, and then provide appropriate support and guidance.

1.8 Data availability to enhance analysis and improve targets

As a new provider, it is important to understand when UCP will be able to report on its own data and as such the table below indicates when robust reporting can be undertaken for each level of study for all underrepresented groups in each heading of Access, Success and Progression. This will allow clearer intersectional analysis of characteristics. This will also involve amalgamation of all HE student data across all campuses and partners.

Table 19: Data availability

	Cohort enrolled in 20/21	Cohort enrolled in 21/22	Cohort enrolled in 22/23
Access	20/21	21/22	22/23
Success by year	21/22	22/23	23/24

¹⁷ The University of Winchester 2016. (2016). Further and Higher Progression for Service Children. Winchester: The University of Winchester. Retrieved from https://www.scipalliance.org/assets/files/UoW-research-paper_Further-and-Higher-Progression-for-Service-Children.pdf

Success overall	22/23	23/24	24/25
Progression	23/24	24/25	25/26

*includes data on all underrepresented groups at each level

2. Strategic aims and objectives

UCP was created to address the “HE cold spot” in Peterborough and our mission continues to be that we will “engage, enable and empower students to achieve their potential”. Adaptations have been made to the Higher Education Teaching and Student Outcomes Strategy to promote personalised learning, enhanced employability, and inclusivity. The introduction of the Admissions and Widening Access Committee has ensured that all levels of committee and board are informed about achievement of our APP and due regard is given to the student lifecycle. Decision making is based on robust evidence and the financial investment is aligned to this. We will also involve students from under-represented groups in the design, development, and implementation of interventions and where necessary will embark on a structural and cultural change to achieve our priorities.

In identifying our target groups, we are cognisant of the fact that our quantitative data collection against all groups and disaggregated groups will undergo a step change over 2019, 2020 and 2021 and this could inform our actions. We are also committed to the visibility and analysis of this data by all stakeholders to ensure the robust scrutiny and evaluation that informs strategies. We are confident that the current selection of our groups is predicated upon clear evidence and we are in a position to impact positively on them.

We will target the following groups in our access and participation work:

2.1 Target groups

Target Group	Access based on UCP data	Success – non continuation based on national indicators	Success – attainment based on national indicators	Progression based on national indicators
Higher education participation, household income, or socioeconomic status (although exceeding national benchmark this must remain a priority)	**			
Black, Asian and minority ethnic students	PTA_1 / PTA_6	PTS_2 / PTS_3	PTS_1	PTP_1 (positive destinations)
Mature students	PTA_4 / PTA_5			PTP_2 / PTP_5
Disabled students				PTP_3 (employment)
Care leavers	PTA_2			
FT Male students	PTA_3 / PTA_7	*		
POLAR 4 Q 1 & 2				PTP_4

Priority for APP	
Monitor	
Confident in meeting expectations or currently exceeding	

* although this is not an APP target it is an area that we will be monitoring closely and addressing as our data indicates that FT Male students' success is not comparable with that of their Female counterparts.

** although this is not an APP target, there is a commitment within this plan to ensure we maintain and monitor our high access rate from POLAR 4 Quintiles 1-3

Sources – OfS Dataset <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

See table 2a-c of the Target and Investment Plan in the appendix at the end of this document.

2.2 Aims and objectives

Strategic Aims

Aim 1 - A whole provider approach

A holistic approach from the institution will ensure that the entirety of the student lifecycle is considered within the strategies, interventions and activities undertaken.

Our objectives are to:

- a) By 2020/21 strengthen student engagement via focus groups of under-represented students and committees to collectively evaluate the Access and Participation Plan.
- b) By 2020/21 embed APP into the committee structure of the institution ensuring that the findings and recommendations of the newly established Admissions and Widening Access Committee are realised and acted upon at all levels within the institution.
- c) During 2019/20, share with students and staff the financial investment identified in the APP which is necessary to realise our ambitions by 2024-25.
- d) By 2020/21 and as part of the course monitoring process, equip course leaders with the evidence required to improve student outcomes and use their expertise to inform engagement strategies with students.
- e) By 2020/21 strengthen the CPD opportunities for staff engaged in evaluation of strategies and impacts.
- f) Improve data analysis at a granular level throughout the duration of this plan (see table in section 1.8).
- g) Develop and launch an APP data dashboard by June 2021

Aim 2 – Access for all (PTA_1 – PTA_7)

It is part of our mission to ensure that Higher Education is accessible for all irrespective of socio-economic status or protected characteristics.

Our objectives are to:

- a) Improve our understanding of the gap in application rates for BAME students and develop both inclusive and exclusive targeting to decrease the gap in applications (currently -26%, 32% in 19/20) between White British and BAME to -16% by 2025. It is a commitment of this plan that this gap will be removed by 2030 by continuing to monitor applications and address as required.
- b) Maintain the access opportunities for mature and disabled students at UCP.
- c) Maintain the number of students studying at UCP from low participation neighbourhoods with a focus on POLAR 4 Quintile 1.
- d) Continue to work with UniConnect / NEACO and other school partners to promote higher education opportunities for under-represented groups.
- e) Use a Community Cultural Wealth¹⁸ approach to reflect on practice and ensure there are no barriers to access for BAME students by 2025.
- f) Implement and review the financial support for care leavers by 2020-21.
- g) Improve application rates for male students, considering the LPN intersection, to 40% of total applications by 2024-25.

Aim 3 – Success for all (PTS_1 - PTS_3)

It is a belief of UCP that all students should be supported to achieve their potential and where gaps in continuation and attainment are evident, these will be addressed by allocation of additional resources.

Our objectives are to:

¹⁸ Written by Professor Jacqueline Stevenson, drawing on Tara Yosso's work on Community Cultural Wealth (see *Whose culture has capital? A critical race theory discussion of community cultural wealth* at <https://www.tandfonline.com/doi/pdf/10.1080/1361332052000341006>) and Angela Locke's development of this work (see <https://www.bttop.org/sites/default/files/public/SUMMARY%20OF%20YOSSO.docx>)

- a) Reduce the attainment gap between BAME (likely to be Black students based on national indicators) and white students by 2024/25 to 5pp in line with national averages.
- b) Reduce the attainment gap between male and female students to 0% by 2024/25 by embedding the good practice demonstrated on the BSc Sports and Exercise degree where male students achieve as well as their female counterparts.
- c) Continually monitor the performance of BTEC entrants compared to those with other qualifications on entry to see if a disparity exists.
- d) Continually review curriculum and extra-curricular approaches targeting attainment with student focus groups and academic staff to ensure success.
- e) Address success barriers throughout the duration of this plan as they become apparent.

Aim 4 – Positive Graduate Outcomes for the UCP Alumni (PTP_1 – PTP_5)

UCP is committed to supporting our students into graduate jobs or further study. We believe this doesn't start and end at graduation but must be embedded throughout the course of their student life.

Our objectives are to:

- a) Monitor, understand and address the reasons for gaps that exist within the BAME student community and narrow the gap between BAME and White students progressing to SOC codes 1-3 employment to -8% by 2024-25 with a commitment to remove this gap by 2030.
- b) Monitor, understand and address the reasons for gaps that exist within the disabled student community and ensure that by 2024-25 the gap has narrowed to 4% and by 2030 there is no discernible gap in progression to employment.
- c) Monitor, understand and address the reasons for gaps that exist within the mature student community and ensure that by 2024-25 the gap is removed so there is no discernible gap in progression to employment. A specific focus at our Stamford campus will be female students from POLAR Quintiles 1 and 2.
- d) By 21/22 develop our own UCP alumni through engagement with the UCP Employability Bureau to address any disparity in underrepresented groups gaining employment.
- e) Embed graduate skills in all courses from level 4 by 2020-21 to address any disparity in underrepresented groups gaining employment.
- f) By 2021 recruit graduate student ambassadors as leaders and role models for their peers who represent the student characteristics of the current and future student community.

3. Strategic measures

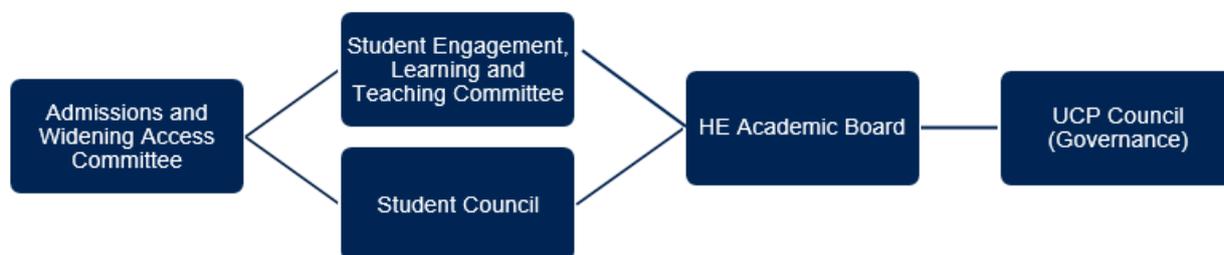
3.1 Whole provider strategic approach

UCP has a commitment to widening participation and inclusivity with a focus on supporting the achievement of all students while adapting approach and strategy to target and support those who are underrepresented. This is clearly articulated in our 2020-2023 Strategic Plan. Our approach adheres to the requirements of the Equality Act 2010 as we actively strive to protect the rights of individuals and advance equality of opportunity for all which begins prior to admission and continues post-graduation. Our Equality Objectives, identified within our Equality and Diversity Policy, are set every four years, and reviewed annually. The objectives are published on the website and staff intranet and progress against them is delivered through an EDI action plan which identifies the key areas for improvement. In addition, delivery of the objectives across curriculum activities is supported by Equality and Diversity Impact Measures (EDIMs) specifically to narrow identified gaps in achievement amongst learner groups, along with action plans to narrow the gaps. Staff undertake regular training on protected characteristics such as LGBTQ+. All policies and marketing / promotional materials are subject to an Equality Impact Assessment.

There is a commitment to ensure that informed decision making through the evaluation of quantitative and qualitative data addresses the entirety of the student life cycle. We therefore have a commitment to increase our data capability to enable the effective assessment and improvement of performance. An important aspect of our approach is the engagement of students both on

committees, within focus groups and how through sector and institutional surveys they contribute and determine the direction that is taken with regards to our APP.

In 2019/20 we revised our committee structure to include an Admissions and Widening Access Committee whose function is to analyse live data and make recommendations on our approach and progress against the plan. This group undertakes evaluation through the theory of change approach ensuring that logic chains exist for each specified intervention. The need for robust data is therefore a requirement as we recognise that as our student numbers grow and additional cohorts are recruited, we will have more data to inform our approach. In addition, the Student Engagement, Learning and Teaching Committee (SELT), which is attended by students, academic and support staff monitor and evaluate the success and progression of underrepresented groups as identified in the Access and Participation Plan. The plan is also endorsed by the Student Council who will actively participate in its monitoring and implementation. The HE Academic Board receives the APP and recommends approval of the plan by the UCP Council, who then agree the approach and then routinely question the achievement of milestones that have been set.



Committee structure monitoring APP

At UCP we ensure that our APP Strategy aligns with other strategies which include:

1. Curriculum and pedagogy

The Higher Education Teaching and Student Outcomes Strategy 2018 – 2022 has ensured that over the course of the next three years there will be a focus on enhancing the transferable / employability skills of the students attending UCP therefore improving the progression of BAME, mature and disabled students. This change will be implemented in a whole institutional approach based on feedback from employers where they have stated they want graduates to be problem solvers, critical thinkers, creative, and have people management skills. This has been recently highlighted in the Forbes Skills You Need to Succeed in 2020¹⁹. It is important to note however that UCP has undertaken this evolution in partnership with our students gaining feedback through student forums, tutorials and module evaluation scores.

With this being the case staff training from 2019 for UCP Peterborough and 2020 for UCP Stamford, will consistently incorporate employer / transferable skills elements in order to showcase what they look like in the classroom. This training will be delivered through the medium of the Unite Collaborate Progress sessions where staff are encouraged to ask themselves the question “other than the subject matter what else are my students learning in the class today?” The success of such practices will be formally assessed each year during the Higher Education Teaching Reviews which have a specific focus on Employability & Transferable Skills (SO2) in line with the Teaching Excellence Framework. During the formal teaching reviews, we are able to assess how effective

¹⁹ <https://www.forbes.com/sites/bernardmarr/2019/10/28/the-10-most-important-job-skills-every-company-will-be-looking-for-in-2020/>

teaching is in facilitating access to learning that enables students to develop the skills they need to progress into employment and/or advance in their current role. In the academic year 2018/19 98% of sessions were deemed to be effective in this regard with 42% highlighting commendable practices that were shared to peers during the Higher Education Learning and Teaching Conference. The plan for the annual Higher Education Learning and Teaching Conference 2021 will be shared with students to ensure that this addresses their feedback and needs.

To improve attainment and continuation, timetables will be planned so that all students will have the opportunity to attend “Study Excellence” Sessions which were re-branded as previously the “study skills” label carried a degree of stigma. These are now viewed as an opportunity and resource for all students to improve their classifications and development of transferable academic skills enabling them to effectively transition into HE study. BAME, male, BTEC entrants and the first in the family to attend university will be proactively targeted following feedback days and 1-2-1 tutorials. These sessions will run each day in 2 x 1hour blocks and are also supported by extensive online resources and sessions delivered by the learning resource and library team. The topics and sessions delivered will be reviewed on an annual basis in conjunction with students and include: using eBooks, persuasive writing, critical thinking, research skills, interpreting statistics, making use of Microsoft Office for time management strategies and preparing for presentations and debates.

Our Digital Strategy 2019-2024 is driven by implementing brave, lean, accessible, inclusive, agile and forward focused digital solutions that support learning beyond the classroom. We are creating a strong mutually supportive learning environment where our students can reflect critically on their developing practice. The advent of COVID has also meant that we have had to embrace blended learning at a more rapid pace and we now believe that this mode of delivery will enable us to reach more part-time students and those previously who were not attracted to higher education which has recently been endorsed by The OfS-funded Institute of Coding. (*OfS weekly roundup 23-27 November*). The learner journey will start before enrolment as we will provide online content which encourages potential learners to engage in our provision and it is intended that this will be in place by 2021/22. The learner journey will continue through the chosen programme of study and beyond by creating lifelong learners who are digitally active and capable alumni of University Centre Peterborough. The technologies we implement will drive a digital transformation away from the conventional lecture.

2. Employability

Employability has been a key driver in our re-organisation of student support functions and activities with the appointment of a Graduate Employability and Progression Lead and support team. Successful application to an OfS Challenge Fund for £300k over 3 years to help local businesses recruit local graduates will further enhance the opportunities for our students. Funding is enabling the creation of a dedicated employer focused hub which is initially focussing upon identifying employers of varying sizes who can link with each module, provide a guest seminar programme, and mentoring. Additional career software (Abintegro) and opportunity/employment software (Placer) alongside research into undergraduate and employer perceptions and robust evaluation will ensure longitudinal impact.

Activities commenced in 19/20 at UCP Peterborough and will be consolidated across the whole of UCP in 20/21 following evaluation include:

- A career development and employability module added to most degrees.
- Engagement of student-employer ambassadors (recruitment has included BAME background, POLAR, mature, disabled, and a parent to raise the aspirations of these underrepresented groups and better understand barriers within the employment market).

- Student Council and SELT now include employer related agenda items and feedback before and after training to measure impact and identify further areas of improvement.
- The Graduate Employability and Progression Lead is member of the city's Chamber of Commerce group, and meets regularly with key business networks (Allia, Opportunity Peterborough, Federation of Small Businesses, Skills Service) to ensure a joint approach to graduate recruitment.
- All Level 4 students have been trained on the importance of LinkedIn to identify a mentor.
- Vacancies for undergraduates, graduates and our alumni are promoted through LinkedIn. Placer software is being rolled out across the city to promote undergraduate and graduate opportunities.
- PSRB accreditation from CIM and CMI is in place as well as CACHE to enable students to have professional status when entering employment and gain access to professional networks during the course of their studies. The student body felt that this was preferable to the allocation of a global bursary.

3. Student Support

The Student Support team have established the Student Intervention Meeting (a sub-group of the Admissions, Access and Widening Participation Committee) to look at a range of factors that impact on retention and therefore continuation. The group meets fortnightly to monitor the attendance and attainment of all students including those from underrepresented groups. Course Leaders are encouraged to highlight any patterns of behaviour that might impact on student success to the Student Support team. It evolved to support students with low attendance and attainment, and those from widening participation backgrounds identified within the APP to ensure proactive intervention is put in place in a timely manner to improve student continuation and success. (Evidence: Student Intervention Tracker 2019.20). A planned initiative for 20/21 will be for students to complete an extension request proforma which will require them to identify solutions other than longer deadlines to ensure success.

Statistics show that just over 20% of students who take a period of intermission do not return to UCP and due to this the Admissions, Access and Widening Participation Committee have developed a 'Keeping in Touch' strategy that encourages students and relevant staff members to stay in contact over their time away. This will improve continuation and attainment and systems will allow UCP to monitor this against underrepresented groups by 20/21 (Evidence: Keep in Touch Strategy – Students on Intermission | Theory of Change Mental Health). Student feedback about the UCP Student Support team and these initiatives is very positive, and practice is continually enhanced as a result of this.

As a result of sector review and feedback from students and staff, we have amended our Admission Policy to include contextual offers and this will be implemented for the 20/21 recruitment period which will benefit those underrepresented groups identified in table 2a.

4. Collaboration

With the access target to maintain recruitment of students from POLAR4 quintiles 1-3, UCP will continue to be closely involved with the work of NEACO and has been since its formation. Stamford has engagements with three NCOP bodies due to its location and funding allocation resulting in the appointment of an Access and Widening Participation Officer. UCP will promote, facilitate, and host a number of sessions as part of the NEACO TYP (Take Your Place) programme, which focuses only on students who live in postcodes designated as low-income. These have and will include activities which focus on POLAR4 engagement (PTA_4 and PTA_7) via Navy leadership skills and a sports coaching conference with a professional football coach. 'Go Digital' skills training sessions in addition to broader activities such as Introduction to HE sessions,

aspirational HE workshops and student finance talks (TYP at PRC, 2019) will further promote higher education to those from a Low Participation Neighbourhood. In 2020 a virtual HE fair was delivered collaboratively across Peterborough and Stamford campuses to raise aspirations to access higher education. The proposed funding review means that all activities undertaken have a strong legacy.

UCP has effective engagement partnerships with schools and other providers supporting UCAS applications, awards evenings and offering themed subject taster events as well to raise aspiration and increase access for underrepresented groups. Activity with schools starts at primary age and continues pre-GCSE selection through to sixth form. UCP's ongoing support of Children's University and city-wide events such as *Eyes on the Prize* targeting years 8 and 9 ensures that we actively promote the opportunities and careers available post university study. The impact of these events is robustly evaluated and is fundamental to our aspirational mission. Our Marketing and Outreach team are innovative, energetic and seek to provide an outreach offer that is both cutting edge such as the "Vivit live" autopsy experience days as well as tailored to institutions and specific groups. Every opportunity is taken to send student representatives with staff when undertaking visits or activities. We also offer bespoke / personalised campus visits and sessions recognising that some underrepresented groups such as BAME students and disabled individuals have needs and requirements that are more suited to discussion in small groups within their community setting. One area of development has been support for *codebar*²⁰, a national initiative to engage underrepresented mature students by developing their digital literacy and coding skills. The motivation for parents is two-fold as they wish to support their children's educational achievement as well as their own employability and confidence to return to learning. An initial barrier was childcare during the twilight evening sessions which has resulted in UCP offering sessions at the same time for their children.

In 2018 UCP successfully bid to carry out a number of research projects to inform the Peterborough City Council's Integrated Communities Strategy. This followed on from the city being selected as one of five local authorities to pilot the UK Government's Community Integration Strategy. This was outlined in the Green Paper published in March 2018.²¹ The focus of this strategy is to build stronger and more resilient communities through a range of initiatives such as developing community leadership, supporting newly arrived migrants to integrate and to help communities cope with migration, and extending opportunities for meaningful social mixing in schools, neighbourhoods and workplaces.

One of the reasons that UCP was awarded the contract was that the University Centre is part of the community that the research is seeking to understand. This means that the act of researching community integration is itself an instance of community integration. For example, when we held focus groups with the east European community, we were able to draw on our east European students to organise and run the focus groups. This in turn provided our students with the opportunities and network to conduct their own research. One of our final year students is doing her dissertation on bilingualism in the east European community in Peterborough schools and how this is supported. Activities like this place the University Centre at the forefront of the City's endeavour to tackle segregation and provide on-going data on the barriers to access that underrepresented groups face.

The Integrated Communities research has also enabled us to develop our relationships with partner schools. The research into young people's perceptions of integration was carried out with 5 partner schools including Thomas Deacon Academy, Queen Katherine Academy and Jack Hunt School all of which fall within POLAR4 quintiles 1-3. The project originated in discussions at the

²⁰ <https://codebar.io/>

²¹ [Integrated Communities Strategy Green Paper March 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696993/Integrated_Communities_Strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696993/Integrated_Communities_Strategy.pdf)

Social Science Network, a forum set up by UCP for social science teachers and lecturers in Peterborough, to promote social science in the City. Staff and students from UCP worked with year 12 students to design and administer a survey on young people's perceptions of how integrated their school, their neighbourhood and their city is. The survey generated more than 1700 responses from young people across the city and fed straight into the council's strategy. Due to the success of the project, and the level of engagement it generated, the City Council are now looking at ways of extending the project. From UCP's perspective, projects like this enable us to develop strong partner relationships with local schools and gain a greater insight of the barriers which impact underrepresented groups.

The University Centre is also centrally involved in a project to strengthen community leadership across the city. Working with Citizens UK, UCP is a founding partner in the creation of a civic alliance in Peterborough. The project seeks to embed democratic participation in the day to day life of civil society organisations by opening citizenship training to members and developing a civic society agenda to hold people in public office to account. The project is funded for 18 months and will lead to the creation of an independent civic alliance – Peterborough Citizens. In line with the Civic University Agreement developed by the Civic University Commission the project will see UCP build strong partnerships with a range of civil society organisations - schools, colleges, faith organisations, charities and third sector organisations – as well as public and private sector organisations. This will enable us to promote higher education to a number of underrepresented groups and is clearly articulated in our HE Strategy 2020-2023.

The project is in its initial stages. Once commitments have been secured from key civil society organisations, the alliance will embark on extended listening campaigns within and across institutions, to establish the key priorities for the civil society agenda. Typically, these issues will be ones that institutions cannot solve individually but can address collaboratively. So, for example, initial discussions have flagged up mental health as an issue with schools and colleges, not having the resources to support its students on their own and not being able to access services in sufficient time. To explore this issue further UCP is working with Citizens UK to support local schools to host a summit on young people's mental health. The summit will take place in July 2020 and will be hosted by Thomas Deacon Academy with delegations from schools across Peterborough. The creation of a civic alliance in the city with UCP at the lead opens up the possibility of negotiating a plan for young people to access mental health services in the city with the Clinical Commissioner as has been done in other alliances affiliated to Citizens UK.²²

5. Financial support

We will continue to offer the low-income bursary of £500 for degree students with households below £25,000 who are not employer/ community sponsored due to the demographics and requirements of our student body. The POLAR data and feedback of students has suggested that this is valued and needed. From 20/21 UCP has introduced a Care Leaver bursary of £500 as from existing research we believe that financial barriers are one of the factors that prevent this underrepresented group from engaging. We also operate a hardship fund which is available to all full-time and non-sponsored students.

²² https://www.citizensuk.org/national_campaign_mental_health

Strategic measures

The Theory of Change, logic chain table below indicates for each of our APP Targets for 2020/21 – 2024/25, the Inputs, Measures and Outcomes that will enable the plan to be successful based on the assessment of our current performance, research and national benchmarks as well as the method by which the success of these will be evaluated. It also aligns with our Equality and Diversity policy.

The Inputs show what action is required to meet the target specified. The measurements and outputs identify how targets and the APP as a whole will be monitored. Should this highlight a failure to meet the required outcome in-year, then inputs would be reviewed. At the end of each year, all targets will be reviewed, and actions taken evaluated to ensure success of this APP.

Theory of change logic chain table – Interventions and Evaluation of Impact

ACCESS TARGETS	INPUT	MEASUREMENTS/OUTPUTS	OUTCOMES	METHOD OF EVALUATION
PTA_1 / PTA_5 Reduce the gap in access between BAME and White British students	<ul style="list-style-type: none"> Marketing / outreach team to engage with local community group Utilise HE staff, students and Alumni with BAME characteristics as role models in outreach activities Promotion of financial support available Focus groups with BAME students Admissions and Widening Access Committee to discuss impact of outreach activity Use a Community Cultural Wealth²³ approach to reflect on practice and ensure there are no barriers to access for BAME students by 2025 	<ul style="list-style-type: none"> Admissions and Widening Access Committee to evaluate impact of outreach activities with regards to target group Annual report of outreach activities to be created clearly identifying any needs for improvement Robust collection of APP data at enrolment to enable formative analysis Modify activity with target group as required 	<ul style="list-style-type: none"> Increasing applications and enrolments from target group Increasing bespoke engagement to raise aspirations of learners within target group Reduction in gap in access between BAME and White students A better understanding of the distinction between groups 	<p>Review point – November 2021</p> <ul style="list-style-type: none"> Insights into the impact of outreach and marketing activity on recruitment of BAME students Insights into impact of low-income bursary on engagement with BAME community (consideration on whether removal of global bursary has an effect). Utilise the OfS Financial toolkit (Survey) to ascertain the effectiveness of bursaries Analysis of institution application data compared to UCAS end of cycle data and OfS data dashboard

²³ Written by Professor Jacqueline Stevenson, drawing on Tara Yosso's work on Community Cultural Wealth (see Whose culture has capital? A critical race theory discussion of community cultural wealth at <https://www.tandfonline.com/doi/pdf/10.1080/1361332052000341006>) and Angela Locke's' development of this work (see <https://www.btop.org/sites/default/files/public/SUMMARY%20OF%20YOSSO.docx>)

PTA_2	Encourage a greater number of care leavers into higher education	<ul style="list-style-type: none"> • Promotion of financial support available • Introduction of a care leavers bursary • Admissions and Widening Access Committee to discuss impact of outreach activity • Campus visits that are more bespoke and offer personal interaction with target group 	<ul style="list-style-type: none"> • Admissions and Widening Access Committee to evaluate impact of outreach activities with regards to target group • Annual report of outreach activities to be created clearly identifying any needs for improvement • Robust collection of APP data at enrolment to enable formative analysis • Implementation of a care leavers bursary and procedure (£500 per annum) • Modify activity with target group as required 	<ul style="list-style-type: none"> • Increasing applications and enrolments from target group • Increasing bespoke engagement to raise aspirations of learners within target group 	<p>Review point – November 2021</p> <ul style="list-style-type: none"> • Insights into impact of Care Leaver and Low-income bursary on engagement with Care Leavers • Analysis of institution application data compared to UCAS end of cycle data and OfS data dashboard • Utilise the OfS Financial toolkit (Survey) to ascertain the effectiveness of bursaries
PTA_3 / PTA_7	Encourage a greater number of male students from POLAR4 quintiles 1-3 into higher education with a focus on POLAR 4 Quintile 1	<ul style="list-style-type: none"> • Utilise HE staff / alumni as role models in outreach activities • Marketing / outreach team to target male learners and involve careers and employers – in the first instance understand the barrier and review our curriculum offer. • Undertake targeted outreach activities • Consider role of promotional materials 	<ul style="list-style-type: none"> • Admissions and Widening Access Committee to evaluate impact of outreach activities with regards to target group • Robust collection of APP data at enrolment to enable formative analysis • Annual report of outreach activities to be created clearly identifying any needs for improvement • Modify activity with target group as required 	<ul style="list-style-type: none"> • Increasing applications and enrolments from target group • Increasing bespoke engagement to raise aspirations of learners within target group 	<p>Review point – November 2021</p> <ul style="list-style-type: none"> • Analysis of institution application data compared to UCAS end of cycle data and OfS data dashboard • Insights into the impact on outreach and marketing activity on recruitment from Quintiles 1-3 • Utilise the OfS Financial toolkit (Survey) to ascertain the effectiveness of bursaries

		<ul style="list-style-type: none"> • Run student focus groups to review activities and message • Admissions and Widening Access Committee to discuss impact of subject based outreach activity 			
PTA_4 / PTA_6	To reduce the gap in participation in HE for mature students.	<ul style="list-style-type: none"> • Marketing team to run bespoke sessions for mature learners and involve employers • Admissions and Widening Access Committee to discuss impact of subject based outreach activity • Utilise mature alumni at Stamford Campus to review outreach message 	<ul style="list-style-type: none"> • Robust collection of APP data at enrolment to enable formative analysis • Annual report of outreach activities to be created clearly identifying any needs for improvement • Modify activity with target group as required 	<ul style="list-style-type: none"> • Increasing applications and enrolments from target group • Increasing bespoke engagement to raise aspirations of learners within target group 	Review point – November 2021 <ul style="list-style-type: none"> • Analysis of institution application data compared to UCAS end of cycle data and OfS data dashboard • Insights into the impact on outreach and marketing activity on recruitment from mature students • Utilise the OfS Financial toolkit (Survey) to ascertain the effectiveness of bursaries

SUCCESS TARGETS (ATTAINMENT)	INPUT	MEASUREMENTS/ OUTPUTS	OUTCOMES	METHOD OF EVALUATION	
PTS_1	Reduce the gap in attainment for those students from BAME backgrounds compared to those from White backgrounds	<ul style="list-style-type: none"> • Review of local student support data to identify patterns (e.g. course, attendance reports and module attainment) • Peer mentoring (vertical mentoring) • Ensure every student has a curriculum based personal tutor 	<ul style="list-style-type: none"> • Implementation of Student Intervention meetings to identify “at risk” students • Admissions and Widening Access Committee to review student characteristics • Annual Monitoring Report for course to include APP data 	<ul style="list-style-type: none"> • Improved Module Evaluation data for target group • Improved continuation rates for all students, with no disparity for target group • Improved attainment rates for all students, with no disparity for target group 	<ul style="list-style-type: none"> • Review point 20/21 academic year and each subsequent year • Insights into impact and use of Management Information Systems and Student Record System to monitor attainment in Semester 1 and overall attainment in Semester 2. • Evaluate the institutions data capability to robustly monitor

		<ul style="list-style-type: none"> • Analysis of national data trends • Involve students from target group in evaluating strategies such as EAL and Study Excellence <p>Black, Asian and Minority Ethnic Student Attainment at UK Universities – Closing the Gap (May 2019)²⁴</p>	<ul style="list-style-type: none"> • Interaction of target group with student support linked to local data on achievement at student reviews • Student context sheets included in planning of teaching and reviewed during HE Teaching Reviews identifying “at risk” students and support in place • All student interaction to be entered into ProMonitor – local data source for student data • Modify activity with target group as required 	<ul style="list-style-type: none"> • High satisfaction of learning support for target group within NSS and Student Experience Survey 	<p>targets including whether further investment is required</p> <ul style="list-style-type: none"> • Evaluate impact on attainment and retention due to Student Intervention Meetings • Monitor and evaluate impact of curriculum and LTA enhancements on module pass / fail rates at the end of each semester • Evaluate performance using literature and sector publications
PTS_2 / PTS_3	To reduce the non-continuation gap for BAME students	<ul style="list-style-type: none"> • Academic targeted support at ‘pinch points’ for students • Involve students from target group in evaluating strategies such as EAL and Study Excellence • Develop blended and online learning strategies • Ensure every student has a curriculum based personal tutor 	<ul style="list-style-type: none"> • Improved experience for students and how they draw on support • Improved HE learning experience and access to learning and assessment materials • Implementation of Student Intervention meetings to identify “at risk” students 	<ul style="list-style-type: none"> • Increased attainment and engagement • Student Resilience is supported at pinch points and have an increased ability (e.g. financial, psychological) to continue with studies • Improved engagement through online delivery methods and recap using VLE resources 	<p>Review point 20/21 academic year and each subsequent year</p> <ul style="list-style-type: none"> • Monitor VLE use and online delivery timetables to ascertain interactions • Monitor and evaluate impact of support enhancements on progression between levels • Evaluate impact on attainment and retention due to Student Intervention Meetings

²⁴ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>

		<ul style="list-style-type: none"> • Raise formative attainment profile and student confidence 			
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PROGRESSION TARGETS		INPUT	MEASUREMENTS/OUTPUTS	OUTCOMES	METHOD OF EVALUATION
PTP_1	To reduce the gap between BAME and White students progressing into SOC codes 1-3 employment or higher study (Positive Destinations)	<ul style="list-style-type: none"> • Embedding employability through the Employability Hub and curriculum at all stages of the student lifecycle • Targeted activity utilising BAME guest speakers from industry and alumni to act as role models • Use of student employability ambassadors to raise aspirations • Analysis of national data trends • Promotion of graduate opportunities via events and speakers from target groups 	<ul style="list-style-type: none"> • Interaction of target group with Employability Hub to be monitored • As no data will be available until 2022-23, review national data trends to inform work of the Employability Hub • OfS Challenge Fund quarterly and annual reports to reflect on engagement with target group. • HE Teaching Reviews and staff development as part of LTA approach • Modify activity with target group as required 	<ul style="list-style-type: none"> • An increase in BAME students progressing into SOC codes 1-3 employment or higher study • Better granularity and analysis of student data to identify trends. 	<ul style="list-style-type: none"> • Review point 20/21 academic year and each subsequent year • Evaluate outcome of focus groups with BAME students regarding impact of Employability Bureau on readiness for employment • Analysis of engagement figures with Employability Bureau • Evaluate the inclusion of employability skills within the curriculum via HE teaching reviews • Analysis of career Progression for franchise learners in underrepresented groups and their peers in majority groups • Review point 22/23 academic year • Monitor and analyse student and employer surveys both pre- and post-graduation to ascertain effectiveness
PTP_2 / PTP_5	To reduce the gap between Mature and Young students progressing into SOC codes 1-3 employment or higher study	<ul style="list-style-type: none"> • Embedding employability through the Employability Hub and curriculum at all stages of the student lifecycle • Targeted activity utilising guest speakers from 	<ul style="list-style-type: none"> • Interaction of target group with Employability Hub to be monitored • HE Teaching Reviews and staff development as part of LTA approach 	<ul style="list-style-type: none"> • An increase in Mature students progressing into SOC codes 1-3 employment or higher study 	<p>Review point 20/21 academic year and each subsequent year</p> <ul style="list-style-type: none"> • Focus groups with Mature students regarding impact of Employability Bureau on readiness for employment • Analysis of engagement figures with Employability Bureau

		<p>industry and alumni who entered higher education as mature students to act as role models</p> <ul style="list-style-type: none"> • Use of student employability ambassadors to raise aspirations • Analysis of national data trends • Promotion of graduate opportunities via events and speakers from target groups 	<ul style="list-style-type: none"> • As no data will be available until 2022-23, review national data trends to inform work of the Employability Hub • OfS Challenge Fund quarterly and annual reports to reflect on engagement with target group. • Modify activity with target group as required 	<ul style="list-style-type: none"> • A decrease in the gap between Mature and Young students progressing into SOC codes 1-3 employment or higher study 	<ul style="list-style-type: none"> • Evaluate the inclusion of employability skills within the curriculum via HE Teaching Reviews • Statistical analysis of comparative career Progression for learners in underrepresented groups and their peers in majority groups • Review point 22/23 academic year • Monitor and analyse student and employer surveys both pre- and post-graduation to ascertain effectiveness
PTP_3	<p>To reduce the gap between students declaring a disability and those who do not progressing into employment</p>	<ul style="list-style-type: none"> • Embedding employability through the Employability Hub and curriculum at all stages of the student lifecycle • Ensure that employability skills and opportunities are inclusive • Use of student employability ambassadors to raise aspirations • Analysis of national data trends 	<ul style="list-style-type: none"> • Interaction of target group with Employability Hub to be monitored • HE Teaching Reviews and staff development as part of LTA approach • As no data will be available until 2022-23, review national data trends to inform work of the Employability Hub • OfS Challenge Fund quarterly and annual reports to reflect on engagement with target group. • Modify activity with target group as required 	<ul style="list-style-type: none"> • An increase in students with a declared disability progressing into SOC codes 1-3 employment or higher study • A reduction the gap between student declaring a disability and those who do not, progressing into SOC codes 1-3 employment or higher study 	<p>Review point 20/21 academic year</p> <ul style="list-style-type: none"> • Focus groups with disabled students regarding impact of Employability Bureau on readiness for employment • Evaluate the inclusion of employability skills within the curriculum via HE Teaching Reviews • Analysis of engagement figures with Employability Bureau • Focus groups with employers to understand their barriers with regard to disabled students. • Statistical analysis of comparative career Progression for learners in underrepresented groups and their peers in majority groups <p>Review point 22/23 academic year</p>

					<ul style="list-style-type: none"> • Monitor and analyse student and employer surveys both pre- and post-graduation to ascertain effectiveness
PTP_4	To increase percentage of females from POLAR4 quintiles 1&2 progressing to highly skilled employment	<ul style="list-style-type: none"> • Embedding employability through the Employability Hub and curriculum at all stages of the student lifecycle • Ensure that employability skills and opportunities are inclusive • Use of student employability ambassadors to raise aspirations • Further focus on employability and skills development including graduate attributes 	<ul style="list-style-type: none"> • Interaction of target group with Employability Hub to be monitored • HE Teaching Reviews and staff development as part of LTA approach • As no data will be available until 2022-23, review national data trends to inform work of the Employability Hub • OfS Challenge Fund quarterly and annual reports to reflect on engagement with target group. • Modify activity with target group as required 	<ul style="list-style-type: none"> • An increase in students from POLAR 4 Q 1&2 progressing into SOC codes 1-3 employment or higher study • A reduction the gap between students in POLAR 4 Q 1 & 2 progressing into SOC codes 1-3 employment or higher study • An increase in employability skills 	<p>Review point 20/21 academic year</p> <ul style="list-style-type: none"> • Evaluate the inclusion of employability skills within the curriculum via HE Teaching Reviews • Analysis of engagement figures with Employability Bureau • Focus groups with employers to understand their barriers with regard to disabled students. • Statistical analysis of comparative career Progression for learners in underrepresented groups and their peers in majority groups <p>Review point 22/23 academic year</p> <ul style="list-style-type: none"> • Monitor and analyse student and employer surveys both pre- and post-graduation to ascertain effectiveness

3.2 Student consultation

UCP adopts a partnership approach with students seeking their views on policy and activity development. Feedback from students is obtained via a variety of mechanisms which include:

- Student Experience Survey results inform processes including admissions, enrolment, pastoral support and extracurricular activities.
- Module Evaluation Survey results are used to enhance teaching and learning strategies and our approach to embedding employability within the curriculum and wider activities. The areas for improvement are addressed within the annual HE Teaching and Learning Conference for staff; the itinerary of which is shared and agreed with students at the Student Experience, Learning and Teaching Committee.
- Academic Director Forums which operate alongside our HE Teaching Review process allow the students to feedback on any topic to the senior management of the University Centre and outcomes of this are communicated as part of our Teaching Review annual report.
- The Student Council sits in place of an NUS and is chaired by the HE Student Officer who is an independent, elected previous student. The minutes of this meeting feed into the HE Academic Board where solutions to issues are sought and good practice is shared.
- The Student Experience, Learning and Teaching committee convenes monthly and its membership includes representatives from each course and has a standing item for student feedback. Students also contribute to and inform procedures and policies which are presented at this meeting. An example of which was the student body endorsement of changes to the global bursary payment scheme in favour of the opportunity to study additional qualifications or become members of professional bodies. Impacts of these decisions are shared via minutes and action logs, the progress of which is monitored by the HE Academic Board.
- The HE Academic Board is the most senior academic committee and student representatives and the HE Student Officer attend this.
- An effective course representative system which involves training of those new to the role and is integral to our personal tutorial system. Recognition for this is via the annual awards evening where peers nominate their counterparts for awards.
- Adoption of a “you said, we did” process so we can close the feedback loop.

The UCP Student Council and Student Engagement Learning and Teaching Committee have been integral to the development and review of this and the previous 2019/20 APP. Students will be producing a student submission as part of our review and evaluation of the 2019/20 plan. Milestones and impacts are shared at committees and student feedback and agreement is sought. In discussion at the Student Council, a request was made that there should be student representation from underrepresented groups being targeted within the APP, on the Admission and Widening Access Committee to afford UCP insight into the challenges and barriers they face. As referenced within the section on employability it is common practice for initiatives, interventions and strategies which support the development of this plan to be reviewed, adapted and then approved by our student body. From 20/21 our intention is to seek guidance from underrepresented groups within our student body who can inform and assist us in removing any cultural or structural barriers which we are unaware of. This is particularly true of our BAME student population and Care Leavers. One fundamental consideration for this year has also been how to make this document more accessible for students by considering the language used.

The Student Officer, chair of the Student Council has provided the following:

During today's University Centre Peterborough Student Council session (6/2/19), the Student Council gave full support to the Access and Participation Plan for 2020/21. The Council stated, "We are in full agreement to work with University Centre Peterborough with the aim of achieving Access and

Participation Plan targets that have been set.” The Council also highlighted that “We also agree that students from underrepresented groups are willing to assist and participate in focus groups, aiming to support University Centre Peterborough with interventions and plans”. The Council also commented that “we have an expectation of University Centre Peterborough to provide ongoing updates on progress and achievements, regarding the institution Access and Participation Plan”.

The UCP Student Council, on 4th December 2020, supported the inclusion of 3 additional targets following the combining and review of the original Stamford targets.

3.3 Evaluation strategy

UCP is and has been committed to undertaking robust evaluations to ensure that activities are supporting our students effectively, and that evidence of impact is available to make any required improvements and also to inform and develop our wider approach to access and participation. As a result of this in 2019/20 we established the Admissions and Widening Access Committee, chaired by the Deputy Director and comprising heads of departments, academics and student representation. This group meets monthly and has a remit of evaluating progress against the Access and Participation Plan. Each department head is responsible for monitoring and presenting progress against targets relating to their areas, for example the admission and marketing leads are responsible for Access, the student support lead is responsible for Success and the Employability and Progression lead responsible for progression. The HE Management Information Officer also plays a pivotal role in the collation, review and distribution of data to support the activities and functions of this committee. This committee then reports to the HE Academic Board where decisions regarding investment and financial planning are made which are based on detailed data and evaluation. The work of this board is ultimately overseen by the UCP Council, our governing body.

The OfS evaluation self-assessment tool²⁵ was used to ascertain the confidence of academic, marketing and pastoral staff in evaluating the impact of planned activities and reliability and validity of the evidence that will be produced. It is evident that to evaluate effectively work will need to be undertaken in the collection and analysis of data. From July 2020 we have been able to analyse access data for validated students with success measures being available from July 2021 onwards.

The following headings provide an overview of the results of the OfS self-evaluation tool which are guiding and informing our response to and development of evaluation strategies which we have reviewed in line with Stamford colleagues. UCP welcomes the sector-wide increased focus on evaluation and institutional research on access and participation measures. AWAC has made use of the new OfS evaluation self-assessment tool, the outcomes of which have already, and will continue to, inform our continually developing strategies for evaluation of activities across all stages of the student lifecycle. Our outcomes are summarised below, together with highlights of plans for areas of development over the life of this Plan.

- **Strategic context (Emerging)**

After undertaking the evaluation self-assessment, it was found that this was emerging with a need to focus on evaluation design and a robust framework to enable effective oversight and scrutiny based on robust data. This will improve the consistency of evaluation activities at delivery level, allow for joined-up analysis of outcomes at strategic level, and via AWAC provide a demarcated space for feedback loops, allowing findings to be disseminated across all relevant teams and the wider UCP community. The APP is reviewed robustly by academic and management governance committees

²⁵ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/standards-of-evidence-and-evaluation-self-assessment-tool/evaluation-self-assessment-tool/> accessed 02/03/20

as outlined in section 3.4 and this will ensure that widening participation is embedded more widely in the work of deliberative committees and quality assurance processes. At the request of the UCP Council we have created a data dashboard to enable live monitoring of our targets and investment and enable critical scrutiny at a senior management and governance level to evaluate performance against targets throughout the duration of this plan. As an institution we have a commitment to investing in our data systems, management, and analysis.

The development of a common evaluation framework to be shared across access, success, and progression services, informed by academic and professional staff input has been established. The framework will be overseen by the Admissions and Widening Access Committee, which will provide strategic guidance to the evaluation activities and progress. As a result of our commitment to developing our approach to access and participation and understanding 'what works', UCP seconded a member of academic staff with extensive research experience to the Admissions and Widening Access Committee (AWAC). Their focus is to increase and improve our access and participation related evaluation and research activities. AWAC ensures that impact evaluation is robust and utilises quantitative and qualitative data appropriately to ensure interventions are robust and evidence based.

We also recognise that additional staff development across our Peterborough and Stamford campuses will be required for them to be confident in undertaking meaningful data analysis and evaluation. This will be undertaken at the annual HE conference and subsequent half day CPD sessions. A great deal of work has already been undertaken on developing the reflective practice of academic staff and this will now be part of the CPD opportunities available to professional support staff.

- **Programme design (Advanced)**

The design of our plan is focussed on improving access, narrowing the attainment gap and increasing progression for the identified groups. Our programme is self-assessed as being advanced due to key staff being involved for several years with NEACO based activities and other projects which require clear targets and achievement of milestones. The evidence used to develop the plan has been drawn from national data via the Access and Participation dataset as well as published research to give us clear deliverables and outcome measures in essence drawing best practice from across the sector. At the planning stage of all activities the research methodology and logic chain are in place and evaluation is specified (see pages 23-29). This has been enhanced and will be continually reviewed throughout the duration of this plan. An example of which is our outreach provision that targets schools that fall within Quintiles 1 & 2 POLAR 4 as more feedback on the success of activities such as subject themed sessions is gained, programme design will be enhanced.

- **Evaluation design (Emerging)**

This is currently emerging and is recognised as an area for development which will be addressed by 2024-25. We believe there is a clear alignment between our activities and evaluation which is in place as evidenced by our theory of change logic table. All of our initiatives are required to have clear aims, objectives, and robust outcomes as well as outputs to meet our targets. We allocate roles, responsibilities and resources but require a greater understanding of the intended audience. We therefore plan to engage more effectively with distinct focus groups (e.g. BAME students) to ensure interventions are appropriate and allow us to measure the impact the intervention has had.

We are also mindful that empirical methods require robust data and we need to ensure that the volume of programmes we are evaluating is appropriate as in the 19/20 plan this was excessive. Effective triangulation of qualitative (interviews with focus groups) and quantitative data (applications) will ensure rigour in our results. By 2024-25 we expect to have a confident and

skilled staff base who ensure that a reflective cycle of activity and evaluation is in place which is informed by evidence. This will ensure continuous improvement in our programme design. In addition to our local data, national and sector research will also be drawn upon to ensure continual improvement in our approach to widening participation. The results will be used from 2020-21 to inform and update future policy and practice at UCP and this has already been articulated by the UCP Council (governing body) as a requirement.

- **Evaluation implementation (Good)**

We have experience of guiding students through research methodologies and design and are confident in analysing participant data through the creation of robust and valid tools. We are mindful of GDPR requirements and ethical practice but recognise that currently due to our new provider status we have an over reliance on sector and secondary data sources. We do and will continue to work closely with a feeder college and NEACO to maximise evaluation data and results. Collaboration with NEACO will enable us to adopt a longitudinal approach as we track outcomes with learners from level 2 to 3 who would not ordinarily have engaged with higher education. We are also confident that we have allocated sufficient resource to allow effective evaluation based on evidence but as part of the ongoing adherence to continuous improvement will ensure this is closely monitored and enhanced if required.

- **Learning from evaluation (Emerging)**

As a newly merged provider we currently do not have the dataset available to contribute to sector wide developments, but it is planned that this will be available by 2024/25. However, we will be contributing to the OfS Challenge Fund focussed on employability (progression) and will share good practice and findings as part of this project. An intention is to support the underrepresented groups identified within this plan by the use of positive business role models and alumni. The lessons learnt will be shared internally via staff development and committees and by doing this we will be able to identify further areas for development and opportunity for research. The Admissions and Widening Access Committee will produce an annual report detailing what has been learnt from each part of the evaluation process together with recommendations for subsequent investment in activity. Their remit will include developing and embedding the evaluation framework across the student lifecycle and supporting empirical evaluation of targeted interventions which have the largest investments, enabling more detailed and robust evaluations of complex interventions. This will be presented to the Student Council and HE Academic Board for comment, critique and agreement and will contribute to the development of the student submission. Opportunities will be taken to share evaluation externally with NCOP partners and potentially at NEON and via the Association of Colleges Higher Education Network.

Evaluating Financial Support and Impacts

UCP has always closely monitored the demographic profile of bursary holders working to ensure that financial support is targeted. As a result of the insight from previous analysis by both Stamford and Peterborough (which included both quantitative and qualitative elements and use of survey data), UCP outlined its plans to amend its financial support package in its 2019/20 Access Agreement a significant aspect of which was the removal of the global bursary. A detailed analysis of this impact is underway. The impact of the low income and care bursaries for 20/21 onwards will need to be assessed. This will be undertaken by a survey tool discussed within the OfS financial support evaluation toolkit. This survey will be completed by all those students in receipt of a bursary at the end of Semester 1 and then the end of Semester 2. The findings of this survey will allow us to identify the impact and barriers the bursary is addressing. This report will be collated by the Admissions and Widening Access Committee and presented at the HE Academic Board and to the Student Council for recommendation and review to ensure that our new financial offer continues to have impact and support students to succeed.

3.4 Monitoring progress against delivery of the plan

As discussed previously, we will take a whole institutional approach to the monitoring of the plan. The UCP Council will have oversight of the milestones and expected outcomes to support our underrepresented students. This will be presented in a high-level data dashboard identifying progress against each of the targets set. The UCP Council will then make recommendations for remedial action to address any targets that are unlikely to be met. If any areas of this plan are identified as worsening or lacking sufficient progress to meet our stated aims and objectives, the institution will take appropriate action in year to ensure that this trend is reversed. This will include undertaking further analysis to understand the reasons behind the performance, and if necessary, the redirection of resources to ensure that the targets outlined within this plan are met within the desired timescales. The UCP Council is fully committed to widening participation and will delegate appropriate responsibilities to the committees and meetings previously mentioned. The UCP Councils commitment is further demonstrated by its recruitment of new governors which has strengthened its diversity ensuring that target groups are represented at all levels of deliberative bodies.

Operational delivery and implementation will be coordinated via the Admissions and Widening Access Committee who will be responsible for monitoring data, activities and interventions on a monthly basis and RAG rate targets as data becomes available as to the success or failure of activity to meet these targets. This committee has a student member who is representative of a number of our target groups. Key findings will be communicated to the Student Engagement, Learning and Teaching Committee and Academic Board both of which contain student representation. In addition to this we will work alongside our Student Council as we refine and review interventions and will gain insight and feedback from focus groups of underrepresented student groups.

Course Annual Monitoring Reports will now include a dedicated section of APP so that academic staff can also contribute to the achievement of our ambitious targets. KPIs will be included at a course and institutional level. Merging and development of data systems from 20/21 will mean that assessment results, intermissions, extensions and other learner analytics will now contribute to the programme design and its evaluation.

The table in section 1.8 clearly identifies when data will become available. As this data is analysed and compared with targets in the APP, it may become apparent that the planned inputs are insufficient to meet our targets. In this instance, via the Admissions and Widening Access Committee, we will look to redeploy resources and investment to alternative activity so that outcomes can be achieved. We would consult with a focus group of underrepresented students to ensure that the planned activity is appropriate.

4. Provision of information to students

We provide financial advice to students in a range of formats which include:

1. Prospectus (combined for 21/22) – Fees and how to fund your studies
2. Website - <https://www.ucp.ac.uk/fees-2020/21/> - which covers fees, bursaries and the wider support that students may seek.
3. Website - <https://www.ucp.ac.uk/welfare/> - which identifies the support available for students with specific needs and crisis contacts. This is continually reviewed with specific attention paid to mental health resources and networks.
4. Website - <https://www.ucp.ac.uk/financial/> - which includes a link to the student finance calculator as well as identifying types of debt and how to avoid them.
5. Website - <https://www.ucp.ac.uk/bursaries/> - which includes details of additional bursaries that are available for students.

*Students visiting Stamford's website (<https://www.stamford.ac.uk/university-level>) are directed to information at www.ucp.ac.uk

University Centre Peterborough reserves the right to increase the fee for courses that charge below the current maximum level (£9250) by the Retail Price Index (RPI-X) p.a. during a student's time on the course.

All Open Day events and Applicant Days include bespoke finance and advice sessions for students and parents as well as 1:1 guidance session which are available from February and are delivered on a weekly basis between 4:30pm and 6pm to allow potential school leavers to attend with parents or guardians. These are open to all students considering HE not just those applying to UCP. We regularly survey students and parents at these events to ensure that the information we provide is clear and understandable.

At the offer stage and again during induction, all students receive advice and guidance on finance and are reminded to apply for the low-income or care leaver bursary if this is applicable. Throughout the year we offer various supportive mechanisms and events which range from guidance from Citizens Advice and Student Money Week which runs in February. Students are contacted via email, the Student Council meetings and social media to update them on opportunities and events.

When approved we will of course have our Access and Participation Plan published on our website and this will be signposted in offer letters as well as being part of our induction presentation and welcome talks.

Progress and impacts will be shared with students at all relevant committee meetings and approved by the Student Council to enable us to continually enhance our activities based on their feedback as we advocate and are proud of our partnership approach at UCP.

Bursaries:

- Low Income (household income <£25,000) = £500 per annum for full time
- Care Leaver = £500 per annum

In order to be assessed as eligible for the low-income bursary students must meet the following criteria:

- New student to UCP enrolling in 2020/21
- Paying the maximum tuition fee through Student Finance England
- Studying full-time on an UCP Higher National/Undergraduate Degree programme*
- Have an assessed household income of under £25,000 from Student Finance England and be in receipt of their financial support**
- Fully enrolled and in attendance at the time of each payment
- Have validated bank details registered on our secure system

* Part Time will be pro-rata depending on the number of credits studied

** Only relates to the Low-income bursary

******Stamford College (UCP Stamford) students are receiving the same financial support as outlined in the original published access and participation plan (20-21).***

In order to be assessed as eligible for the Care Leaver bursary there is no separate application. All students will be considered for the bursary automatically based on the information supplied in their course application. Applicants will additionally be required to submit evidence of Care Leaver status.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)

3. Fee summary (table 4a and 4b in the fee information document)

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

that Peterborough (UCP) students fees will increase each year using RPI-X but Stamford (NCS) students fees will not increase annually.

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	Peterborough Campus First Degree	£8,000
Foundation degree	Peterborough Campus Foundation Degree	£8,000
Foundation degree	Stamford Campus Foundation Degree	£6,500
Foundation year/Year 0	*	*
HNC/HND	Peterborough Campus	£6,000
HNC/HND	Stamford Campus	£6,500
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	The Addict Dance Academy Ltd 10038034 - ADDICT	£6,500
HNC/HND	The Eastern School of Performing Arts Limited 10065554 - ESPA	£6,500
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	Various	£6,000
Foundation degree	Stamford Campus	£3,250
Foundation degree	Various	£5,333
Foundation year/Year 0	*	*
HNC/HND	Stamford Campus	£3,250
HNC/HND	Various HNC	£3,000
HNC/HND	Various HND	£4,000
CertHE/DipHE	*	*
Postgraduate ITT	*	£2,500
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

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

Targets and investment plan

2020-21 to 2024-25

Provider name: University Centre Peterborough

Provider UKPRN: 10068157

Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£131,131.00	£131,531.00	£131,931.00	£135,138.00	£135,738.00
Access (pre-16)	£25,426.00	£25,426.00	£25,426.00	£25,988.00	£25,988.00
Access (post-16)	£52,852.00	£53,052.00	£53,252.00	£54,575.00	£54,875.00
Access (adults and the community)	£33,783.00	£33,983.00	£34,183.00	£35,085.00	£35,385.00
Access (other)	£19,070.00	£19,070.00	£19,070.00	£19,490.00	£19,490.00
Financial support (£)	£174,700.00	£209,175.00	£157,825.00	£168,525.00	£173,190.00
Research and evaluation (£)	£42,060.00	£44,128.00	£45,785.00	£46,299.00	£47,540.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£775,670.00	£1,155,005.00	£1,280,675.00	£1,364,680.00	£1,406,350.00
Access investment	16.9%	11.4%	10.3%	9.9%	9.7%
Financial support	22.3%	17.9%	12.1%	12.1%	12.0%
Research and evaluation	4.8%	3.4%	3.2%	3.0%	3.0%
Total investment (as %HFI)	43.9%	32.7%	25.6%	25.0%	24.7%

