

University Centre Peterborough

Access and participation plan

2020-21 to 2024-25

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. It is our ambition to raise aspiration and address the needs of the city and region. UCP 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 20/21 there are expected to be 369 FTE validated students and 130 FTE franchise. It is a wholly owned subsidiary of Peterborough Regional College and 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 has 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.

From 20/21 it is intended that UCP will also be delivering Higher National (Pearson) qualifications which were previously the remit of Peterborough Regional College. Therefore, commentary related to these courses is included within this document. They are delivered on a full-time and part-time basis to meet the needs of those in employment. Most of these students study in a part-time mode on engineering and construction provision. There are currently 22 FTEs on this provision.

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 experience to ensure our responses to widening participation are impact driven and focussed. By taking a whole institutional approach we will ensure our strategies and activities are monitored and evaluated by our students, staff, governing body and stakeholders.

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.

Our franchise and validating partner (Anglia Ruskin University) has provided high level continuation and progression data which has not allowed the intersectional analysis required. 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 due to its 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 as well. Overall attainment on completion of their intended programme of study or progression cannot be reported until the 1st cohort graduates in July 2022. Due to data limitations and

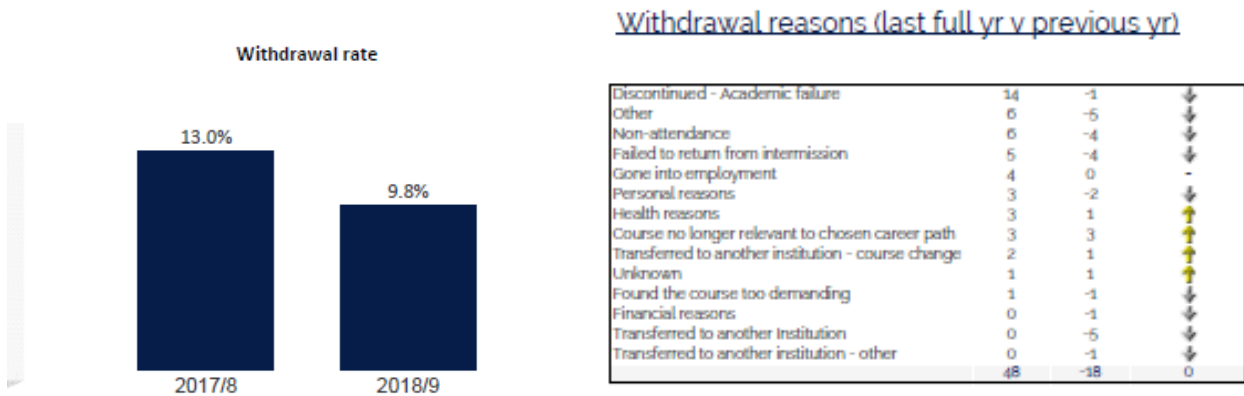
the registration date of UCP as a new provider Success and Progression commentary and analysis is presented in 3 ways:

- 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)

High level data supplied by ARU

Continuation

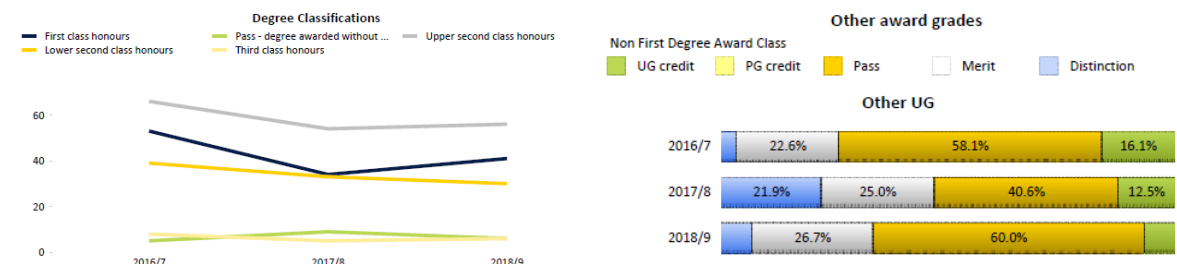
The table below demonstrates that we are now retaining more students compared to 2017/18. The withdrawal rate has decreased by 3.2% with reasons for withdrawal identified below. This indicates that strategies to support students on programme are working.



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

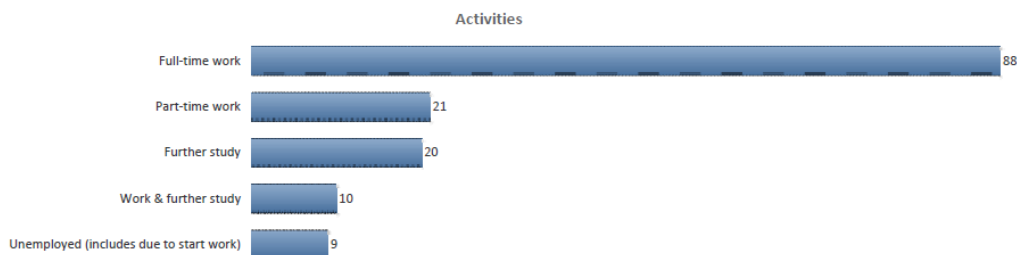
Attainment

The data below indicates a decline in 2nd class honours and a spikey profile with regard to good honours, currently this data relates to the entirety of the student body and is not segregated by characteristics. This will be reportable 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 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 benchmarks¹².

| 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% |
| <small>*Source - https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/ **Source - Local MIS data</small> | | | | | | | |

For 19/20 UCP 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.

| | UCP | National Data 17/18 | Difference |
|----------|-----------|---------------------|------------|
| Quintile | % POLAR 4 | % POLAR 4 | % POLAR 4 |
| 1 | 29.15% | 11.5% | 17.65% |
| 2 | 29.15% | 15.7% | 13.45% |

¹All 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

² 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

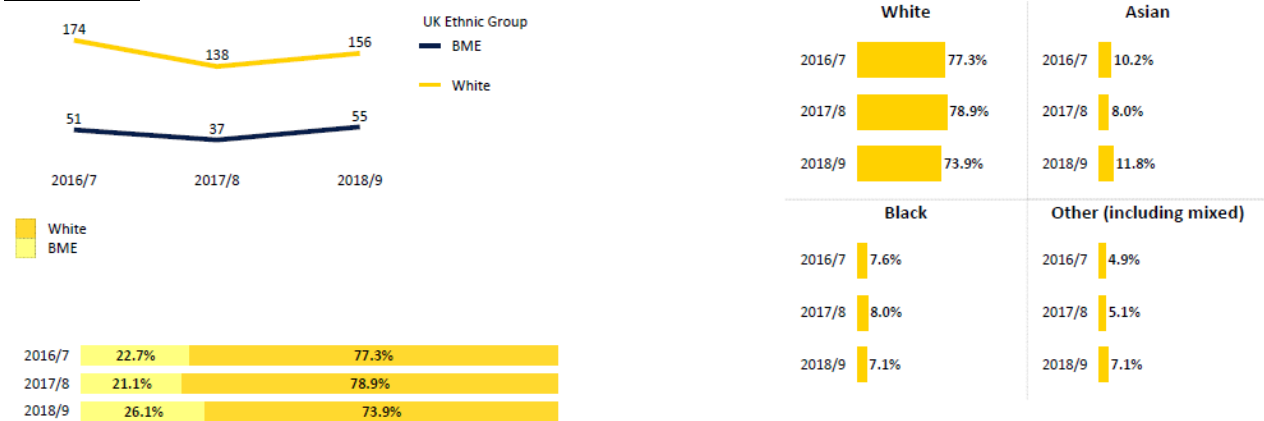
| | | | |
|---|--------|-------|---------|
| 3 | 23.62% | 19% | 4.62% |
| 4 | 8.04% | 22.9% | -14.86% |
| 5 | 9.05% | 31% | -21.95% |

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 this is actually 20% in favour of Quintile 1 (29.15%), this is due to the “HE cold spot” that Peterborough 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 recruit well from POLAR 4 Quintile 1, it is a commitment of this plan to monitor and maintain this high percentage.

1.2 Black, Asian and minority ethnic students

Trend data



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

Further analysis of the 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.³ 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. 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.

³ <https://www.peterborough.gov.uk/council/about-peterborough/census-2011>

Local MIS data for students enrolled in 19/20 shows the following:

White British – 56%

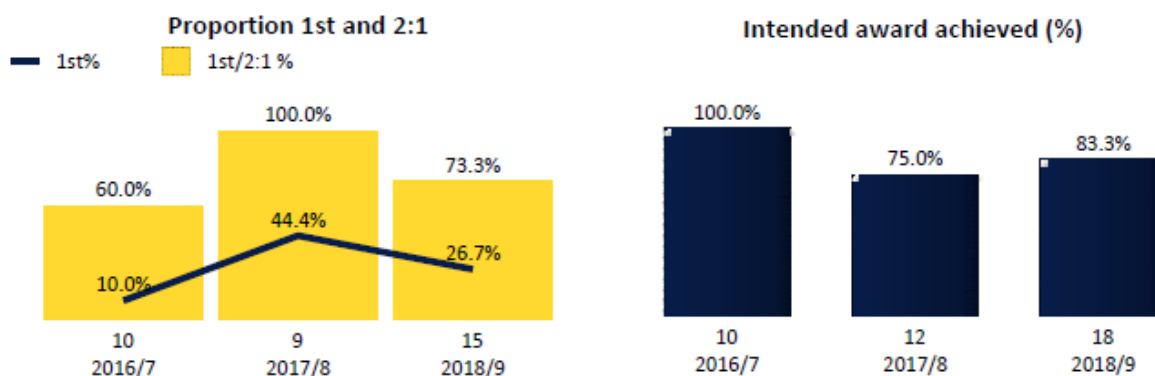
White Eastern European / White Other – 20%

BAME – 24%

This has identified a gap of 32% between BAME and White British students in 2019/20, 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 averages⁴ for ethnicity.

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 (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 data⁵ 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. “The gap between BME and White student progression into employment has remained constant with a small difference between BME and White 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.

⁴ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

⁵ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

| UCP | Postive Destination % | | | |
|------------------|------------------------------|----------------|----------------|----------------|
| Type/Year | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 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

| 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 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 onto the Level 6 BA Education 1-year top-up programme, this goes some way to explain the percentages above.

A continuation rate of 90.2% will be the target for 20/21 across level 4 and will be monitored in line with national averages⁶ for age where there is a gap in continuation between mature and young which is more significant at part-time (12.7%)⁷ although currently for UCP 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-time⁸. Overall attainment data in section 1 and the achievement of intended awards (ARU data) is 82.9% for UCP. Our APP of 19/20 referenced a 7% gap in favour of young learners which had narrowed since 2015/16. As UCP 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.

The UCP 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

⁶ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> accessed 03/12/19

⁷ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> accessed 27/02/20

⁸ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/> accessed 03/12/19

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 1-2⁹ and are therefore not judged as highly skilled employment. Although a proportion do sit in SOC group 3, this is generally lower when compared to young students. It will be an aim of this APP to reduce the national gap between young and mature students entering highly skilled employment from 4.9pp to 0pp by 24/25.

1.4 Disabled students

| 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. 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.

| 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% |

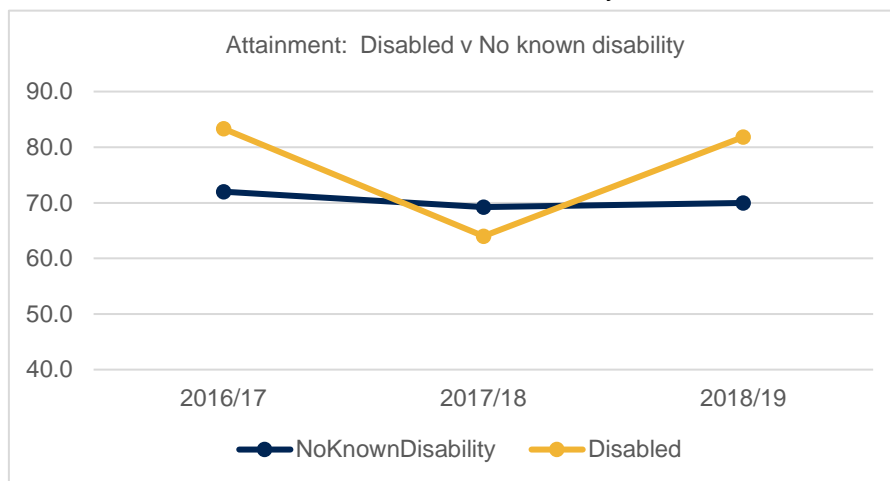
<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>
Local MIS - ProSolution data accessed 25/11/19

The data above shows that UCP 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. 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.

⁹ https://onsdigital.github.io/dp-classification-tools/standard-occupational-classification/ONS_SOC_hierarchy_view.html

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 averages¹⁰ for disability where there is not a significant gap for those studying full-time.

As UCP 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”¹¹ as being at a distinct disadvantage in terms of progression. This characteristic makes up 1% of the 19/20 UCP cohort and as such will be monitored. 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 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.

| UCP | Employment PI % | | | |
|---------------------|-----------------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| Type/Year | | | | |
| 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

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 03/12/19

1.5 Care leavers

2019/20 enrolment data states that we do not have any care leavers. However, we believe there is further work to do with our enrolment form, which will be completed by June 2020, and pre course guidance as students may be unwilling to disclose personal information of this nature. Our strategies of campus tours and engagement with charitable and local authority groups is clearly not having a sufficient impact and as such financial bursaries will be introduced to address what is a significant barrier. For 2020/21, a £500 bursary per year will be introduced to target this underrepresented group and additional work will be undertaken to raise our profile with the local authority. We are also considering completing 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.

1.6 Intersections of disadvantage

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

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 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.

New entrant by Ethnicity and POLAR4

| 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.

1.7 Other groups who experience barriers in higher education

First in family

| 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 have a high proportion of students (48.2%) who are first in 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.

BTEC qualification on entry (high proportion of male students)

| 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 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 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) National¹² 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 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

¹² 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

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%).

| 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

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.

| | Cohort enrolled in 19/20 | Cohort enrolled in 20/21 | Cohort enrolled in 21/22 |
|-----------------|--------------------------|--------------------------|--------------------------|
| Access | 19/20 | 20/21 | 21/22 |
| Success by year | 20/21 | 21/22 | 22/23 |
| Success overall | 21/22 | 22/23 | 23/24 |
| Progression | 22/23 | 23/24 | 24/25 |

*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.

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 | | PTS_1 | PTP_1 (positive destinations) |
| Mature students | | | | PTP_2 |
| Disabled students | | | | PTP_3 (employment) |
| Care leavers | PTA_2 | | | |
| FT Male students | PTA_3 | * | | |

| | |
|--|--|
| 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 strengthen student engagement via focus groups of under-represented students and committees to collectively evaluate the Access and Participation Plan.

- b) By 2020 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 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 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 2020

Aim 2 – Access for all (PTA_1 – PTA_3)

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 -32%) 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 NEACO and other school partners to promote higher education opportunities for under-represented groups.
- e) Use a Community Cultural Wealth¹³ 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)

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 resource.

Our objectives are to:

- 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.

¹³ 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>)

- 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_3)

UCP are 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.
- 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 to address any disparity in underrepresented groups gaining employment.
- f) By 2020 recruit graduate student ambassadors as leaders and role models for their peers who represent the student characteristics of the current and future student community.

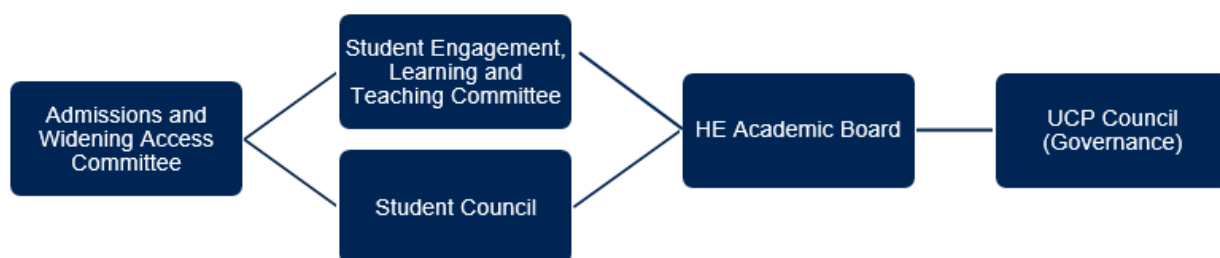
3. Strategic measures

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. 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. 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 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 2020¹⁴. 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 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 & Transferrable Skills (SO2) in line with the Teaching Excellence Framework. During the formal teaching reviews, we are able to assess how effective 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 2020 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.

In addition, the wholesale revalidation of degree provision previously operated as franchise provision via ARU included key stakeholders in the course design and development process. Curriculum Intensive Development Days were attended by students, academic staff, employers and industry bodies to ensure our new curriculum enabled the development of autonomous, expert graduates with excellent academic skills and business acumen. Commendations from external panel members included commitments to industrial and civic links particularly public engagement in research projects, a strong focus on employability and links with employers alongside currency,

¹⁴ <https://www.forbes.com/sites/bernardmarr/2019/10/28/the-10-most-important-job-skills-every-company-will-be-looking-for-in-2020/>

innovation and integration of modules. Panel members were also impressed by delivery teams' enthusiasm for enhancing the student experience.

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 introduction of our own learning environment will enable us to create distinct tutorial materials which will be tailored by level, subject and student feedback.

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 2020/21. The learner journey will continue through the chosen programme of study and beyond by creating lifelong learners who are a digitally active and capable alumni of University Centre Peterborough. The technologies we implement will drive a digital transformation away from the conventional lecture. We will embrace mobile first concepts where users will be able to make effective use of powerful and rapidly evolving mobile devices to enhance learning opportunities where the expectation to use and embrace online learning will have exceptional impact.

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 underway for 19/20 which will be consolidated in 20/21 following evaluation include:

- A career development and employability module added to all 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 under graduates, 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 Group) 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. 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) 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 and beyond this will also include more engagement with parents and HE students mentoring those within the identified TYP cohort.

In addition to the Regional College and Greater Peterborough University Technical College (GPUTC) (on the same campus) UCP also 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*¹⁵, 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 2018.¹⁶ 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 provides 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 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

¹⁵ <https://codebar.io/>

¹⁶ [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

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.

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.¹⁷

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 will also be introducing 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.

¹⁷ 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 | 1. Reduce the gap in access between BAME and White British students | <p>Marketing / outreach team to engage with local community groups</p> <p>Utilise HE staff, students and Alumni with BAME characteristics as role models in outreach activities</p> <p>Promotion of financial support available</p> <p>Focus groups with BAME students</p> | <p>Admissions and Widening Access Committee to evaluate impact of outreach activities with regards to target group</p> <p>Annual report of outreach activities to be created clearly identifying any needs for improvement</p> <p>Robust collection of APP data at enrolment to enable formative analysis</p> <p>Modify activity with target group as required</p> | <p>Increasing applications and enrolments from target group</p> <p>Increasing bespoke engagement to raise aspirations of learners within target group</p> <p>Reduction in gap in access between BAME and White students</p> <p>A better understanding of the distinction between groups</p> | <p>Review point – November 2020</p> <p>Insights into the impact of outreach and marketing activity on recruitment of BAME students</p> <p>Insights into impact of low-income bursary on engagement with BAME community (consideration on whether removal of</p> |

| | | | | | |
|--------------|---|---|--|---|--|
| | | <p>Admissions and Widening Access Committee to discuss impact of outreach activity</p> <p>Use a Community Cultural Wealth¹⁸ approach to reflect on practice and ensure there are no barriers to access for BAME students by 2025</p> | | | <p>global bursary has an effect). Utilise the OfS Financial toolkit (Survey) to ascertain the effectiveness of bursaries</p> <p>Analysis of institution application data compared to UCAS end of cycle data and OfS data dashboard</p> |
| PTA_2 | 2. Encourage a greater number of care leavers into higher education | <p>Promotion of financial support available</p> <p>Consideration of a care leavers bursary</p> <p>Admissions and Widening Access Committee to discuss</p> | <p>Admissions and Widening Access Committee to evaluate impact of outreach activities with regards to target group</p> <p>Annual report of outreach activities to be created clearly identifying any needs for improvement</p> | <p>Increasing applications and enrolments from target group</p> <p>Increasing bespoke engagement to raise aspirations of learners within target group</p> | <p>Review point – November 2020</p> <p>Insights into impact of Care Leaver and Low-income bursary on engagement with Care Leavers</p> |

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>)

| | | | | | |
|---------------------|--|---|--|---|--|
| | | <p>impact of outreach activity</p> <p>Campus visits that are more bespoke and offer personal interaction with target group</p> | <p>Robust collection of APP data at enrolment to enable formative analysis</p> <p>Implementation of a care leavers bursary (£500 per annum)</p> <p>Modify activity with target group as required</p> | | <p>Analysis of institution application data compared to UCAS end of cycle data and OfS data dashboard</p> <p>Utilise the OfS Financial toolkit (Survey) to ascertain the effectiveness of bursaries</p> |
| <p>PTA_3</p> | <p>3. Encourage a greater number of male students from POLAR4 quintiles 1-3 into higher education with a focus on POLAR 4 Quintile 1</p> | <p>Utilise HE staff / alumni as role models in outreach activities</p> <p>Marketing / outreach team to target male learners and involve careers and employers – in the first instance understand the barrier and review our curriculum offer.</p> <p>Undertake targeted outreach activities</p> | <p>Admissions and Widening Access Committee to evaluate impact of outreach activities with regards to target group</p> <p>Robust collection of APP data at enrolment to enable formative analysis</p> <p>Annual report of outreach activities to be created clearly identifying any needs for improvement</p> <p>Modify activity with target group as required</p> | <p>Increasing applications and enrolments from target group</p> <p>Increasing bespoke engagement to raise aspirations of learners within target group</p> | <p>Review point – November 2020</p> <p>Analysis of institution application data compared to UCAS end of cycle data and OfS data dashboard</p> <p>Insights into the impact on outreach and marketing activity on</p> |

| | | | | | |
|--|--|---|--|--|---|
| | | <p>Consider role of promotional materials</p> <p>Run student focus groups to review activities and message</p> <p>Admissions and Widening Access Committee to discuss impact of subject based outreach activity</p> | | | <p>recruitment from Quintiles 1-3</p> <p>Utilise the OfS Financial toolkit (Survey) to ascertain the effectiveness of bursaries</p> |
|--|--|---|--|--|---|

| SUCCESS TARGETS (ATTAINMENT) | INPUT | MEASUREMENTS/OUTPUTS | OUTCOMES | METHOD OF EVALUATION | |
|------------------------------|--|--|---|--|---|
| PTS_1 | <p>4. Reduce the gap in attainment for those students from BAME backgrounds compared to those from White backgrounds</p> | <p>Review of local student support data to identify patterns (e.g. course, attendance reports and module attainment)</p> <p>Peer mentoring (vertical mentoring)</p> <p>Ensure every student has a curriculum based personal tutor</p> <p>Analysis of national data trends</p> <p>Involve students from target group in evaluating strategies such as EAL and Study Excellence</p> <p>BLACK, ASIAN AND MINORITY ETHNIC STUDENT ATTAINMENT AT UK UNIVERSITIES:</p> | <p>Implementation of Student Intervention meetings to identify “at risk” students</p> <p>Admissions and Widening Access Committee to review student characteristics</p> <p>Annual Monitoring Report for course to include APP data</p> <p>Interaction of target group with student support linked to local data on achievement at student reviews</p> <p>Student context sheets included in planning of teaching and reviewed during HE Teaching Reviews identifying “at risk” students and support in place</p> <p>All student interaction to be entered into ProMonitor – local data source for student data</p> <p>Modify activity with target group as required</p> | <p>Improved Module Evaluation data for target group</p> <p>Improved continuation rates for all students, with no disparity for target group</p> <p>Improved attainment rates for all students, with no disparity for target group</p> <p>High satisfaction of learning support for target group within NSS and Student Experience Survey</p> | <p>Review point 20/21 academic year and each subsequent year</p> <p>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.</p> <p>Evaluate the institutions data capability to robustly monitor targets including whether further investment is required</p> <p>Evaluate impact on attainment and retention due to Student</p> |

| | | | | | |
|--|--|--|--|--|---|
| | | #CLOSINGTHEGAP (May 2019) ¹⁹ | | | <p>Intervention Meetings</p> <p>Monitor and evaluate impact of curriculum and LTA enhancements on module pass / fail rates at the end of each semester</p> <p>Evaluate performance using literature and sector publications</p> |
|--|--|--|--|--|---|

¹⁹ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>

| PROGRESSION TARGETS | INPUT | MEASUREMENTS/OUTPUTS | OUTCOMES | METHOD OF EVALUATION |
|---------------------|---|---|---|--|
| PTP_1 | <p>5. To reduce the gap between BAME and White students progressing into SOC codes 1-3 employment or higher study (Positive Destinations)</p> | <p>Embedding employability through the Employability Hub and curriculum at all stages of the student lifecycle</p> <p>Targeted activity utilising BAME guest speakers from industry and alumni to act as role models</p> <p>Use of student employability ambassadors to raise aspirations</p> <p>Analysis of national data trends</p> <p>Promotion of graduate opportunities via events and speakers from target groups</p> | <p>Interaction of target group with Employability Hub to be monitored</p> <p>As no data will be available until 2022-23, review national data trends to inform work of the Employability Hub</p> <p>OfS Challenge Fund quarterly and annual reports to reflect on engagement with target group.</p> <p>HE Teaching Reviews and staff development as part of LTA approach</p> <p>Modify activity with target group as required</p> | <p>An increase in BAME students progressing into SOC codes 1-3 employment or higher study</p> <p>Better granularity and analysis of student data to identify trends.</p> <p>Review point 20/21 academic year and each subsequent year</p> <p>Evaluate outcome of focus groups with BAME students regarding impact of Employability Bureau on readiness for employment</p> <p>Analysis of engagement figures with Employability Bureau</p> <p>Evaluate the inclusion of employability skills within the curriculum via HE teaching reviews</p> <p>Analysis of career Progression for</p> |

| | | | | | |
|---------------------|---|---|--|--|---|
| | | | | | <p>franchise learners in underrepresented groups and their peers in majority groups</p> <p>Review point 22/23 academic year</p> <p>Monitor and analyse student and employer surveys both pre- and post-graduation to ascertain effectiveness</p> |
| <p>PTP_2</p> | <p>6. To reduce the gap between Mature and Young students progressing into SOC codes 1-3 employment or higher study</p> | <p>Embedding employability through the Employability Hub and curriculum at all stages of the student lifecycle</p> <p>Targeted activity utilising guest speakers from industry and alumni who entered higher education as</p> | <p>Interaction of target group with Employability Hub to be monitored</p> <p>HE Teaching Reviews and staff development as part of LTA approach</p> <p>As no data will be available until 2022-23, review national data</p> | <p>An increase in Mature students progressing into SOC codes 1-3 employment or higher study</p> <p>A decrease in the gap between Mature and Young students progressing into SOC codes 1-3 employment or higher study</p> | <p>Review point 20/21 academic year and each subsequent year</p> <p>Focus groups with Mature students regarding impact of Employability Bureau on readiness for employment</p> |

| | | | | | |
|--|--|---|---|--|---|
| | | <p>mature students to act as role models</p> <p>Use of student employability ambassadors to raise aspirations</p> <p>Analysis of national data trends</p> <p>Promotion of graduate opportunities via events and speakers from target groups</p> | <p>trends to inform work of the Employability Hub</p> <p>OfS Challenge Fund quarterly and annual reports to reflect on engagement with target group.</p> <p>Modify activity with target group as required</p> | | <p>Analysis of engagement figures with Employability Bureau</p> <p>Evaluate the inclusion of employability skills within the curriculum via HE Teaching Reviews</p> <p>Statistical analysis of comparative career Progression for learners in underrepresented groups and their peers in majority groups</p> <p>Review point 22/23 academic year</p> <p>Monitor and analyse student and employer surveys both pre- and post-</p> |
|--|--|---|---|--|---|

| | | | | | |
|--------------|---|---|---|---|---|
| | | | | | graduation to ascertain effectiveness |
| PTP_3 | 7. To reduce the gap between students declaring a disability and those who do not progressing into employment | <p>Embedding employability through the Employability Hub and curriculum at all stages of the student lifecycle</p> <p>Ensure that employability skills and opportunities are inclusive</p> <p>Use of student employability ambassadors to raise aspirations</p> <p>Analysis of national data trends</p> | <p>Interaction of target group with Employability Hub to be monitored</p> <p>HE Teaching Reviews and staff development as part of LTA approach</p> <p>As no data will be available until 2022-23, review national data trends to inform work of the Employability Hub</p> <p>OfS Challenge Fund quarterly and annual reports to reflect on engagement with target group.</p> <p>Modify activity with target group as required</p> | <p>An increase in students with a declared disability progressing into SOC codes 1-3 employment or higher study</p> <p>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> | <p>Review point 20/21 academic year</p> <p>Focus groups with disabled students regarding impact of Employability Bureau on readiness for employment</p> <p>Evaluate the inclusion of employability skills within the curriculum via HE Teaching Reviews</p> <p>Analysis of engagement figures with Employability Bureau</p> <p>Focus groups with employers to understand their</p> |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | <p>barriers with regard to disabled students.</p> <p>Statistical analysis of comparative career Progression for learners in underrepresented groups and their peers in majority groups</p> <p>Review point 22/23 academic year</p> <p>Monitor and analyse student and employer surveys both pre- and post-graduation to ascertain effectiveness</p> |
|--|--|--|--|--|--|

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. 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".

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 of 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 tool²⁰ 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. By July 2020 we are confident that we will be able to analyse access data for validated students with success measures being available from 20/21 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. 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

²⁰ <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

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 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 will be creating a data dashboard which will be in place by June 2020 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 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 21-31). 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 new 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.

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 (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 recommendation 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 resource to ensure that the targets outlined within this plan are met within the desired timescales. The UCP Council are fully committed to widening participation and will delegate appropriate responsibilities to the committees and meetings previously mentioned.

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.

Control and ongoing development of our own data system from 19/20 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 resource 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 – 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
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.

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 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/ARU Accredited 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

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:

From 2021/22 we intend to increase the HNC/HND Full-Time fee to £6,500. Part-Time would then be calculated as a pro-rata based on units studied
Undergraduate courses are subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

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

| Full-time course type: | Additional information: | Course fee: |
|----------------------------------|-------------------------|-------------|
| First degree | Various | £8,000 |
| Foundation degree | Various | £8,000 |
| Foundation year/Year 0 | * | * |
| HNC/HND | Various | £6,000 |
| 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 | * | * |
| 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 | Various | £5,333 |
| Foundation year/Year 0 | * | * |
| HNC/HND | Various HNC | £3,000 |
| HNC/HND | Various HND | £4,000 |
| CertHE/DipHE | * | * |
| Postgraduate ITT | * | * |
| 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 (£) | £127,131.00 | £127,131.00 | £127,131.00 | £129,938.00 | £129,938.00 |
| Access (pre-16) | £25,426.00 | £25,426.00 | £25,426.00 | £25,988.00 | £25,988.00 |
| Access (post-16) | £50,852.00 | £50,852.00 | £50,852.00 | £51,975.00 | £51,975.00 |
| Access (adults and the community) | £31,783.00 | £31,783.00 | £31,783.00 | £32,485.00 | £32,485.00 |
| Access (other) | £19,070.00 | £19,070.00 | £19,070.00 | £19,490.00 | £19,490.00 |
| Financial support (£) | £145,700.00 | £177,675.00 | £123,825.00 | £132,025.00 | £134,690.00 |
| Research and evaluation (£) | £27,060.00 | £29,128.00 | £29,785.00 | £30,299.00 | £30,540.00 |

Table 4b - Investment summary (HF1%)

| Access and participation plan investment summary (%HF1) | Academic year | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| Higher fee income (£HF1) | £652,000.00 | £1,006,000.00 | £1,125,000.00 | £1,208,500.00 | £1,252,000.00 |
| Access investment | 19.5% | 12.6% | 11.3% | 10.8% | 10.4% |
| Financial support | 22.3% | 17.7% | 11.0% | 10.9% | 10.8% |
| Research and evaluation | 4.2% | 2.9% | 2.6% | 2.5% | 2.4% |
| Total investment (as %HF1) | 46.0% | 33.2% | 25.0% | 24.2% | 23.6% |

