

University of Nottingham

Access and Participation Plan 2025-26 to 2028-29

Introduction and strategic aim

Introduction: Driving access and success for all

University of Nottingham (UoN) has a long-standing commitment to widening access and making higher education available to anyone with the academic potential to succeed. This is reflected in our university values of ambition, inclusion, openness, fairness, and respect which inform all we do. We are proud of our collaborative work across the institution, the sector, and the local community, supporting students from all backgrounds to access, succeed in and progress from higher education (HE).

We believe the experience at UoN has the potential to profoundly transform students' lives. By bringing together students from all 'walks of life', along with our commitment to global engagement and well-established links to our two international campuses in China and Malaysia, invaluable perspectives and stories are shared which challenge assumptions and broaden worldviews within our student body.

Our ambitious Access and Participation Plan (APP) addresses the risks to equality of opportunity that we have identified and prioritised. The plan builds upon the achievements and lessons learnt from our previous APP; it focuses on areas where progress is still to be made while maintaining areas where our performance has been strong.

Our efforts and resources will be targeted to address UoN's greatest equality of opportunity risks; the plan recognises that the Covid-19 pandemic has exacerbated educational disadvantage and that the cost-of-living crisis has created even greater polarisation between the most and least disadvantaged students' progression and success within HE.

UoN will use the Equality of Opportunity Risk Register (EORR) along with assessment tools to inform agile, responsive actions towards improving equality and inclusion, as driven by the APP. We welcome the self-reflection and review process facilitated by the APP to set ambitious goals for supporting all students.

Five faculties, multi-campus, one shared ambition

UoN is a member of the Russell Group and is a global research university. We offer education to over 54,000 students annually from diverse backgrounds and cultures. Our students come from campuses in the UK (38,000), and our campuses in China and Malaysia (16,000). UoN provides opportunities across wide-ranging academic programmes run by five faculties (Arts, Science, Engineering, Medicine and Health Sciences, and Social Science) to build professional abilities, spark creativity, and promote new perspectives. We employ over 8,000 staff globally and deliver meaningful learning experiences leading to highly valued qualifications and membership of our 280,000+ strong alumni network.

Strategic aim: to promote an equitable student experience through targeted lifecycle support

Working with students and staff, we aim to promote an inclusive and equitable learning environment by proactively addressing barriers and gaps in access, success, and progression for underrepresented and disadvantaged groups across the entire student lifecycle.

Our key objectives are to increase successful application rates from Free School Meal (FSM)-eligible students, reduce awarding gaps between ethnicities and for FSM-eligible and mature learners, improve

continuation rates for Black and mature learners, and enhance outcomes for students with declared mental health conditions or from mixed ethnic backgrounds.

To achieve these goals, we will implement a multifaceted approach of evidence-based strategies focused on providing tailored academic support, personal wellbeing assistance, financial aid, and tackling structural obstacles at each stage of the student experience.

Rigorous evaluation will assess the impact of initiatives to ensure meaningful progress on strategic priorities such as closing of ethnicity awarding gaps, supporting mature student success, and enabling equal achievements for FSM-eligible cohorts.

Risks to equality of opportunity

Through an analysis of the Office for Students' (OfS) APP dashboard, UoN's internal data, student consultation, and the EORR, UoN has identified several indications of risk to equality of opportunity. In this plan, the most pressing of these indications of risk will be addressed. These indications of risk have been categorised according to the student lifecycle. Benchmarking groups have been used to aid the analysis of our performance: the key groups are the Sector, the Russell Group and our Core Competitor Group. More details about these groups are articulated within section Annex A alongside the comprehensive analysis of UoN's performance assessment. To identify the underlying risk as seen in the EORR, alongside desk-based analysis, consultation has taken place with both staff and students as explained in the Student Consultation section of this plan.

Access

Risk A: There is a lower proportion of students at UoN who are from Index of Multiple Deprivation (IMD) Quintile 1 when compared to Quintile 5. Analysis shows that UoN has a larger gap than the sector, Russell Group and Core Competitor Group. Our analysis suggests that this indication of risk may be caused by the EORR risks of knowledge and skills, a lack of information and guidance, perceptions of higher education and application success rates.

Risk B: There is a lower proportion of students at UoN who have been eligible for FSM compared to the sector and national population data versus those who have not been eligible. Analysis shows that a lower proportion of FSM students compared to the national population apply to study at UoN. The FSM students who do apply typically have lower tariff scores, leading to a reduced offer rate. However, UoN's matriculation rates are similar for FSM when compared to non-FSM students. Our analysis suggests that this indication of risk may be caused by the EORR risks of knowledge and skills, information and guidance, perceptions of higher education and application success rates.

Continuation

Risk C: Despite the continuation rates of UoN's Black students being higher than the Core Competitor Group, there is a small continuation gap between Black and White students at UoN. Sector-level analysis shows that this gap is smaller than the sector's gap. UoN also has smaller continuation gaps for all ethnic groups when compared to the sector. Using the EORR and internal analysis this indication of risk may be caused by insufficient academic support and a reduced sense of belonging.

Risk D: There is a continuation gap between mature and young students at UoN. Progress has been made in closing this gap through our previous APP 2020-2025. The gap at UoN is smaller than the sector, Russell Group and Core Competitor Group. Evidence suggests that some institutional structural issues contribute to this indication of risk, which aligns with EORR risks such as insufficient academic support, cost pressures and capacity issues.

Completion

Risk E: There is a completion gap between mature and young students. UoN's gap is smaller than that of the Russell Group and Core Competitor Group, but larger than the sector. Our analysis suggests that this indication of risk may be caused by the EORR risks of insufficient academic support, insufficient personal support and students not having equal opportunities to access limited resources.

Risk F: There is a completion gap between students with declared mental health conditions and non-disabled students. UoN's gap is smaller than that of the Russell Group, Core Competitor Group, and the sector. Our analysis suggests that this indication of risk may be caused by the EORR risks of insufficient personal and academic support, students not having equal opportunities to access limited resources, and UoN not creating an environment that is conducive to good mental health.

Risk G: There is a completion gap between eligible FSM students and non-eligible FSM students. Analysis shows that UoN's gap fluctuates year on year. Our analysis suggests that this indication of risk may be caused by the EORR risks of information and guidance, insufficient personal support and cost pressures.

Risk H: There is a completion gap between IMD Quintile 1 and IMD Quintile 5 students at UoN. Analysis shows that UoN has a lower completion gap when compared to the sector but has a larger gap when compared to the Russell Group and Core Competitor Group. Our analysis suggests that this indication of risk may be caused by the EORR risks of insufficient personal support and cost pressures.

Awarding gap

Risk J: There is an awarding gap between Black and White students achieving a Good Degree outcome (1st or 2:1) at UoN. The gap is larger when compared to that of the Russell Group and Core Competitor Group and just lower than the sector. Internal analysis suggests there are intersectional factors at play such as disability, mental health conditions and socio-economic status. Whilst we currently lack conclusive evidence for the cause of this gap, our analysis suggests that this indication of risk may be caused by insufficient academic support, insufficient personal support, not creating an environment that is conducive to good mental health, cost pressure, capacity issues, and a reduced sense of belonging.

Risk K: There is an awarding gap between Asian and White students achieving a Good Degree outcome (1st or 2:1) at UoN. The gap is larger than that of the Russell Group, but smaller than the sector and Core Competitor Group. Our internal data indicates an increase in the degree awarding gap, with some intersectional factors at play such as socio-economic status and age. Our analysis suggests that this indication of risk may be caused by the EORR risks of insufficient academic support, insufficient personal support, not creating an environment that is conducive to good mental health and cost pressures.

Risk L: There is an awarding gap between mature and young students achieving a Good Degree outcome (1st or 2:1) at UoN. The gap is larger than the Russell Group, Core Competitor Group, and the sector. Our analysis suggests that the indication of risk aligns with insufficient academic support, cost pressures, capacity issues, and a reduced sense of belonging.

Risk M: There is an awarding gap between eligible FSM students and non-eligible FSM students achieving a Good Degree outcome (1st or 2:1) at UoN. The data shows that our gap is larger than the sector, Russell Group and Core Competitor Group. Our analysis suggests that this indication of risk aligns to the EORR risks of insufficient information and guidance, insufficient personal support, insufficient academic support, the ongoing impact of coronavirus, cost pressures, capacity issues, and a reduced sense of belonging.

Risk N: There is an awarding gap between IMD Quintile 1 and Quintile 5 students achieving a Good Degree outcome (1st or 2:1) at UoN. The analysis shows that its gap is higher than the sector, Russell Group and Core Competitor Group. Our analysis suggests that this indication of risk aligns with EORR risks of insufficient personal support, cost pressures, and a reduced sense of belonging.

Progression

Risk O: There is a progression gap for students with a declared mental health condition compared to students with no declared disability. UoN's gap is larger than that of the Russell Group, Core Competitor Group, and the sector. This indication of risk may be caused by the EORR risk of insufficient personal support, weaknesses in creating an environment that is conducive to good mental health, and challenges related to progression from higher education.

Risk P: There is a progression gap for students of Mixed Ethnicity when compared to students from other ethnic groups. UoN's gap is larger than that of the sector and Russell Group and the Core Competitor Group. There are small numbers of students in this group at UoN, and the data for this risk fluctuates from year to year. While there is uncertainty as to the cause of the risk, we suggest that this aligns to the EORR risks of insufficient academic and personal support, as well as challenges related to progression from higher education.

Objectives

We have set our objectives and targets based on our assessment of performance. Where possible, the objectives and targets will be measurable by the OfS APP Data Dashboard. UoN's objectives aim to address the most pressing indications of risk and their associated risks.

Given the current limitations of the OfS Dashboard in terms of provision of the latest performance data, we have supplemented the dashboard with our own internal data. This data closely aligns with the OfS' methodology. It provides a more up-to-date understanding of our performance and, consequently, enables us to set realistically ambitious targets. Where our internal data has shown gaps have further increased, we have adjusted our targets to reflect the extra challenge. To ensure that we set targets that are both ambitious and realistic, a methodological approach has been adopted, examining factors such as engagement, external influences, financial investment, and internal considerations, including key dependencies with strategic programmes whilst also considering the significant financial challenges faced by the sector.

Additionally, an important factor considered when setting objectives, targets, and creating intervention strategies is intersectionality. We felt it was crucial to recognise that prospective and current students may possess multiple characteristics that need to be taken into account when establishing targets and framing intervention strategies. This ensures effective and efficient progress in reducing the inequality of opportunity for students at UoN.

We recognise that while not all indications of risk may directly align with the specific objectives outlined in this plan, those that are not objectives must be actively monitored and we will implement interventions as appropriate. By distinguishing key strategic priorities from monitoring, we can better focus our resource allocation. Objectives and targets outlined within this plan will be monitored and reported internally as seen within the monitoring of the plan section, in addition to externally by the OfS.

Objective one:

To increase the proportion of students studying at UoN from lower socio-economic backgrounds we will focus on increasing the proportion of Free School Meal eligible students, which will also support our IMD

Quintile 1 intake. We will also continue our collaboration with the national Realising Opportunities programme to support underrepresented students into higher education. We will increase the percentage of students eligible for FSMs to 12% by 2028/29. We will do this by targeting our widening participation and outreach activities and improving the conversion rate of FSM-eligible applicants. We will also contribute to increasing the proportion of Realising Opportunities students tracked into HE who access a research-intensive university within two years of becoming 'HE ready' from a baseline of 48% in 2019/20 to 58% by 2028/29.

Objective two:

To improve the experience and differential outcomes of different ethnicities, with a focus on Asian and Black students. We will monitor the difference in non-continuation rates between Black and White students. We will reduce the awarding gap between Asian and White students to 7% by 2028/29. We will reduce the Black and White awarding gap to 14.3% by 2028/29. We will achieve this by developing a more inclusive curriculum, continuing professional development related to inclusive teaching practice, enhancing co-curricular offerings, and engaging in cultural change.

Objective three:

To improve the experience and differential outcomes of mature students by monitoring non-continuation and completion rates and reducing the awarding gap between mature and young students. We will reduce the mature student awarding gap to 7% by 2028/29. This will be achieved through the development of inclusive curricula and co-curricular enhancements that develop mature students' sense of belonging.

Objective four:

To improve the experience and differential outcomes for students from low-socioeconomic backgrounds. We will monitor completion rates and reduce the awarding gap for students from low socioeconomic backgrounds. We will reduce the awarding gap for FSM-eligible students to 9% by 2028/29. This will be achieved through the development of inclusive curricula, improved information and guidance, and improved financial support offerings.

Intervention strategies and expected outcomes

This section of our plan details the intervention strategies for UoN's four objectives, and their associated targets articulated in the previous section of this plan. The intervention strategies have been created collaboratively through working with staff and students from across UoN. Interventions have been designed to address the associated risks for each objective while also addressing the several other risks to equality of opportunity. An evaluation plan for interventions has been developed. Our evaluation methodology is detailed in the Evaluation of the plan section and our rationale and evidence for the interventions is articulated within Annex B.

Intervention strategy 1: Access - FSM-eligible students

Objectives and targets: To increase the proportion of FSM students studying at UoN. We will increase the percentage of students eligible for FSMs to 12% by 2028/29. We will do this by targeting our widening participation and outreach activities and improving the conversion of FSM-eligible applicants to our programmes.

(PTA_1) Raise enrolment of entrants eligible for Free School Meals from 9.9% in 2021/22 to 12% of the Undergraduate home student population by 2028/29

Risks to equality of opportunity: Knowledge and skills, information and guidance, perceptions of higher education, application success rates, and cost pressures.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>(Enhanced) Re-targeting of outreach activity for pre-16 and post-16</p> <p>A new priority list will be created which gives a greater weighting to schools and colleges with a high proportion of FSM eligible pupils. This enables us to ensure we offer our highest level of outreach to those schools and colleges.</p>	<p>1.8 FTE staff to coordinate, manage and deliver outreach activity</p> <p>Total estimated costs: £394,000</p>	<p>Increased recruitment of students from target schools; increased understanding of higher education and the options available.</p>	

<p>(New) Contextual offer for free school meal eligible students</p> <p>Introduction of a 2-grade contextual offer for applicants eligible for free school meals.</p>	<p>0.2 FTE staff to project manage process changes</p> <p>Total estimated costs: £45,000</p>	<p>Increased contextual offers made which consider their previous circumstances; increased number of FSM eligible students meeting the academic requirements needed to progress to UoN.</p>	
<p>(Existing) Summer school and Pathways Sutton Trust programmes</p> <p>These existing programmes support students from around the UK to develop an understanding of specific subject areas at HE and support the application process. We will work with the Sutton Trust to prioritise FSM applicants on these programmes.</p> <ul style="list-style-type: none"> • Summer Schools (2 weeks) • Pathways to Medicine (target cohort of 40) • Pathways to Veterinary Medicine and Animal Science (target cohort of 30) 	<p>3.8 FTE staff to coordinate, manage and deliver programmes</p> <p>Total estimated costs: £2,919,000</p>	<p>Improved knowledge of higher education; increased sense of belonging at UoN; increased confidence with applying to university; improved knowledge about the specific requirements and skills needed to access selective courses; increased conversion of programme participants to registered students at UoN.</p>	
<p>(Enhanced) Ambition Nottingham: 16-18 programme – new content</p> <p>This programme supports students from across the UK to explore their options of HE, support with the application process and transition to high tariff universities such as UoN. Introduction of new content targeted at students eligible for FSM: Academic skills sessions; group mentoring; pilot of enhanced application and interview support for healthcare courses (piloting with nursing); VIP open day experience and trial of different methods to offer individualised IAG support.</p>	<p>2 FTE staff to coordinate, manage and deliver programme</p> <p>Total estimated costs: £470,000</p>	<p>Increased knowledge of the course choices available at HE, the support available and improved knowledge of the application process; increased sense of belonging to UoN.</p>	

<p>(New) Tutoring</p> <p>Ambition Nottingham participants and offer holders eligible for FSM will be offered access to online tutoring. This will focus on one A-level for selected Mathematics and Science subjects.</p>	<p>0.4 FTE staff to co-ordinate tutoring</p> <p>Total estimated costs: £230,000</p>	<p>Increase in attainment in chosen subject area; increased proportion of FSM offer holders meeting the conditions of their offer.</p>	
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Summary of evidence base and rationale: This intervention strategy is informed by an analysis of our current programme data, a Theory of Change, literature review and feedback gathered through staff and student workshops. A summary of the underpinning evidence is provided in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Re-Targeting of Outreach Activity	Increased recruitment of students from target schools.	Tracking of applications from target schools (Type 1)	Summary of engagement of target schools on website and impact on applications from autumn 2026.
Contextual Offer	Increased conversion of applications to offer holders, accepts and matriculation	Tracking of applications from FSM eligible students and analysis of grade profiles (Type 1)	Summary of impact of contextual offer published on website from October 2026.
Sutton Trust WP programmes	Improved conversion to applications to UoN; Increased knowledge of HE; Increased sense of belonging;	Tracking of participants' applications and conversion, pre/post programme surveys (Type 1 and 2).	Summary report of key finding published on our website from autumn 2026.
Ambition Nottingham 16-18	Increased sense of belonging; Improved conversion to applications to UoN; Increased knowledge of HE	Non-randomised comparison of applications and conversion rates for FSM eligible and non-FSM eligible participants, pre/post programme surveys (Type 1 and 2).	Summary report of key finding published on our website from autumn 2026.

Tutoring Programme	Increase in awarding in chosen subject area. Increased proportion of FSM offer holders meeting the conditions of their offer.	Empirical enquiry (Type 2) quantitative: comparison of self-reported predicted vs actual grades. Comparison of programme usage levels and grades achieved, and conditions of offer met.	Summary report published on UoN website annually from December 2026.
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Intervention strategy 2: Access - Raising attainment

Objectives and targets: To increase the proportion of free school meal (FSM) students studying at UoN. We will do this by targeting our widening participation and outreach activities and improving the conversion of FSM-eligible students on our programmes.

Risks to equality of opportunity: Knowledge and skills, information and guidance, perceptions of higher education

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>(New) KS2/3 Transition programme</p> <p>The programme aims to raise attainment by developing oracy skills through the topic of transition between primary and secondary education. It will target schools with a high proportion of FSM-eligible pupils in the Nottinghamshire area and be developed in conjunction with UoN's School of Education and Foundation teaching colleagues from other schools. At least 2 cohorts of 30 Y5-7 students.</p>	<p>0.6FTE staff to manage, coordinate and deliver the programme.</p> <p>Total estimated costs: £192,000</p>	<p>Increased confidence when speaking in class and participating in lessons; development of new oracy skills and increased resilience to support the transition between primary and secondary education; greater engagement for those students who have engaged with the programme.</p>	
<p>(Existing) IntoUniversity (IU) collaboration</p> <p>Support raising attainment for young people from underrepresented backgrounds in Nottingham. Co-funded activity in 3 Nottingham IU centres.</p> <ul style="list-style-type: none"> Primary Focus (Y3-Y6*) 	<p>0.7FTE staff to plan, deliver and coordinate partnership activities with IU</p> <p>Total estimated costs: £2,031,000</p>	<p>Positive impact on learning skills and attainment; developing skills and personal capacities; increased belief in Future Success; increased knowledge about HE and career options</p>	IS1

<ul style="list-style-type: none"> • Secondary Focus (Y7-13) including Buddy Programme* • Mentoring (Y6-13)* • Family Learning* • Primary and Secondary academic support • Holiday Focus* • Additional programmes <p><i>*Activities supported directly by UoN staff including outreach staff, academics and university students.</i></p>			
<p>(Existing) Students in Classrooms</p> <p>Collaboration between University of Nottingham/Nottingham Trent University (NTU) to support pre-16 attainment raising. Placing current students in targeted primary and secondary schools locally. The scheme will be divided into two strands:</p> <ul style="list-style-type: none"> • Primary Learning Advocates (supporting Y5/6 classes) • Achievement coaches (providing 1:1 support in Y7) 	<p>0.2 FTE staff to coordinate and manage the joint programmes with NTU</p> <p>Total estimated costs: £363,000</p>	<p>Improved literacy skills for participants.</p>	

Summary of evidence base and rationale: This intervention strategy is informed by a Theory of Change, literature review and feedback gathered through consultation with our collaborative partners. A summary of the underpinning evidence is provided in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Transition Oracy Programme	Increased confidence when speaking in class; increased resilience; greater engagement in class; increased intention to progress to HE	Triangulation of Pre/post surveys using validated scales; teacher feedback; pupil focus groups. (Type 2).	Published on the university website
IntoUniversity Collaboration	A Positive impact on learning skills and attainment; developing skills and personal capacities; belief in Future Success;	Qualitative data collection via surveys and tracking progression to HE (Type 1 and 2)	We will co-publish an evaluation report from IntoUniversity annually

	increased knowledge about HE and career options		
Students in Classrooms Collaboration with NTU	Increased literacy attainment	NTU are conducting a randomised controlled trial in 2023/24 to measure improvements in reading age of participants versus a control group, the findings of which will be built on over the next 4 years. This will include updating the existing Theory of Change (Type 1 – narrative). Additional evaluation methodologies will include pre-post programme assessment; pupil tracking through Higher Education Access Tracker (HEAT), teacher surveys; placement student reflection (Type 1 and 2).	NTU will be developing a dedicated website for publishing evaluation reports and will share a summary report.

Intervention Strategy 3: Access - Realising Opportunities (RO)

Objectives and targets: (PTA_2) Contribute to increasing proportion of RO students who are tracked into HE who will access a research-intensive university within two years of becoming 'HE ready' from a baseline of 48% in 2019-20 to 58% by 2028-29.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>(Existing) Realising Opportunities (RO) programme</p> <p>A sustained (2 year) and progressive programme for high achieving students offering a supported entry route culminating in an alternative, lower offer. Targeting groups at risk according to the equality of opportunity risk register through targeted eligibility criteria.</p>	<p>Input from the central RO Team</p> <p>0.5FTE staff to deliver, coordinate and manage the programme</p> <p>Total estimated costs: £295,000</p>	<p>Increased number of applicants and entrants to research-intensive universities (RIUs) from those at risk of inequality of opportunity; students prepared for success at RIUs; raised awareness and understanding of RIUs; broadened geographical horizons and help students make informed academic choices.</p>	<p>IS1</p>

Summary of evidence base and rationale: This intervention strategy is informed by a Theory of Change, literature review and evidence provided by our collaborative partners. A summary of the underpinning evidence is provided in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan.
Realising Opportunities Programme (RO)	Increase the number of applicants and entrants to RIU RO Partner universities from those at risk of inequality of opportunity; prepare students for success at RIUs; raise awareness and understanding of RIUs; broaden geographical horizons and help students make informed academic choices.	Data will be collected from a baseline survey pre-application, a follow-up survey post-RO programme completion, a progress survey after the first year of study and a success survey post-graduation. Type 1, 2 and 3 analysis of the data will be undertaken using external data, such as HESA and the National Pupil Database, for comparator purposes, as appropriate.	Reports for each academic year will be published at the end of each calendar year. RO will share data with the sector through reports on the RO website and, presence at sector conferences/events.

Intervention strategy 4: Success - FSM-eligible students

Objectives and targets: To improve the experience and differential outcomes for students from low-socioeconomic backgrounds. We will monitor completion rates and reduce the awarding gap for low-socioeconomic students. We will reduce the awarding FSM eligible students' awarding gap to 9% by 2028/29. This will be achieved through the development of inclusive curricula, improved information and guidance and improved financial support offerings.

(PTS_1) To reduce the good degree awarding gap (1st and 2:1) between FSM eligible and non-FSM eligible students from 12% to 9% by 2028/29. Our internal data for 2022-23 shows the gap to have increased to 15.3% at an institutional level. Our target reduction to 9% reflects our most recent internal data.

Risks to equality of opportunity: *Information and guidance, insufficient personal support, insufficient academic support, the ongoing impact of coronavirus, cost pressures, capacity issues, and a reduced sense of belonging.*

Activity	Inputs	Outcomes	Cross intervention strategy?

<p>(New) Kick Start transition programme</p> <p>The pilot of a new programme delivered just prior to enrolment to support the transition into HE targeted at students eligible for FSM.</p>	<p>0.6FTE staff to manage, coordinate and deliver the programme</p> <p>Total estimated costs: £242,000</p>	<p>Increased knowledge of the support services available at UoN; enhanced sense of belonging; increased awareness of the academic expectations and skills needed; increased engagement in support services</p>	<p>IS5</p>
<p>(New) Transition module</p> <p>Transition Massive Open Online Course (MOOC) to be piloted in the Faculty of Science with a focus on the development of academic skills. Targeted at students eligible for FSM. This is a contribution that addresses a sector-wide risk, supporting students transitioning into any higher education institution, not just UoN. This approach mirrors the Vet School MOOC, which also supports all Vet Schools across the sector.</p>	<p>0.3FTE staff to manage, coordinate and deliver the module</p> <p>Total estimated costs: £89,000</p>	<p>Improved knowledge of university structures and extra-curricular opportunities; development of key academic skills and their application; increased confidence in approaching academic assignments; explore support services available</p>	
<p>(Enhanced) Targeted financial support</p> <p>Designed to minimise financial barriers for students from households with low-income and disadvantaged students. Consists of Core Bursary; Nottingham Potential Bursary; Care Experienced and Estranged Bursary; Accommodation Bursary, and Accommodation Guarantee.</p> <p>Details of the bursaries are outlined in the provision of information to students.</p>	<p>0.6 FTE staff to manage, coordinate and deliver the bursaries</p> <p>Total estimated costs: £42,544,000</p>	<p>Increased engagement of bursary recipients with extra-curricular activities; reduced anxiety around money; increase in satisfaction with student life; reduced number of part-time hours worked</p>	<p>IS5 & IS6</p>

<p>(Enhanced) Financial literacy and transparency</p> <p>Improving students' financial literacy and improving University price transparency.</p>	<p>1 FTE staff to manage, coordinate and deliver the programme</p> <p>Total estimated costs: £277,000</p>	<p>Increased awareness of university costs; improved understanding of financial aid options and resources available to students; enhanced trust and satisfaction with the institution's commitment to transparency; increased access to university support; increased take-up of financial capability courses and workshops.</p>	<p>IS5 & IS6</p>
<p>(Enhanced) Academic support</p> <p>Extra-curricular academic support through academic skills workshops</p>	<p>2 FTE staff to manage, coordinate and deliver the programme</p> <p>Total estimated costs: £533,000</p>	<p>Increased attendance and participation in academic skills support sessions; improved understanding and application of key academic skills among students; enhanced confidence and self-efficacy in academic tasks and assignments; improved module marks; reduction in academic misconduct: student engagement increased.</p>	<p>IS5 & IS6</p>
<p>(Enhanced) Future Ready</p> <p>A targeted careers intervention for FSM students through mentoring with alumni facilitators. Aims to build self and career confidence, network and contacts and a foundation for work experience crucial to securing graduate-level roles.</p>	<p>1.2 FTE staff to manage, coordinate and deliver the programme</p> <p>50 UoN alumni volunteers per annum.</p> <p>Total estimated costs: £177,000</p>	<p>Increased career confidence and preparedness; increased engagement with Careers and Employability activity post-intervention; positive graduate outcomes when tracked 18 months post-graduation.</p>	<p>IS5</p>

<p>(New) WP London activity</p> <p>Piloting an annual activity to take up to 40 first-year WP/FSM students to London to provide an introduction/inspiration activity by visiting businesses and networking.</p>	<p>0.3 FTE staff to manage, coordinate and deliver the programme</p> <p>Total estimated costs: £99,000</p>	<p>Increased career confidence and preparedness; increased engagement with Careers and Employability activity post-intervention</p>	<p>IS5</p>
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Summary of evidence base and rationale: This intervention strategy is informed by an analysis of our current activities, a Theory of Change, literature review and feedback gathered through staff and student workshops. A summary of the underpinning evidence is provided in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Kick Start Programme for FSM-Eligible Students	Increased knowledge of the support services available at UoN enhanced a sense of belonging and improved awareness of the academic expectations and skills needed.	Pre and Post programme surveys. Tracking of continuation data using a non-random comparator of participants vs non-participants. (Type 1 and 2)	An annual summary to be posted on UoN's website.
Transition MOOC	Improved knowledge of relevant academic skills; increased confidence in academic assignments	Triangulation of engagement data; focus group to collect pilot feedback; self-reported data (Type 1)	An annual summary to be posted on UoN's website.
Financial Support	Increased engagement of bursary recipients with extra-curricular activities; reduced anxiety around money; increase in satisfaction with student life; reduced number of part-time hours worked	Use of the OfS Financial support evaluation toolkit. Triangulation of survey and interviews with current bursary recipients. Statistical analysis of bursary recipient data (following graduation) examining stages of the student lifecycle using a non-random comparator group. (Type 2)	An annual summary to be posted on UoN's website.

Improving students' Financial Literacy and Improving University Price Transparency.	Increased awareness of university costs; improved understanding of financial aid options and resources available to students; enhanced trust and satisfaction with the institution's commitment to transparency; increased access to university support; increased take-up of financial capability courses and workshops.	Money diaries, Pre and Post questionnaires and tracking (Type 1 and 2)	An annual summary to be posted on UoN's website.
Academic Skills	Increased attendance and participation in academic skills support sessions; improved understanding and application of key academic skills among students; enhanced confidence and self-efficacy in academic tasks and assignments; improved module marks; reduction in academic misconduct: student engagement increased.	Tracking support engagement. Pre and Post questionnaire and tracking of attainment data using a non-random comparator of participants vs non-participants (Type 2)	An annual summary to be posted on UoN's website.
Future Ready	Increased career confidence and preparedness; increased engagement with Careers and Employability activity post-intervention; positive graduate outcomes when tracked 18 months post-graduation.	Tracking of engagement with careers and employability activity and qualitative evaluation (Type 2)	An annual summary to be posted on UoN's website.
WP London Activity	Increased career confidence and preparedness; increased engagement with Careers and Employability activity post-intervention	Pre and Post questionnaire and engagement with careers and employability activity. (Type 2)	An annual summary to be posted on UoN's website.

Intervention strategy 5: Success – Ethnicity

Objectives and targets: To improve the experience and differential outcomes of different ethnicities, with a focus on Asian and Black students. We will reduce the awarding gap between Asian and White students to 7% by 2028/29. We will monitor the difference between non-continuation rates between Black and White students. We will reduce the Black and White awarding gap to 14.3% by 2028/29. We will achieve this by developing a more inclusive curriculum, enhancing co-curricular offerings, and engaging in cultural change.

(PTS_2) To reduce the gap in good degree awarding gap (1st and 2:1) between Black and White students from 18.2% to 14.3% by 2028/29. Our internal data for 2022-23 shows the gap to have increased to 21.4% at an institutional level. Our target reduction to 14.3% reflects our most recent internal data

(PTS_3) To reduce the gap in good degree awarding gap (1st and 2:1) between Asian and White students from 7.1% to 7% by 2028/29. Again, our internal data for 2022-23 shows the gap to have increased to 12.4% at an institutional level. Our target reduction to 7% reflects our most recent internal data.

Risks to equality of opportunity: *Insufficient academic support, insufficient personal support, mental health, cost pressure, capacity issues, and a reduced sense of belonging.*

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>(Enhanced) Personal tutoring</p> <p>Assignment of students with trained tutors who have been trained in awareness of support issues for specific student identities. Additionally, piloting a new model of personal tutoring that reimagines support structures across the institution to deliver tailored assistance through trained tutors to marginalised students.</p>	<p>0.1 FTE staff to manage, and coordinate the programme</p> <p>Total estimated costs: £44,000</p>	<p>Increased sense of belonging and support among students through connection with their tutor groups; improved academic engagement and performance; enhanced communication and relationship-building skills among both students and tutors; improved module marks; engagement with support services and extra-curricular activities.</p>	<p>IS4 & IS6</p>
<p>(Enhanced) Black Success Academy</p> <p>The academy aims to empower Black students to become effective leaders, advocates, and change agents within their university community and beyond. This academy provides a platform for Black students to develop leadership, professional, and social skills.</p>	<p>1.3 FTE staff to manage, coordinate and deliver the Academy.</p> <p>Total estimated costs: £461,000</p>	<p>Increased participation and engagement in leadership development activities among students; improved awareness of support services; formation of meaningful connections and relationships with mentors and peers; improved confidence and self-efficacy in pursuing academic and career goals; building on our Race Equality Charter action plan, continue to increase staff awareness and understanding of racial inequalities in HE.</p>	<p>IS4</p>

<p>(Enhanced) Microaggression and anti-racism training for staff and students</p> <p>Development of a framework to support departments to embed anti-racism into everyday practice such as embedding anti-racism within training courses and induction materials.</p>	<p>1 FTE staff to manage, coordinate and deliver the training.</p> <p>Total estimated costs: £259,000</p>	<p>Increased awareness and understanding of racism, microaggressions, and their impact among participants; recognition of personal biases and behaviours contributing to systemic discrimination; improved communication and conflict resolution skills for addressing sensitive topics; development of supportive networks and communities committed to combating racism and promoting inclusion; increase in reporting.</p>	
<p>(New) Curriculum Nottingham</p> <p>An institutional priority strategic programme designed to enable the review of UoN's curriculum, ensuring its alignment with future needs and fostering inclusivity. The programme builds staff capability, develops and provides resources, such as toolkits and policies, to empower academic units in designing and delivering a more inclusive curriculum.</p>	<p><i>The estimated FTE and costs cannot be provided within this document at this current time as the UoN planning process for 2025-2029 is not complete.</i></p>	<p>Increased awareness and understanding among professional service and academic staff about the importance of an inclusive curriculum – including the importance of inclusive assessment design; adoption of inclusive teaching strategies and practices in classrooms; enhanced representation of diverse perspectives and identities in course materials; improved student engagement and participation in learning activities.</p>	<p>IS4 & IS6</p>
<p>(Existing) Get Connected</p> <p>An opportunity for current students to ask professionals from a range of backgrounds about being their authentic selves in the workplace. Contributors identify as BME, LGBTQIA+, disabled/neurodiverse, or female, and are willing to talk about a range of topics</p>	<p>0.3FTE staff to manage, coordinate and deliver the programme</p> <p>Student Co-creators</p> <p>Total estimated costs: £72,000</p>	<p>Amplifying the voices of under-represented or marginalised groups. Increased confidence, insight and sense of belonging amongst students.</p>	<p>IS4</p>

Summary of evidence base and rationale: This intervention strategy is informed by an analysis of our current activities, a Theory of Change, literature review and feedback gathered through staff and student workshops. A summary of the underpinning evidence is provided in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Personal Tutoring	Increased sense of belonging and support among students through connection with their tutor groups; improved academic engagement and performance; enhanced communication and relationship-building skills among both students and tutors; improved module marks; engagement with support services and extra-curricular activities.	Tracking of engagement data and attainment data. Analysis of qualitative feedback from tutors and students. (Type 2)	An annual summary to be posted on UoN's website.
Black Success Academy	Increased participation and engagement in leadership development activities among students; greater awareness of support services; formation of meaningful connections and relationships with mentors and peers; improved confidence and self-efficacy in pursuing academic and career goals; increased staff awareness and understanding of racial inequalities in HE.	Pre and Post questionnaire, Tracking of engagement and attainment. (Type 2) We will explore opportunities for type 3 evaluation.	Annual report posted on UoN's website. Presenting at conferences such as BUCS
Microaggression and Anti-Racism Training	Increased awareness and understanding of racism, microaggressions, and their impact among participants; recognition of personal biases and behaviours contributing to systemic discrimination; improved communication and conflict resolution skills for addressing sensitive topics; development of supportive networks and communities committed to combating racism and promoting inclusion; increase in reporting	Attendance monitoring and pre- and post-questionnaire and tracking of incidents reported (Type 2).	An annual summary to be posted on UoN's website.

Curriculum Nottingham	Increased awareness and understanding among professional service and academic staff about the importance of an inclusive curriculum; adoption of inclusive teaching strategies and practices in classrooms; enhanced representation of diverse perspectives and identities in course materials;	Tracking of engagement and attainment, in addition to qualitative analysis from student and staff feedback. Tracking NSS data, Teaching and Learning Observation College data. (Type 2)	A summary report to be posted on UoN's website.
Get Connected	Amplifying the voices of under-represented or marginalised groups. Increased confidence, insight, and sense of belonging amongst students.	Attendance monitoring and session feedback (Type 1)	Annual report to be posted on UoN's website

Intervention Strategy 6: Success - Mature students

Objectives and targets: To improve the experience and differential outcomes of mature students by monitoring non-continuation rates and reduce the awarding gap between mature and young students. We will reduce the mature student awarding gap to 7% by 2028/29. This will be achieved through the development of inclusive curricula and co-curricular enhancements that develop mature students' sense of belonging

(PTS_4) To reduce the gap in good degrees awarded (1st and 2:1) between mature (21 and over) and young students from 15.8% to 7% by 2028/29

Risks to equality of opportunity: *Insufficient academic support, cost pressures, capacity issues, and a sense of belonging*

Activity	Inputs	Outcomes	Cross intervention strategy?
(Enhanced) Kick Start transition programme for mature students Development of in person transition programme and additional online content created.	0.3 FTE staff to manage, coordinate and deliver the programme Total estimated costs: £146,000	Increased knowledge of the support services available at UoN enhanced sense of belonging; improved awareness of the academic expectations and skills needed	IS5

<p>(Enhanced) Personalised support plan Improving student support plans aims to enhance the overall student experience, promote academic success, and support the holistic development and wellbeing of students throughout their degree. These support plans are designed to address the diverse needs, challenges, and goals of students.</p>	<p>2 FTE staff to manage, coordinate and deliver the programme.</p> <p>Total estimated costs: £513,000</p>	<p>Increased awareness among students about available support for personal circumstances; improved responsiveness from staff in acknowledging and addressing students' needs; timely provision of support plans tailored to individual circumstances; reduction in administrative barriers for students seeking assistance; enhanced trust and confidence in the institution's support systems; reduction in extenuating circumstances claims.</p>	
<p>(Enhanced) Mature student masterclasses 1–2-hour sessions for mature students presented by specialist services such as Disability Support, Careers and Employability to discuss topics that particularly affect mature students such as money management, imposter syndrome, assessment support and career development. Sessions will include contribution from current/recent past students to co-create/co-present.</p>	<p>0.5 FTE staff to manage, coordinate and deliver the programme</p> <p>Total estimated costs: £150,000</p>	<p>Increased knowledge of the support services available at the university; improved sense of belonging; improved awareness of the academic expectations and skills needed. Creation of a support network.</p>	<p>IS5</p>
<p>(Enhanced) Bespoke mature support offerings Creation and enabling mature students' engagement within peer support activity. Co-production of events with mature students Co-production of events with mature student networks and societies.</p>	<p>1 FTE staff to manage, coordinate and deliver the programme</p> <p>Student co-creators</p> <p>Total estimated costs: £277,000</p>	<p>Increased engagement in mature student activities; Formation of social connections and friendships among mature students; Enhanced sense of belonging and community within the mature student population.</p>	<p>IS5</p>

<p>(New) Tailored communication framework Tailored support communications for students to provide personalised and targeted information, guidance, and resources to meet the diverse needs and preferences of individual students.</p>	<p>0.2 FTE staff to manage, coordinate and deliver the communications. Total estimated costs: £37,000</p>	<p>Increased awareness and engagement with campus events, resources, and opportunities among targeted student groups; improved communication satisfaction and perception of relevancy and usefulness among students; enhanced sense of connection and belonging within UoN.</p>	<p>IS4 & IS5</p>
<p>(Existing) Mature student summer school A two-week programme of activity that will take place after the summer term. The timetable will include academic skills sessions, wellbeing activities, careers sessions and social activities.</p>	<p>0.5 FTE staff to manage, coordinate and deliver the programme Total estimated costs: £162,000</p>	<p>Improved student academic skills; increased sense of belonging; improved mental health, resilience, and confidence; reduction in the non-continuation rate for mature students</p>	

Summary of evidence base and rationale: This intervention strategy is informed by an analysis of our current activities, a Theory of Change, literature review and feedback gathered through staff and student workshops. A summary of the underpinning evidence is provided in Annex B.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Personalised Support Plan</p>	<p>Increased awareness among students about available support for personal circumstances; improved responsiveness from staff in acknowledging and addressing students' needs; timely provision of support plans tailored to individual circumstances; reduction in administrative barriers for students seeking assistance; enhanced trust and confidence in the institution's support systems; reduction in extenuating circumstances claims.</p>	<p>Tracking and monitoring of academic engagement and attainment. Non-randomised comparator group analysis. Qualitative analysis from staff and students. (Type 2)</p>	<p>A summary report published on UoN's website.</p>

Kick Start Programme for Mature Students	Increased knowledge of the support services available at UoN; enhanced sense of belonging; improved awareness of the academic expectations and skills needed	Pre and Post programme surveys. Tracking of continuation data using a non-random comparator of participants vs non-participants. (Type 1 and 2)	A summary report published on the University website.
Mature Student Masterclasses	Increased knowledge of the support services available at the university; improved sense of belonging; improved awareness of the academic expectations and skills needed. Creation of a support network.	Attendance/engagement monitoring. Pre and Post questionnaire, Student focus group. (Type 1 and 2)	A summary report published on the University website.
Peer Support	Increased engagement in mature student activities; formation of social connections and friendships among mature students; enhanced sense of belonging and community within the mature student population.	Attendance/engagement monitoring. Pre and Post questionnaire, Student focus group. (Type 1 and 2)	A summary report published on the University website.
Tailored Communication Framework	Increased awareness and engagement with campus events, resources, and opportunities among targeted student groups; improved communication satisfaction and perception of relevancy and usefulness among students; enhanced sense of connection and belonging within UoN.	Tracking of engagement with targeted events and qualitative data collection from students (Type 1)	A summary report published on the University website.
Mature Student Summer School	Improved student academic skills; increased sense of belonging; improved mental health, resilience, and confidence; reduction in the non-continuation rate for mature students.	Pre and Post programme surveys. Tracking of continuation data using a non-random comparator of participants vs non-participants. (Type 1 and 2)	A summary report published on the University website.

Whole provider approach

Introduction

At UoN, we pursue a comprehensive strategy to foster an equitable and participatory culture for the entire university community. Our APP reflects our core values of openness, inclusiveness, ambition, fairness, and respect. The APP is both a university-level key performance indicator (KPI) in its own right, and an important consideration in our other KPIs relating to the Teaching Excellence Framework (TEF), Graduate Outcomes (GO), and National Student Survey (NSS). The objectives identified in our APP inform our new mental health strategy, our strategic delivery plans, and our student-centred approach to teaching and learning.

This plan builds on our commitment to the Equality Act 2010 and the fulfilment of responsibilities under our public sector equality duty. Major focus areas include instituting reasonable accommodations, upholding impartial admissions practices, developing representative curricula and assessments, and maintaining rigorous policies that guarantee access and engagement for all. Through strategic alignment, transparent governance, and data-driven continuous improvement, we strive to eliminate systemic barriers. This comprehensive approach demonstrates our commitment to a 'whole provider' ethos for Access and Participation.

Strategic leadership advancing a whole provider approach

At UoN our Pro Vice-Chancellor for Education and Student Experience (PVC for ESE) is the senior responsible officer for the Access and Participation Plan. The PVC for ESE works closely with the Pro Vice-Chancellor for EDI, People and Culture to lead the embedding of our access and participation values and activities across the institution. This partnership means joined-up inclusive policies and support services to tackle intersectional barriers at all stages of the student life cycle and the staff journey. By co-developing inclusive curriculum frameworks, the PVCs embed APP into academic practice, with a recent whole institutional curriculum transformation project leading the way. Senior leaders collaborate to ensure that APP principles are woven into every aspect of the student experience. This includes outreach, support services, assessment practices, and curricular design. The goal is to create an environment conducive to success for all learners.

The PVCs raise the visibility and momentum of these vital issues through regular communications to the UoN community, like blogs and newsletters that report on progress while maintaining agenda focus. They also lend visible senior support to key diversity calendar events such as Black History Month and LGBTQIA+ History Month, underscoring inclusion and belonging as an institution-wide, year-round ethos.

The Senior Leadership team uses positional influence and expertise to set the tone for transparency and accountability from the top. Vocal leadership via communications and visible allyship sustains strategic momentum. It also fosters a distributed culture of collective ownership for APP progress across faculties and professional services.

Unified planning for equality of opportunity: A whole-university approach

UoN's comprehensive Education and Student Experience Strategic Delivery Plan (ESE SDP) fosters equal access and participation across the entire institution. APP principles underpin all endeavours spanning education, research, support and wellbeing, community partnerships, and digital innovations.

The ESE SDP prioritises inclusivity, wellbeing, diversifying student intake, and providing support for students who are typically under-represented in higher education. Equality considerations are embedded

into curriculum design, programme reviews, reasonable adjustment policies, contextual offers, and anti-racism education initiatives.

The Civic Strategic Delivery Plan aligns seamlessly, fostering partnerships with local communities on widening participation activities to support aspirations, access, and attainment among underrepresented groups. Curriculum co-design with these partners ensures diverse voices shape an inclusive culture. UoN is also committed to local and regional educational improvement programmes, including the Nottingham Education Improvement Board and works closely with the Department for Education (DfE) on the Derby and Nottingham Priority Areas programme.

UoN's commitment to student wellbeing

UoN's new Mental Health and Wellbeing strategy, developed through extensive co-creation with students and staff, demonstrates a holistic approach to promoting continuation, progression, and improved attainment. Guided by the step-change framework and the vision of empowering students, this collaborative strategy recognises that poor mental health often stems from inequality, oppression, and exclusion.

The strategy's mission focuses on fostering a positive culture shift across all aspects of university life, emphasising shared responsibility in providing accessible and timely support. Evidence-based monitoring, evaluation, and the development of a Wellbeing Assessment Toolkit ensure a reflective, inclusive process that considers the impact on student wellbeing from the outset. This work is further enhanced with UoN's University Mental Health Charter Programme and its alignment with the Health and Wellbeing Strategy.

Prior to the development of the strategy, UoN's commitment to supporting student mental health was evident through substantial improvements in whole-university structures aimed at enhancing access to support interventions for students with mental health conditions, including those that may be considered disabled.

These improvements encompass several key initiatives:

In the academic year 2021/22, we introduced a "Hub and Spoke" Student Support and Wellbeing team. This team includes Student Support and Wellbeing Officers stationed in academic schools. Their role is to facilitate early disclosure of mental health concerns and provide interventions tailored to students' specific academic contexts. This structure is designed to seamlessly integrate with personal tutor systems and enable effective referral to specialist practitioners as needed.

Additionally, a Mental Health Advisory Service operates in conjunction with this structure. This service offers specialised support for students grappling with ongoing or acute mental health issues. It manages partnership relationships with general practitioners and NHS mental health services, ensuring students have easy access to community support services. UoN has established multidisciplinary support networks that span academic, residential, and social environments. These networks ensure coordinated interventions and support plans for students with significant support requirements related to their mental health.

The university has established a Student Wellbeing Advisory Panel. This panel plays a vital role in co-creating and reviewing support services and communications, ensuring they are responsive to student needs. UoN's commitment to student mental health is further demonstrated through its engagement with the University Mental Health Charter award programme.

This robust approach to student wellbeing, coupled with a new attendance and engagement system, allows for early identification of disengaging students, especially those from underrepresented groups like mature learners. Personalised outreach strategies increase the chances of retention, progression, and attainment by fostering a sense of belonging throughout the student lifecycle.

UoN's Belonging Toolkit complements these efforts, encouraging staff to deliberately cultivate an environment that promotes equity, inclusion, and progression for all learners.

The Learning and Development strategy expands professional development opportunities for all staff, aiming to enhance education and training, especially around APP themes like the Black White degree awarding gap. Woven through all these strategies is the digital accessibility strategy, which is linked to our commitment to Public Sector Bodies Accessibility Regulations (PSBARs), and which has led to significant progress in the last two years in the accessibility of teaching and learning. The Learning and Development strategy is intentionally designed to facilitate positive cultural change and equitable student experiences.

UoN stands out as one of the most sought-after universities by leading recruiters, as highlighted in the 2024 Graduate Market report by High Fliers Research. We achieve this through using an evidence-based approach in delivering activities and services aimed at maximising progression outcomes for all groups of students. Our Careers and Employability Service (CES) offers a range of support targeted at students with disabilities or long-term health conditions. For example, CES runs an online course which allows students to explore available support options when considering their career paths. We run an autism mentoring programme and the East Midlands Disability Conversation event, which brings together students from local institutions. This event aims to provide insights from workplace speakers, facilitate the sharing of stories, and help students prepare for the transition to the workplace. Our commitment to support for neurodiversity is led by the Faculty of Science's NEO-Next and NEO-Now programmes. These support a more neurodiverse workforce by providing students and the local community with employment opportunities.

UoN recognises the important role of Degree Apprenticeships in widening access to higher education in specific higher order skills-shortage areas. To grow our provision, and the quality of our support for apprentices, we have established an Institute for Professional and Work-Based Learning. The Institute works with employers to develop provision reflective of our research strengths, with a particular emphasis on Data, Digital, Biomedical and Health Sciences, and Engineering.

UoN is committed to aligning our monitoring, continuous improvement, and periodic review processes with our APP targets to ensure accountability towards our risk groups' performance. This involves evaluating School and department-level performance, informed by data aligned with potential equality of opportunity risks. We integrate student partners and voice mechanisms, as well as external perspectives, to ensure rigorous and expertise-led practices.

Setting an institutional culture for access and participation

We have worked hard to become the first UK university to attain Athena Swan Gold. Building on the processes, infrastructure for change and 'lessons learnt', we can harness this accomplishment to fuel and support APP initiatives. Achieving Gold demonstrates the progress we have made on our journey of institutional transformation and cultural shift towards inclusivity and accessibility. This recognition reinforces our determination and ability to drive substantial change in access and participation.

The 2021 Race Equality Charter bronze award exemplifies UoN's strategic commitment to race equality through an intersectional, community-engaged plan. Rejecting deficit-based thinking, our action plan centres organisational leadership in enacting positive change. Data analysis revealing disproportionate COVID-19 and racial injustice impacts informed targeted actions. This award demonstrates UoN's resolve to address systemic racism and inequities and forms part of an overarching, proactive access, and participation strategy. Collective responsibility, capacity building, and cross-sector collaboration underpin a unified vision spanning the entire student journey.

The collective commitment of our leaders is reinforced through the ReMEDI Reverse Mentoring Project. This pairs racially minoritised staff/students with senior leaders of different ethnicities. The goal is to enhance leaders' understanding of racially minoritised student experiences, fostering dialogue to address barriers and create a more inclusive culture. This understanding then informs strategic change by senior leaders across the whole institution.

UoN is committed to fostering inclusivity and accessibility in higher education. To achieve this, we have developed diverse pathways through foundation years, ensuring that students from various backgrounds have the opportunity to pursue higher education. These tailored programmes provide essential support and resources to empower individuals from underrepresented groups to become students at UoN and thrive academically. We have recommitted to the continuation of our Arts Foundation programme at the reduced fee level of £5,760 from 2025/26.

The Personal Tutoring Project reimagines support structures across the institution to deliver tailored assistance through trained tutors supporting marginalised students. Through Inclusive coaching approaches, increased accessibility, the project aims to reduce achievement gaps, and enhance participation. Efficient case management, tracking, and accountability contribute to a safe learning environment that promotes equitable engagement. This proactive approach, linking to the expanded support services, focuses on progression, continuation, and academic success. It fosters a culture of ambition, creativity, and inclusivity, ensuring equal opportunities for success.

At UoN we demonstrate our dedication to creating an inclusive community from the very start of a student's journey through the implementation of a *Get Ready for UoN* pre-arrival module embedded within the onboarding process for new students. In the 2023/24 academic year, a remarkable 72% of newly registered students, amounting to 8,253 individuals, signed up for this module. This, along with our new *Cultural Humility* module, fosters a supportive environment built on mutual understanding, inclusion, and respect. By proactively instilling these values during the onboarding phase, UoN nurtures a culture of inclusivity that extends throughout a student's entire university experience.

The recent Disability-Inclusive Nottingham initiative, backed by a substantial £500,000 investment, reflects UoN's commitment to removing barriers and fostering parity of experience for disabled students across all aspects of university life. This significant allocation of resources underscores our dedication to creating an inclusive environment that not only accommodates but actively supports and elevates the diverse needs of its entire student body.

Fostering transformative partnerships

UoN has forged a transformative partnership with Nottingham Trent University that exemplifies our joint, deep-rooted commitment to fostering inclusivity and engagement within the broader community to improve educational opportunities. This partnership with NTU has led to the joint attainment of University of Sanctuary status. This is a national recognition of our commitment to welcome and integrate individuals seeking sanctuary into our communities. University of Sanctuary status demonstrates our dedication to cultivating a culture of awareness, compassion, and belonging that extends beyond our campus boundaries.

A new partnership with the East Midlands Education Trust (EMET) has been approved by the DfE to open a new 16-19 Maths School in Nottingham, potentially starting in September 2025. UoN Maths School has the aim of widening participation in Maths and STEM subjects in the region and will increase the capacity and variety of mathematical outreach activities in the community.

UoN has recently partnered with the Prince's Trust with the aim of raising aspirations among young people in the local area, increasing their awareness of higher education, and making a positive contribution to the local economy, particularly in the digital sector.

Further initiatives for student access, engagement and success

Student-focused initiatives further illustrate our comprehensive, holistic approach to access and participation. APP-funded projects, such as the Black Industry Connection and Empowerment Programme (BICEP), showcase innovative methods of fostering connections between Black undergraduates and Black alumni mentors.

The Summer School for Rising Researchers offers underrepresented students invaluable opportunities to build essential research skills, form meaningful networks, and receive support for postgraduate study progression. This proactive program promotes the academic growth and continued educational success of students from underrepresented groups by creating a clear pathway for their transition into higher levels of study.

At UoN, we demonstrate our whole-provider approach to access and participation through the establishment of dedicated roles that support the development of targeted strategies related to fostering financial capabilities among the student population. The individuals serving in these capacities directly influence, evaluate, and monitor the priorities outlined in our APP, ensuring a proactive and sustained effort in translating institutional commitment into meaningful actions. Other examples include the work to support care experienced and estranged students. Following our Stand Alone Pledge and National Network for the Education of Care Leavers, (NNECL) accreditation, we have developed our offer of pre-entry support and supplemented our standard financial package with additional support towards first-year accommodation, and a dedicated care experienced and estranged bursary.

Our strategic collaborations with DANCOP (our regional UniConnect partnership) and IntoUniversity, the organisation of Sutton Trust Summer Schools and Pathways, the hosting and membership of the Russell Group's Advancing Access professional development project for teachers and commitment to the national Realising Opportunities Programme, all showcase our active commitment to meaningful community engagement, forging partnerships, and extending educational opportunities beyond traditional institutional boundaries.

Conclusion

UoN demonstrates a comprehensive and whole-provider approach to access and participation across the institution. Our strategies focus on strong leadership, strategic alignment, community partnerships, inclusive curriculum design, targeted student support services, and data-driven evaluation. By embedding equality, diversity and inclusion principles throughout education, research, civic engagement, support and wellbeing services, and digital innovation, UoN cultivates an environment where every student can thrive irrespective of background. Through transparency, accountability, and collaboration across the whole university community, we remain committed to eliminating systemic barriers and advancing equal access, participation, and opportunities for success.

Student consultation

Student consultation and co-creation of the plan

Students have been pivotal stakeholders in the development of UoN's APP. Student voice has been a cornerstone of APP advancements. For example, paid student focus groups were conducted to inform the development of this plan. These focus groups involved 68 students from diverse backgrounds across UoN.

The primary objective was to understand students' lived experiences, identify prevailing risks to equality of opportunity, and gather their perspectives on mechanisms to mitigate these risks. Subsequently, this information was analysed alongside data to understand whether the EORR risks identified were supported or if there were new and emerging areas for UoN to address.

This information was taken and formed the basis of student-staff co-creation workshop sessions, with students paid for their expertise and time. These workshops delved into root causes and co-created solutions to the identified risks. Through this collaborative process, students were empowered to draw upon their lived experiences and contribute to the development of intervention strategies. This approach garnered positive feedback from both staff and students, fostering insights into new perspectives, cultivating working relationships, and facilitating the formulation of comprehensive interventions aimed at addressing underlying issues.

Presentations and workshops were also conducted with the Widening Participation Student Advisory Panel, concentrating on enhancing UoN's communication and engagement strategies for implementing the APP and improving its accessibility to all students.

Students partnering in the delivery of the plan

Student involvement in monitoring, evaluating, and delivering the access and participation plan is multi-faceted. Student Union representatives (usually Sabbatical Officers) are members of both the APP Steering Group and the APP Delivery Team and are thereby able to contribute to the development and operationalisation of the plan.

Student involvement in the evaluation and delivery of the APP manifests in three key avenues: (1) Students as Change Agents (SACA), (2) Widening Participation Advisory Panel, and (3) Students as Co-creators.

The SACA programme, initiated in 2014-15, aims to place students at the forefront of UoN initiatives. By engaging students in staff-student co-creation projects, this initiative has successfully centred students in numerous activities most notably curriculum transformation projects, thereby promoting equality of opportunity.

The Widening Participation Advisory Student Panel, established in 2019, comprises of undergraduate and postgraduate students from all five faculties, along with a Student Union representative. This panel is inclusive of students from OfS' defined underrepresented groups, engages in consultations and co-development activities throughout the year, contributing to significant initiatives such as UoN's new personal tutoring model and Parent and Carers Support Plan.

Our model of co-creation enables student leaders to be actively involved in shaping support programmes. For instance, the Black Sports Collective was formed following research into the lived experiences of Black students in Sport at UoN. The Collective supports the implementation of an action plan and the fostering of a strong community and various avenues of support among Black students at UoN. While staff support exists, the Collective is student-led, with over 300 students currently participating.

Evaluation of the plan

Governance

The oversight of the strategic direction of the APP is entrusted to the PVC for Education and Student Experience (ESE), who is a member of UoN's Executive Board. Supporting the PVC in providing strategic guidance to the APP is the APP Steering Group, which reports to the Education and Student Experience Committee. Comprising senior leaders such as the Pro-Vice-Chancellor of EDI, People and Culture, Deputy

Registrar, and Chief Marketing and Communications Officer, this board plays a crucial role in shaping the direction of the APP.

Additionally, the APP Delivery Team, currently chaired by the Deputy Associate Pro-Vice-Chancellor for Teaching and Curriculum Leadership, oversees the implementation of the plan. Consisting of senior leaders in Education and Student Experience, including Sub-Group Chairs focusing on specific aspects of the APP, this team ensures effective delivery and coordination of APP initiatives as articulated in the next section. The effectiveness of UoN's governance is continuously monitored and changes will be introduced if new approaches are required.

Performance monitoring

The APP is subject to comprehensive monitoring overseen by the APP Steering Group. The Delivery Team oversees the Professional Services Degree Awarding Gap subgroup, the Academic Degree Awarding Gap subgroup, the Continuation subgroup, each with a distinct focus. While three of these subgroups concentrate on particular targets delineated within the APP, the fourth group, the Data subgroup is dedicated to the data infrastructure underpinning the plan's progression. This group is also planning to explore the development of a performance framework aimed at facilitating more detailed and real-time monitoring and evaluation of UoN's interventions.

A subset of the Delivery Team is responsible for conducting monitoring and evaluation activities to oversee the process of receiving annual impact reports on current initiatives. This group also reviews evidence to assess the extent of impact on the progression of APP targets. It is anticipated that this group will play a crucial role in monitoring and evaluating intervention strategies overall, ensuring that they effectively address targeted risks and achieve their desired impact.

Self-assessment tool

To assess our areas for development, we completed the OfS self-assessment tool in preparation for this plan. Since our last APP, our focus has been on expanding our dedicated evaluation resource, particularly at the access stage, by establishing a Data and Evaluation team to support our Widening Participation Team. This team has improved our strategic oversight through the implementation of a new Evaluation Strategy, ensuring consistent expectations across all access initiatives. Additionally, this team has conducted tailored evaluation consultations with sub-teams to refine their practices. Our attention is now shifting to the success stage, aiming to transition from emerging to good performance levels.

This self-assessment highlights the necessity of extending our strategic evaluation approach to encompass the success stage, thereby integrating evaluation practices throughout the student lifecycle. In support of this standardisation, we have developed a new SharePoint site housing key evaluation resources, which has been shared with staff involved in APP projects across the institution. We are actively fostering a culture of sharing best practice through our APP networks.

Planned developments include:

Short term:

In the short term, our focus will be on several key actions to strengthen our evaluation processes. First, we aim to identify the evaluation needs at the success stage. Secondly, we will enhance our Evaluation SharePoint site to encompass evaluation practices from across the institution, integrating valuable resources from the Network for Evaluating and Researching University Participation Interventions (NERUPI). Staff will be encouraged to join relevant training networks, facilitating the dissemination of important information through these channels, whilst also ensuring they keep up to date with emerging

evidence. Thirdly, we will establish a clear purpose and audience for our evaluation reports and activities, employing a standardised format. Lastly, we will conduct a mapping of evaluation skills and knowledge across the relevant APP programmes.

Medium-term:

In the medium term, we will provide more strategic direction for evaluation at the success stage. This includes the identification of a strategic lead for evaluation, who will provide direction and oversight to our evaluation efforts. We will also establish a Community of Practice for Evaluation, offering a platform for staff to share best practices and exchange insights. Additionally, a critical review of our APP activities and programmes will be conducted to evaluate their efficacy, identify areas for improvement, and implement necessary changes.

Longer-term:

Looking towards the longer term, we aim to embed evaluation as a fundamental component of all roles whose primary focus is on the support of our APP plan. This strategic move ensures that evaluation practices are ingrained within the culture of our institution. Moreover, we will focus on enhancing the dissemination of evaluation outcomes both internally and externally. This will include sharing findings (see below) and establishing an Evaluation hub as a repository of evaluation reports, to make these publicly available to relevant stakeholders. These measures aim to enhance transparency, accountability, and continuous improvement within our evaluation processes.

Publishing

As a research-intensive institution, UoN is committed to advancing the development of knowledge both within the institution and externally to further support the development of equality of opportunity for all students.

Internally

A dedicated APP SharePoint site provides a platform for university staff to deepen their understanding of the APP and share findings and impact reports from evaluations. Colleagues are strongly encouraged to present research and evaluation findings at internal conferences, aiming to elevate the profile of the APP at UoN, raise awareness of the issues faced, and foster opportunities for internal collaboration. The most notable example is our annual Teaching and Learning Conference, which brings together colleagues from all campuses to focus on key teaching and learning matters over two days. The recent themes included inclusivity and accessibility and have attracted over 600 delegates.

We will produce an annual report that consolidates findings from several small evaluation projects, primarily focusing on ongoing, cyclical activities or interventions directly aligned with UoN's intervention strategies, as well as reports from larger-scale evaluation projects. These will be shared across our education and student experience networks, as well as via UoN's communication channels. Learning will also be shared across our other campuses in China and Malaysia.

We will also encourage sharing of practice from faculty and school level. For example, a research associate who has investigated BAME awarding gaps for our school of Life Sciences is now working with our Education and Student Experience team to scale-up approaches across the institution.

Externally

As members of networks such as the Russell Group Widening Participation Evaluation Forum, NERUPI, and Forum for Access and Continuing Education (FACE) APP Special Interest Group, UoN is privileged to share its findings and contribute to fostering strong working relationships and the development of knowledge and skills to address disparities. Where appropriate, staff will be offered opportunities and

encouraged to present at conferences and events. UoN staff have already presented at AdvanceHE and FACE conferences on matters related to awarding gaps.

Ethics

As an integral part of the project planning process, researchers will collaborate closely with the appropriate ethics committee to seek guidance and obtain necessary approvals. Currently, both the Delivery Team and the Steering Group are actively engaged in providing support and guidance to facilitate this process. Their expertise and oversight ensure that ethical considerations remain at the forefront throughout projects, upholding UoN's commitment to ethical research practices.

Evaluation partnership

We will maintain our commitment to enhancing our evaluation partnerships and activities with specialists such as EMWPREP and leverage their expertise when conducting our evaluation. Additionally, our recent membership in NERUPI aims to broaden our access to evaluation resources, foster greater sharing of best practices beyond our institution, and offer staff opportunities for advancing their evaluation proficiency.

Provision of information to students

The approved APP will be published on our website. UoN provides information on fees, costs, and financial support from both the Government and UoN to prospective and current students. This information is provided through our online prospectuses and printed materials, website and social media, outreach activity, face-to-face meetings at recruitment fairs, open days and interviews, and through responding to individual letters, e-mails, messages, chats and telephone calls. Financial Support staff provide pre-admission financial advice. When receiving an offer to study with us, applicants have their fees confirmed in their offer letters or emails, ensuring they are aware of the fee for their programme, and we are clear in our wording that course fees and financial support may change for each year of study.

UoN provides estimates of any additional course-specific costs (e.g. specialist clothing and equipment or field trips). UoN's website supports bursary provision through the following functions:

- alerting users across all stages of the application process to both the guaranteed bursaries and additional financial support
- providing guidance and assistance in the transition to university, including the process to follow to receive the bursary payments
- signposting prospective and current students to support services.

Financial Support

A summary of our financial support offer for students starting in the academic year 2025/26 is articulated below and will be published online on our dedicated web pages prior to the 2025/26 recruitment cycle. These bursaries and awards are reviewed on an annual basis and any changes are updated on the website prior to the start of the new recruitment cycle. These web pages will include:

- Full details of our eligibility criteria
- Detailed breakdown of all our financial support packages
- Full terms and conditions are published alongside each package.

Scheme	Eligibility	Amount
Core Bursary	Household income between £0-£35,000*	£1,400 per academic year
Nottingham Potential Bursary (NPB)	Meet one of the following criteria a) Entry via access or vocational qualifications b) Financially dependent children or adults c) Specified widening participation programme participants^ For a) or b) students must also have a household income between £0-£35,000*	£1,000 per academic year
Care Experienced and Estranged Bursary	Care experienced (minimum of 3 months from age 14) Estranged students** Household income between £0-£35,000* and under 25 at the start of course.	£2,000 per academic year (£1,000 if receiving NPB)
Accommodation Bursary	Care experienced and estranged criteria as above.	Up to £13,000 to support first year accommodation in selected halls.
Guarantor Policy	Care experienced and estranged criteria as above.	Available for returning students who have completed at least their first year of study.
WH Revis Article 26 Scholarship	Asylum seeker – competitive process	Tuition fee cost and £500 contribution per year for a maximum of 4 years.

* Household income as assessed by student finance.

** Granted independent status by student finance due to estrangement.

^ Eligible participants must have successfully completed one of the following programmes:

- University of Nottingham Sutton Trust Summer Schools
- Realising Opportunities
- Ambition Nottingham: 16-18 (Tier 1 students only)
- University of Nottingham Sutton Trust Pathways to Medicine or Veterinary Medicine and Animal Science
- Sutton Trust Pathways to Law Online (2024 and 2025 completers only)
- IntoUniversity post-16 participants (non-school activities).

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

Assessment of Performance

1. Overview

1.1 Data sources

UoN's Assessment of Performance was carried out between May 2023 and February 2024. Much of our analysis uses the OfS APP data files downloaded in July 2023. We used this data to create a replica of the OfS APP dashboard, which allowed us to change the benchmark group (see groups listed in section 1.2). The data we have looked at includes all full-time undergraduates, except for the ethnicity indicator in the Access stage. Here, we look at 18-year-olds only, which is consistent with OfS' way of reporting. We also used our own internal data to provide additional insight.

For Access, we have included internal data on WP students, as well as utilising data from the UCAS Modernised Contextual Data Service (MCDS) which provides us with additional data including whether an applicant is eligible for FSM. This is the only verified data-source that we have access to which enables UoN to identify whether an applicant is eligible, or has been eligible, for FSM.

Our internal data on awarding and continuation has enabled us to undertake intersectional analysis and analyse faculty and school results. This data only includes students who we have defined as 'In Scope for APP', which includes full-time, undergraduate, UK-domiciled students. Certain qualifications, such as Bachelor of Medicine, Bachelor of Surgery (BMBS) and Bachelor of Veterinary Medicine, Bachelor of Veterinary Surgery (BVMBVS), have been excluded.

For progression measures, we have used internal Graduate Outcomes data from 2017-18 to 2020-21 to explore intersectional splits.

Currently, there is only two years of FSM data available for internal Continuation reporting. FSM Continuation numbers have seen large fluctuations in these two years, meaning that we do not have enough data to deduce any trends. We do not have any FSM data for any graduating cohorts yet, so we are unable to report on FSM intersectional groups for Completion, Attainment and Progression.

We have also included internal NSS data from 2023 where relevant.

Across all data sources where IMD has been included, the 2019 version has been used.

1.2 Benchmarking groups

Throughout this Assessment of Performance, we compare UoN's results against a range of benchmarking groups. These groups are defined below:

- **Sector** – 130 English universities
- **English Russell Group (RG)** – Birmingham, Bristol, Cambridge, Durham, Exeter, Imperial College London, King's College London, Leeds, Liverpool, London School of Economics, Manchester, Newcastle, Nottingham, Oxford, Queen Mary, Sheffield, Southampton, University College London, Warwick, York
- **English Core Competitors (CC)** – Birmingham, Bristol, Durham, Exeter, Leeds, Liverpool, Loughborough, Manchester, Newcastle, Queen Mary, Sheffield, Southampton, Warwick, York
- **WP Competitors (WPC)** - Birmingham, Manchester, Leeds, Bristol, Loughborough, Leicester, Sheffield, NTU, Warwick, Liverpool

- **Health Sciences Comparison Group (HS)** – Birmingham, Manchester, Queen Mary

1.3 Rates, Gaps and Impact Measure

The analysis includes five lifecycle stages that the Office for Students reports on and are defined as follows:

- **Access** - proportion of students with a specific characteristic entering higher education
- **Continuation** - proportion of students that were at UoN 1 year and 14 days after starting their studies
- **Completion** - proportion of students qualifying
- **Attainment** - proportion of students achieving a first class or upper second-class degree
- **Progression** - proportion of students in graduate level work or study 15 months after graduation

In our analysis, we will report on proportions for Access and gaps for Continuation, Completion, Attainment and Progression. We report on proportions for Access since we are looking at the student population rather than comparing the performance of two groups. This is in line with OfS' way of reporting on Access. On the other hand, gaps give a better indication of how one group is performing in comparison to another. For instance, if the benchmarking group's Attainment rate improves one year due to external factors (such as a pandemic), we would expect the comparison group's rate to follow by a similar amount.

The gap in each of the four lifecycle stages is calculated as follows:

$$\text{Gap} = \text{Benchmark Group Rate} - \text{Comparison Group Rate}$$

For example, Black Awarding Gap = White Award (proportion of White students receiving a good degree) – Black Award (proportion of Black students receiving a good degree). A positive gap means the benchmark group is doing better, a negative gap suggests comparison group is doing better.

Where intersectional analysis has been conducted, we also looked for schools with the highest impact on student outcomes. The impact is calculated as follows:

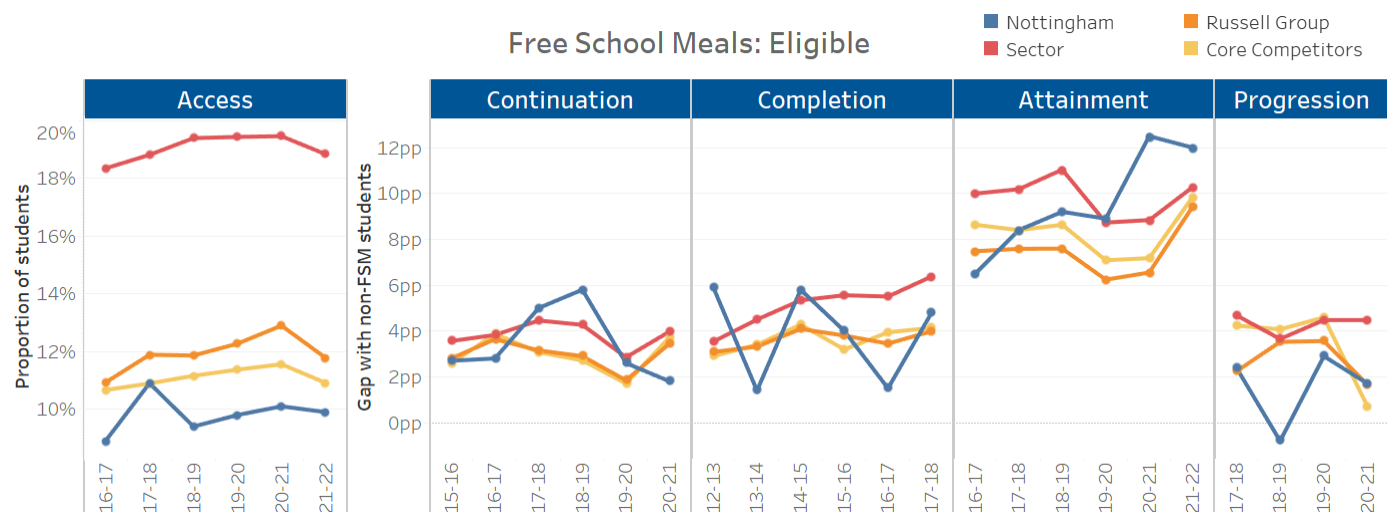
$$\text{Impact} = \text{Gap} / 100 * \text{Student Count}$$

1.4 Intersectionality

We have included analysis on intersectional groups where internal data is available and notable gaps have been found. Intersectional groups often include small numbers of students, which makes it difficult to infer any useful information. As a result of this, we have only investigated groups where the average number of students across multiple years is ten or more.

2. Data Review

2.1 Socio-economically disadvantaged groups



The Access graph above shows the proportion of applicants eligible for free school meals, whereas the Continuation, Completion, Attainment and Progression ones show gaps between students not eligible for free school meals and eligible ones. The four different lines correspond to UoN and the benchmarking groups (Sector, Russell Group, Core Competitors as defined in section 1.2).

2.1.1 Access

2.1.1.1. IMD 2019 - Access

For 2021/22 the University of Nottingham saw an access gap of 24.5% between IMD Quintile 1 (10.8%), and IMD Quintile 5 (35.3%), with an average gap of 25.9% across the past five years (2017/18-2021/22). The gap at the University of Nottingham has been steadily decreasing, currently down 4.5% since 2019/20. This is a wider gap than the average across the Russell Group (21.28%) and our identified Core Competitor group (21.92%) across the same five-year period, although the gap between ourselves and these identified groups is steadily decreasing year on year.

We have been making good progress towards our previous IMD target however whilst not quite reaching our goal we have identified a considerable crossover between FSM eligibility and the IMD Quintiles representative of the highest levels of deprivation (Quintiles 1 and 2). We are therefore considering ways to better target these postcode areas through use of other deprivation indicators such as FSM.

R1 – In 2021/22, UoN has an access gap of 24.5% between IMD Quintile 1 and IMD Quintile 5 students.

2.1.1.2. Free School Meals - Access

The proportion of FSM eligible students (undergraduate students under the age of 21) entering UoN has remained relatively consistent across the past five years (2017/18 – 2021/22), averaging 10.1% across the five years. This is lower than the five-year Russell Group average (12.1%) and the five-year average for our Core Competitor group (11.2%).

Through use of the data made available to UoN via UCAS' Modernized Contextual Data Service (MCDS), we can also begin to understand the differences in application profiles of both FSM-eligible and FSM-ineligible applicants. For example, when considering applicants with 3 A-Level qualifications, a FSM applicant is

applying to UoN with an average of 1.25 grades lower than a non-FSM eligible candidate. This is not an isolated issue for UoN at the point of application and aligns with existing research that indicates a degree awarding gap between FSM-eligible and ineligible students at various points of their education¹². This will likely further contribute to the existing good degree awarding gap that we see for FSM students at UoN.

R2 – In the 2021/2022 academic year, free school meal eligible students made up 9.9% of all new undergraduate students under the age of 21.

2.1.1.3. Intersection of IMD and FSM

According to our internal data, in 2023/24, 17% (451 students) of IMD quintile 1 student population were eligible for Free School Meals, compared to 1.3% (104 students) of quintile 5 student population. The table below shows the number of students in the student population that are FSM eligible by IMD category. Nearly 64% of Free School Meal eligible students fall within either IMD 1 (38%) or IMD 2 (25.8%), whilst just 8% fall within IMD 5. This indicates that, through targeting of FSM students, we will also be indirectly targeting some of the most deprived areas in relation to IMD but at a more individualised level, combating one of the primary drawbacks to area-based measures and allowing for more impactful interventions.

When considering IMD2019, in the past 3 years (2021/22, 2022/23, and 2023/24 application cycles) an average of 70% of FSM eligible applications have been from applicants from a postcode that would assign them to either IMD 1 or 2, compared to 45% of non-FSM eligible applications, indicating a strong correlation between FSM eligibility and the lower quintiles of IMD. FSM eligibility offers a much stronger individualised indicator for deprivation and allows more specific targeting of interventions than an area-based metric such as IMD. It is safe to assume that an increase in FSM recruitment would also help to close the gap between the highest and lowest IMD quintiles.

		2021/2022	2022/2023	2023/2024
FSM	IMD 1	180.0	312.0	451.0
	IMD 2	116.0	216.0	305.0
	IMD 3	75.0	146.0	200.0
	IMD 4	53.0	94.0	124.0
	IMD 5	45.0	74.0	104.0
	No IMD Data	1.0	1.0	1.0

Table 1. Student numbers by free school meal eligibility, IMD category and academic year using UoN internal data.

2.1.2 Continuation

The continuation gap between IMD quintile 5 and quintile 1 has stayed under 3pp for the last two years (2019/20 and 2020/21). For instance, in 2020/21, IMD quintile 5 continuation rate was 96.8% and quintile 1 rate was 93.9%. In 2020/21, UoN’s IMD Q1 continuation gap (2.7pp) was lower than that of the Russell Group (4.5pp), Core Competitor Group (4.8pp) and WP Competitor Group (4.7pp).

The continuation gap between students not eligible for FSM and eligible for FSM has been decreasing for two years (2019/20 and 2020/21). For example, in 2020/21, the continuation rate for students not eligible for

¹ <https://www.suttontrust.com/wp-content/uploads/2023/06/Social-Mobility-The-Next-Generation-Lost-Potential-Age-16.pdf>

² https://assets.publishing.service.gov.uk/media/5b60849540f0b6359969224f/FSM_and_SEND_outcomes-statistics.pdf

FSM was 96.4% and for eligible students 94.5%. In 2020/21, UoN's FSM continuation gap (1.8pp) was lower than that of the Sector (4.0pp), Russell Group (3.5pp), Core Competitor Group (3.7pp) and WP Competitor Group (3.4pp).

In 2019/20 and 2020/21, UoN's IMD Q1 and FSM gaps were both lower than that of the four comparison groups, so we consider there to be no indication of risk.

2.1.3 Completion

The completion gap between IMD quintile 5 and quintile 1 students has varied between 6.7pp and 4.0pp across the six reporting years (2012/13 - 2017/18). In 2017/18, IMD quintile 5 completion rate was 97.3% in comparison to 91.5% rate for quintile 1.

Similarly, the completion gap between students not eligible for FSM and eligible for FSM has varied between 5.9pp and 1.4pp across these six reporting years. For instance, in 2017/18, completion rate for students not eligible for FSM was 96.7% whereas for students eligible it was 92%. In 2017/18, UoN's IMD Q1 and FSM gaps were close to that of the benchmarking groups - less than a percentage point higher than the Russell Group and Core Competitors, and more than a percentage point lower than the Sector. The FSM completion gap varies on yearly basis and in 2017/18 it was higher than that of the Russell Group and Core Comparison group, so we consider it to be an indicator of risk.

R3 – In 2017/18, UoN's completion gap between FSM and non-FSM students was 4.8pp.

R4 – UoN's completion gap between IMD quintile 5 and quintile 1 students has varied between 6.7pp and 4.0pp across the six reporting years (2012/13 - 2017/18).

2.1.4 Attainment

The awarding gap between IMD quintile 5 and quintile 1 students has increased to 19.4pp in 2021/22, which is higher than that of the sector (13.7pp), Russell Group (10.7pp) and Core Competitor group (12.1pp). In 2021/22, IMD quintile 5 completion rate was 93.1% in comparison to 72.9% rate for quintile 1.

R5 – In 2021/22, UoN's degree awarding gap between IMD Quintile 1 and Quintile 5 was 19.4pp.

Over the six reporting years (2016/17 - 2021/22), there appears to exist a trend of increased awarding gap between students not eligible for FSM and eligible for FSM. In the last three years (2019/20 - 2021/22), FSM degree awarding gap at UoN (12pp in 2021/22) has been greater than that of the Sector (10.3pp in 2021/22), Russell Group (9.4pp in 2021/22) and Core Competitor Group (9.9pp in 2021/22). In 2021/22, awarding rate for students not eligible for FSM was 89.5% and for eligible students 77.5%.

R6 – In 2021/22, UoN's degree awarding gap between FSM and non-FSM students was 12pp.

2.1.5 Progression

2.1.5.1. IMD Progression

UoN's progression gap between IMD Q5 and Q1 has stayed below 2pp across the four reporting years. Furthermore, UoN's IMD Q1 progression gap (1.7pp in 2020/21) is smaller than the Sector (7.1pp in 2020/21), Russell Group (3.6pp in 2020/21), Core Competitor group in 2020/21 (3.4pp in 2020/21) and WP group (3.4pp in 2020/21).

2.1.5.2. FSM Progression

The progression gap between students not eligible for FSM and eligible for FSM has varied between –0.8pp and 2.9pp across the four reporting years. Across the four years, IMD Q1 and FSM progression gaps have stayed relatively minimal, indicating there is no risk indicators for progression.

2.1.5.3. IMD 2019 Intersectional Groups

In terms of the percentage of students progressing to a graduate level outcome³, intersectional analysis of HESA Graduate Outcomes data identifies that IMD quintile 1 Males and IMD quintile 1 Females are both the second-best performing quintiles, within their respective gender groups.

Progression is also strong among ethnic minority groups from IMD quintile 1 backgrounds. The table below displays female and male graduate outcomes by ethnicity, with all intersectional groups exceeding UoN's baseline except for White IMD quintile 1 graduates and Mixed Male IMD quintile 1 graduates:

Group (First Degree UG, Full-time, UK)	% Graduate Level Outcome (4 Year Average)		
	All	Female	Male
Baseline (All)	86.5%	86.3%	86.9%
Asian IMD Q1	87.9%	88.2%	87.7%
Black IMD Q1	87.2%	86.7%	88.1%
Chinese IMD Q1	93.1%	94.4%	90.9%
Mixed IMD Q1	87.0%	88.0%	85.2%
White IMD Q1	85.3%	86.0%	84.0%

Table 2. 4-year average graduate outcome by ethnic group according to internal data.

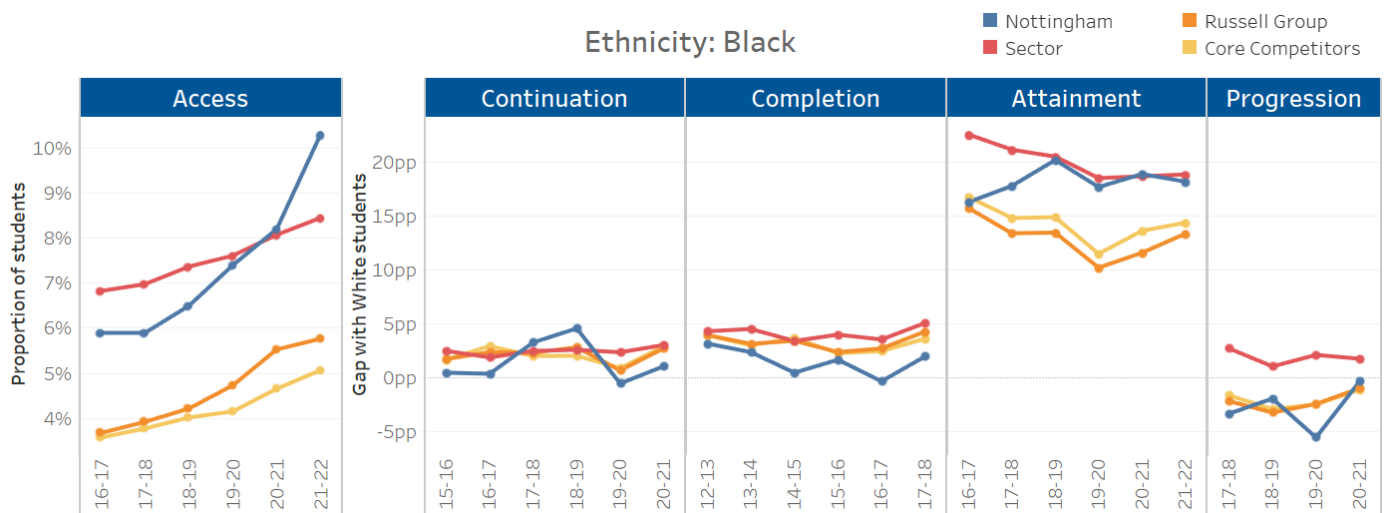
2.1.6 NSS 2023 results

In the NSS 2023 results, mean scores across the socio-economic groups (IMD, POLAR4, TUNDRA, Socio-economic classification) were consistent, although, non-UK domiciled students tended to give higher scores.

Though the sample size is small (18 to 20 students), care-experienced students have the lowest NSS scores across all demographic groups. For instance, Care leavers' mean positivity score across all questions was 66% compared to 77% for Not care experienced students and 78% UoN's overall. This means that care leavers' student experience should be monitored.

³ Source: HESA Graduate Outcomes data for graduate cohorts 2018 – 2021. The 'Graduate Outcome' score has been derived locally using The Guardian University Guide methodology for calculating outcomes.

2.2 Ethnicity



The Access graph above shows the proportion of Black applicants, whereas the Continuation, Completion, Attainment and Progression ones show gaps between White and Black students. The four different lines correspond to UoN and the benchmarking groups (Sector, Russell Group, Core Competitors as defined in section 1.2).

2.2.1 Access

2.2.1.1. Ethnicity Access

The proportion of ABMO (Asian, Black, Mixed, Other) students in the population of UoN has been increasing consistently and at 35.2% is currently stronger than that of our Core Competitor group (28.2%) and slightly lower than the Russell Group (35.7%). The proportions of both Black and Asian students have increased steadily for the past four years, now at a combined 27.5% (10.3% Black, 17.2% Asian) whilst Mixed and Other students have seen less significant change. With the proportion of ABMO students increasing year-on-year, there is no indication of risk within the Access stage for this group of students.

For the 2023 application cycle 50% of free school meal eligible applications were submitted by Black or Asian applicants, whilst of the current free school meal eligible population 52% are either Black or Asian. Intervention strategies around access targeting FSM candidates should therefore indirectly impact ABMO students.

2.2.1.2. Intersection of Black and FSM

Though we have limited data available for this intersectional group, there appears to be an overlap between Black students and those eligible for FSM. For instance, our internal data indicates that in 2023/24 15% (359 students) of the Black student population were also eligible for FSM, compared to 2.3% (376 students) of the White student population. Black students make up 30% of the FSM population, with ABMO students making up a total of 69% of FSM eligible students.

Utilising UCAS application data from the 2023 application cycle, 29.5% of FSM eligible applications were submitted by Black applicants, compared to 29.3% coming from White applicants.

2.2.2 Continuation

For the last two years (2019/20 and 2020/21), UoN's Black continuation gap (1.1pp in 2020/21) has been smaller than the sector (3.1pp in 2020/21), Russell Group (2.7pp in 2020/21) and the Core Competitor group (2.9pp in 2020/21). However, in 2017/18 and 2018/19, UoN's continuation gap between White and Black

students was larger than the benchmarking groups. For example, in 2020/21, the Black continuation rate was 94.9% and White rate was 96%.

R7 – Across the six reporting years, UoN’s continuation gap between Black and White students has varied between 4.6pp and –0.5pp.

2.2.3 Completion

Across the six reporting years (2012/13 - 2017/18), UoN’s completion gap between Black and White students (2pp in 2017/18) has been smaller than the Sector (5.1pp in 2017/18), Russell Group (4.3pp in 2017/18), Core Competitor group (3.7pp in 2017/18). In 2017/18, 94.3% of Black students completed in comparison to 96.1% of White students. In the four (2013/14 - 2016/17) of the six reporting years, Asian students' completion has been higher than that of the White students. We consider there to be no risk indicators for completion for Black and Asian students.

2.2.4 Attainment

2.2.4.1. Black Attainment

For the past 5 years (2017/18 - 2021/22), UoN has had a larger Black degree awarding gap (18.2pp in 2021/22) when compared to Russell Group (13.4pp in 2021/22) and Core Competitor Group (14.4pp in 2021/22). Though, for the past four years (2018/19 - 2021/22), UoN’s gap has been very similar to that of the Sector (18.9pp in 2021/22). In 2021/22, 91.4% of White students received a good degree in comparison to 73.2% of Black students. Based on the last four years (2019/20 – 2022/23) for internal data, Health Sciences (58.6%, average 45 students) and Nottingham University Business School (73.9%, average 41 students) are the schools with largest impact on Black degree outcomes.

R8 – UoN's six-year average awarding gap between Black and White students is 18.2pp.

2.2.4.2. Black Intersectional Groups

Looking at intersectional internal data, it appears that three-year (2020/21 - 2022/23) average attainment rate for mature Black students (50.6%, average 21 students) is considerably lower than that of young Black students (72.5%, average 328 students) and mature White students (81.5%, average 190 students).

2.2.4.3. Asian Attainment

UoN’s degree awarding gap between White and Asian students has been declining - it has dropped from 12.9pp in 2018/19 to 7.1pp in 2021/22. The 2021/22 gap is smaller than that of the Sector (10.3pp) and the Core Competitor group (8.2pp). For instance, in 2021/22, the Asian student attainment rate was 84.2% and White student rate was 91.4%. However, our internal data suggests that the Asian gap has got larger in the latest reporting year (19.1pp in 2022/23). Based on the available years (2018/19 – 2022/23) for internal data, Nottingham University Business School (73.4%, n=117), Life Sciences (74.1%, n=45) and Economics (85.7%, n=84) are the schools with largest impact on Asian attainment.

R9 – UoN's six-year average degree awarding gap between Asian and White students is 9.6pp.

2.2.4.4. Asian Intersectional Groups

Internal intersectional data also suggests that the five-year average awarding rates for Asian students with mental health conditions (72.7%, average 38 students) and those with cognitive or learning difficulties (73.8%, average 28 students) are lower when compared to other disability groups and non-disabled Asian students (79.4%, average 620 students).

2.2.5 Progression

2.2.5.1. Ethnicity Progression

Exploring progression rates among various ethnic groups, analysis of the last 4 years of national HESA Graduate Outcomes data, identifies that UoN students of Asian, Black and Other ethnicities have proportionally better graduate outcomes than their peers at Russell Group or Core Competitor Group institutions.

Conversely, UoN students of Mixed ethnicity perform worse than their Russell Group and Core Competitor Group peers.

4 Year Graduate Outcomes Average by Ethnicity (First Degree UG, Full-time, UK)	University of Nottingham	+/- % Difference Vs Core Competitor Group Average	+/- % Difference Vs Russell Group Average
All	86.5%	+1.2%	+0.3%
Asian	88.0%	+0.5%	+0.3%
Black	87.9%	+0.8%	+0.4%
Mixed	84.8%	-0.4%	-1.6%
Other	88.2%	+2.2%	+1.5%
White	86.3%	+1.4%	+0.5%

Table 3. 4-year average graduate outcome rates by ethnicity and comparison group according to internal data.

The OfS APP data also indicates that Mixed ethnicity students from the UoN progress considerably less than other ethnic groups across the four years. However, strong performance was evident in the class of 2020/21, with progression for UoN Mixed ethnicity students increasing by 4.8pp.

UoN's Progression gap between Mixed ethnicity and White students (2.4pp in 2020/21) is higher than the Sector (0.6pp in 2020/21), Russell Group (-1.0pp in 2020/21) and Core Competitor group (-2.4pp in 2020/21) across the four reporting years.

2.2.5.2. Mixed Ethnicity Intersectional Groups

Internal intersectional analysis of the graduate outcomes of UoN's Mixed ethnicity students identifies varied year-on-year performance (see right). However, the 4-year average identifies a 3.4pp difference in the graduate outcomes of Mixed ethnicity Females (83.6%) and Mixed ethnicity Males (87.0%).

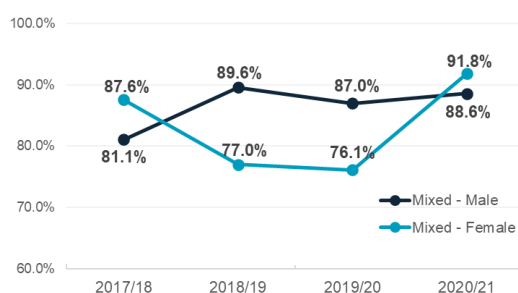


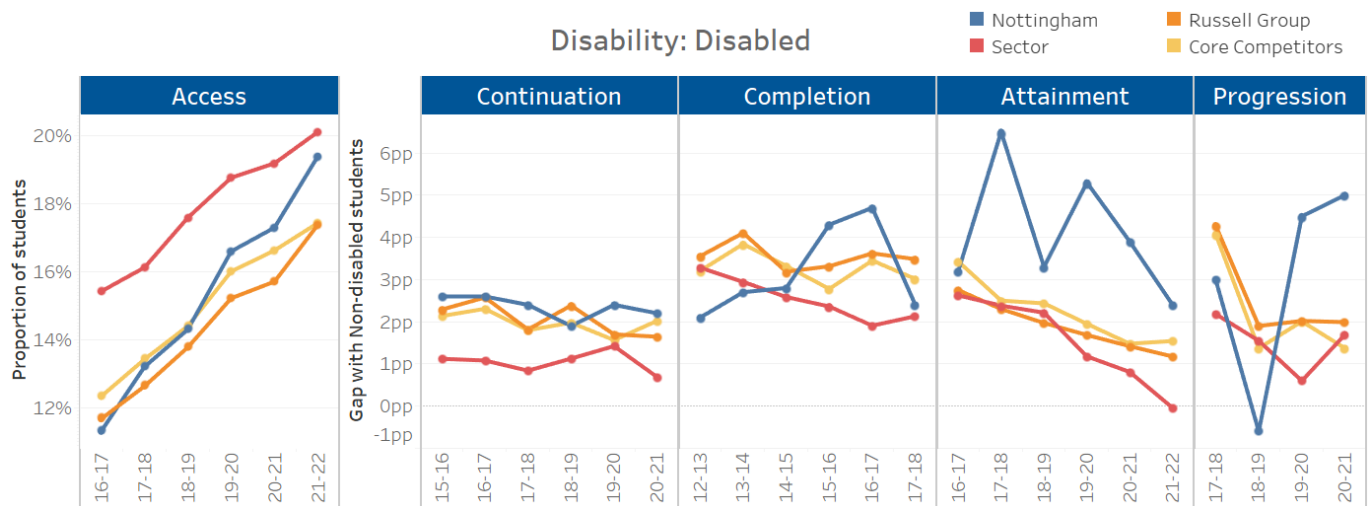
Figure 1. 4-year average graduate outcome rates by Mixed Male and Mixed Female groups according to internal data.

R10 – UoN's four-year average progression gap between Mixed and White students is 4pp.

2.2.6 NSS 2023 results

NSS 2023 results indicate that the mean scores were consistent across all questions and ethnic groups.

2.3 Disability



The Access graph above shows the proportion of disabled applicants, whereas the Continuation, Completion, Attainment and Progression ones show gaps between non-disabled and disabled students. The four different lines correspond to UoN and the benchmarking groups (Sector, Russell Group, Core Competitors as defined in section 1.2).

2.3.1 Access

The gap in access for Disabled and Non-Disabled students at UoN has been closing year-on-year, with the proportion of students reporting a disability at 19.4% in the 2021/22 academic year. This is a slightly higher proportion than that of the Russell Group (17.4%) and our Core Competitor group (17.4%).

With an increase of 6pp since the 2017/18 academic year, there does not appear to be an indication of risk for this student group at the access stage.

2.3.2 Continuation

The continuation gap between Disabled and Non-disabled students has stayed below 3pp across the six reporting years (2015/16 - 2020/21). In 2020/21, 96.4% of non-disabled students and 94.2% disabled students continued. For the six reporting years, UoN's Disabled continuation gap (2.2pp in 2020/21) has been slightly larger than that of the Sector (0.7pp on 2020/21). For the last two years (2019/20 and 2020/21), the gap has also been larger than that of the Russell Group (1.6pp in 2020/21) and the Core Competitor Group (2.0pp in 2020/21). Continuation gaps for different disability types vary significantly on year-to-year basis. The Disabled continuation gap is relatively small and varies less than a percentage point across the reporting years, so we consider there to be no indication of risk.

2.3.3 Completion

The completion gap between Disabled and Non-disabled students had been consistently increasing – from 2.1pp in 2012/13 to 4.7pp in 2016/17. However, there has been a significant drop in 2017/18 (2.4pp), when 96.3% of students with no known disability completed in comparison to 93.9% of disabled students. The completion gap between students with mental health condition and non-disabled students has decreased from 10.2pp in 2015/16 to 5.0pp in 2017/18. Between 2014/15 and 2016/17, UoN's mental health completion gap was higher than that of the Sector, Russell Group and Core Competitor group. In 2017/18, it was slightly lower than that of the benchmarking groups. UoN's Disability gap is currently at 2.4pp (2017/18) but even after decrease in recent years, the mental health disability gap is still high, so it is a risk we need to monitor.

R11 – In 2017/18, UoN’s completion gap between students with mental health condition and non-disabled students was 5.0pp.

2.3.4 Attainment

The degree awarding gap between Disabled and Non-disabled students has decreased from 6.5pp in 2017/18 to 2.4pp in 2021/22, when the awarding rate for students with no known disability was 88.9% and for disabled students it was 86.5%. The awarding gaps for different disability types vary significantly on year-to-year basis. Since the Disability awarding gap has decreased in recent years, there is no indication of risk for attainment.

2.3.5 Progression

2.3.5.1. Disability Progression

Internal analysis of the last 4 years of national HESA Graduate Outcomes data, identifies that the percentage of Disabled UoN students achieving a graduate level outcome is 0.3% higher than the Russell Group average, and 0.8% higher than the Core Competitor Group average.

OfS APP data indicates that a greater proportion of UoN students with mental health issues progress across the four years when compared to the sector. However, the data also shows that UoN’s progression gap between students with a mental health condition and non-disabled students has increased from 3.6pp in 2018/29 to 10.7pp in 2020/21. Furthermore, it is evident in the last two years that UoN’s mental health progression gap has been greater than that of the Russell Group (5.1pp in 2020/21) and Core Competitor group (3.8pp in 2020/21). UoN’s performance lags behind its Russell Group and Core Competitor Group. To address this issue, various initiatives have been implemented to improve the situation such as Nottingham Open Online Course, Career events and mentoring opportunities. While the data for the class of 2021/22 Graduate Outcomes is currently under the HESA reporting embargo, preliminary internal analysis suggests a decrease in the progression gap for this particular group. The University will continue to monitor this progress and evaluate the data in comparison with national peers once the embargo is lifted.

R12 – In 2020/21, UoN’s progression gap between students with mental health condition and non-disabled students was 10.7pp.

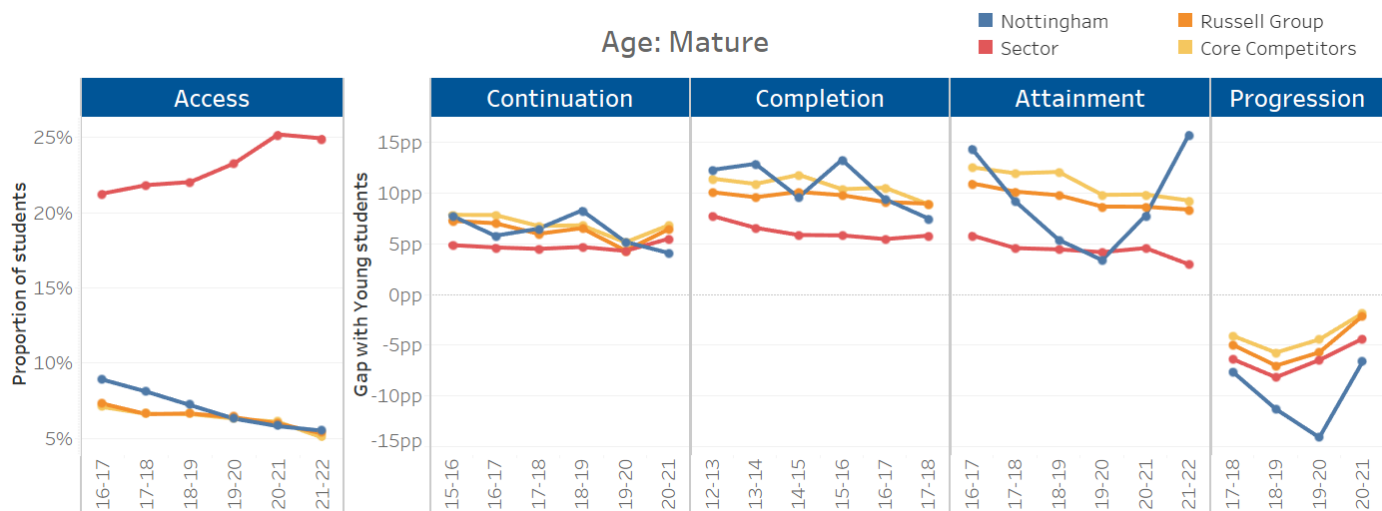
2.3.5.2. Disability Intersectional Groups

Though the student numbers are low (a sample size of 48 across 3 years), UoN internal data suggests that Males with a mental health disability and from an IMD background of quintiles 1-3, have a lower 3-year average Graduate Outcomes score (75.0%) than any other intersectional group. For context, UoN’s 3-year average Graduate Outcomes score is 86.4%.

2.3.6 NSS 2023 results

Overall, students with social or communication impairments scored higher in NSS 2023 when compared to any other disability groups as well as non-disabled students. However, the number of students in that group were relatively low, varying from 19 to 21 responders across the questions.

2.4 Age



The Access graph above shows the proportion of mature applicants, whereas the Continuation, Completion, Attainment and Progression ones show gaps between young and mature students. The four different lines correspond to UoN and the benchmarking groups (Sector, Russell Group, Core Competitors as defined in section 1.2).

2.4.1 Access

The proportion of mature students in UoN's access population has steadily decreased across the six reporting years, down 3.4pp since the 2016/17 academic year to 5.5% in 2021/22. This is still higher than the proportions at other Russell Group universities, and those of our Core Competitor group, and whilst trending downwards, aligns with the trend seen by these competitor groups also. This indicates that whilst mature numbers are declining, this is a problem across the sector and not just for UoN. Access for mature students is therefore not being classified as an indicator of risk.

2.4.2 Continuation

For the last two years (2019/20 and 2020/21), UoN's continuation gap between mature and young students (4.1pp in 2020/21) has been decreasing and is currently smaller than the sector (5.5pp in 2020/21), Russell Group (6.4pp in 2020/21) and the Core Competitor group (6.8pp in 2020/21). In 2020/21, the 96.2% of young students continued in comparison to 92.1% of mature students. However, the gap has varied over the last six years (2015/16 – 2020/21) and for five of these six years the continuation gap has been larger than that of the Sector. So, it is important to continue to monitor the mature student continuation rate.

R13 – Across the six reporting years, UoN's continuation gap between mature and young students has varied between 8.3pp and 4.1pp.

2.4.3 Completion

UoN's completion gap between mature and young students has decreased from 13.3pp in 2015/16 to 7.5pp in 2017/18 when 96.6% of young students and 89.1% of mature students completed. In 2017/18, UoN's mature gap (7.5pp) was smaller than that of the Russell Group (9.0pp) and Core Competitor group (8.9pp) but larger than the Sector's (5.8pp). However, the gap is still large at 7.5pp and we therefore consider mature completion to be a risk indicator.

R14 – In 2017/18, UoN's completion gap between mature and young students was 7.5pp.

2.4.4 Attainment

2.4.4.1. Mature Attainment

In 2019/20, the degree awarding gap between mature and young students was at a six-year low at 3.4pp but has been increasing ever since. The gap now is 15.8pp (2021/22), which is much higher than the Russell Group average (8.4pp) and the Core Competitor group average (9.3pp). In 2021/22, the awarding rate for young students was 89% and for mature students 73.2%. Our internal data suggests that the mature gap increased from 13.2pp in 2021/22 to 14.8pp in 2022/23.

Using our internal data (2019/20 – 2022/23) we have identified that Health Sciences (77.3%, average 142 students) is the school with the largest impact on mature attainment. When looking at the university-level mature awarding gap for selected universities with large Health Science schools (Birmingham, Queen Mary and Manchester), UoN has a significantly larger mature awarding gap of 15.8pp (2021/22) compared to an average of 6.9pp for these universities.

R15 – In 2021/22 UoN's degree awarding gap between mature and young students was 15.8pp.

2.4.4.2. Mature Intersectional Groups

Though sample size is small, 5-year average awarding gap for mature students with multiple impairments (73.8%, average 13 students) is lower than attainment for mature non-disabled student (78%, average 199 students). As mentioned in section 2.2.4, mature attainment in the Black ethnic group is also low.

2.4.5 Progression

Across the four reporting years, UoN's mature and young student progression gap has been negative, meaning that proportionally more mature students have progressed when compared to young students.

Local analysis of the last 4 years of national HESA Graduate Outcomes data, identifies that the percentage of UoN mature students achieving a graduate level outcome is 3.2% higher than the Russell Group average, and 4.3% higher than the Core Competitor Group average. So, there is no indication of risk for mature progression.

2.4.6 NSS 2023 results

Mature students have rated the NSS Organisation and Management categories lower than any other demographic group. For question 17 (How well organised is your course?), those under 21 years on entry had a positivity score of 78% compared to 46% for those in the 26 to 30 years on entry group. For question 18 (How well were any changes to teaching on your course communicated?), those under 21 years on entry had positivity score of 77% and students in the 26 to 30 years on entry and 31 years and over on entry groups averaged 51%. These results indicate that monitoring of the student experience is required for mature students.

Indicators of Risk

Risk Indicator	Description	Student Characteristic	Lifecycle	Notes
R1	UoN has an access gap of 24.5% between IMD Quintile 1 and IM Quintile 5 students in 2021-22.	IMD	Access	Monitor
R2	In the 2021/2022 academic year, FSM-eligible students made up 9.9% of all new undergraduate students under the age of 21.	FSM	Access	Target
R3	In 2017/18, UoN's completion gap between FSM and non-FSM students was 4.8pp.	FSM	Completion	Monitor
R4	UoN's competition gap between IMD quintile 5 and quintile 1 students has varied between 6.7pp and 4.0pp across the six reporting years (2012/13 - 2017/18).	IMD	Completion	Monitor
R5	In 2021/22, UoN's degree awarding gap between IMD Quintile 1 and Quintile 5 was 19.4pp.	IMD	Attainment	Monitor
R6	In 2021/22, UoN's degree awarding gap between FSM and non-FSM students was 12pp	FSM	Attainment	Target
R7	Across the six reporting years, UoN's continuation gap between Black and White students has varied between 4.6pp and -0.5pp	Ethnicity	Continuation	Monitor
R8	UoN's six-year average degree awarding gap between Black and White students is 18.2pp	Ethnicity	Attainment	Target
R9	UoN's six-year average degree awarding gap between Asian and White students is 9.6pp	Ethnicity	Attainment	Target
R10	UoN's four-year average progression gap between Mixed and White students is 4pp	Ethnicity	Progression	Monitor
R11	In 2017/18, UoN's completion gap between students with mental health condition and non-disabled students was 5.0pp.	Disability	Completion	Monitor
R12	In 2020/21, UoN's progression gap between students with mental health condition and Non-disabled students was 10.7pp	Disability	Progression	Monitor
R13	Across the six reporting years, UoN's continuation gap between mature and young students has varied between 8.3pp and 4.1pp	Age	Continuation	Monitor
R14	In 2017/18, UoN's completion gap between mature and young students was 7.5pp.	Age	Completion	Monitor
R15	In 2021/22 UoN's degree awarding gap between mature and young students was 15.8pp	Age	Attainment	Target

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Intervention Strategy 1 – Increasing the proportion of FSM-eligible students at the University of Nottingham

In indications of risk to equality of opportunity one and two, knowledge and skills, lack of information/guidance, and perceptions of higher education were identified as potential underlying causes. Although evidence is mixed about the impact of Information, Advice and Guidance (IAG) sessions (TASO, n.d.), feedback from our internal student consultation highlighted the inconsistency of information provided via schools and colleges, and the need to provide an alternative source of guidance. Specifically, students eligible for Free School Meals (FSM) reported the importance of this where they were unable to access alternative advice such as via parents or carers, particularly where they had not attended higher education (HE). Information about university may especially matter when students are uncertain about whether they want to attend HE, or if they can afford it (Robinson & Salvestrini, 2020). Analysis of internal FSM applicant data identified key geographical clusters, which aligned with national data (MapAid 2024). Based on this information, we will re-target outreach activities, offering more intensive support to schools with a higher proportion of FSM-eligible pupils.

Success rates were also identified as an issue. A gap in Key Stage 5 (KS5) attainment, is a potential barrier to entry with a 4.9 difference in average point score for A-levels between disadvantaged and non-disadvantaged students in 2023 (Sutton Trust, 2024) and 5.7 for FSM- eligible students (Department for Education, 2024). This attainment gap is likely to be underestimated, as many disadvantaged students follow different KS5 pathways such as BTECs or T-Levels (Sutton Trust, 2024). Additionally, at UoN, our internal WP programmes data showed that the offer rates were similar for FSM and non-FSM participants, however, a higher proportion of FSM participants did not meet their offer grades. To address this gap, we plan a two-pronged approach to support raising attainment and amend our contextual offer policy.

We will offer tutoring in one A-level subject (in specific subject areas) for FSM-eligible participants on our Ambition Nottingham Programme and to selected FSM-eligible offer holders. This is based on a review of 123 studies finding one-to-one tutoring delivering an additional 4 months of progress, at secondary level (EEF, 2021).

A way of narrowing the access gap has been the use of contextualised admission processes for disadvantaged students, particularly at selective universities where the gap remains the widest (Boliver et al., 2017). As with many universities, we have mainly utilised postcode measures such as POLAR and ACORN to apply contextual offers. However, this may not be the most reliable method to identify individual disadvantage (Boliver et al., 2021). Therefore, we will be introducing FSM eligibility into our contextual offer criteria, from September 2025 entry, with eligible students receiving up to a 2-grade reduction.

Furthermore, we plan to continue running our WP programmes - Pathways to Medicine, Pathways to Veterinary Medicine and Ambition Nottingham 16-18 as evidence suggests that outreach interventions have positive but moderate effects (Austen et al., 2021). Black box interventions, similar to our programmes have been proved successful in increasing the proportion of enrolments of disadvantaged students to selective universities (Robinson & Salvestrini, 2020). We therefore plan to increase the weighting of FSM eligibility in our selection criteria, to support those students who are least likely to progress to a selective university (Sutton Trust, 2021).

Following the recommendations of TASO (2023a), we reviewed each element of our Ambition Nottingham Programme and identified where we could enhance provision for FSM eligible participants. In addition to tutoring, the use of mentors and role models was highlighted as key to raising aspirations and awareness (Robinson & Salvestrini, 2020), through research and our internal student consultation. Therefore, we will pilot group mentoring to offer more individualised support and provide information about student choice including where and what students can choose to study (TASO, 2023a). Following consultation with selected admissions tutors, which explored the issues facing FSM-eligible students pre and post entry, we will add academic skills sessions into our programme and pilot enhanced application and interview support for healthcare courses.

Sector research into Summer Schools is still emerging, particularly in relation to its causal impact (TASO 2023b). However, current evidence indicates they are positively correlated with increased aspirations and confidence (Robinson & Salvestrini, 2020), which mirrors our internal findings. In addition to attending a residential, our summer school participants will be offered ongoing support through the application process via enrolment onto the second year of our Ambition Nottingham programme.

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Intervention Strategy 2 – Raising attainment and collaboration

As well as supporting FSM-eligible students at KS5, it is important to address the attainment gap much earlier in the educational journey. For academic year 21/22 there was a 28pp gap in attainment of pupils achieving grades 4 or above in English and mathematics GCSE between students eligible for FSM and those who are not (Department for Education, 2023), highlighting the need for attainment raising activity in primary and early secondary education.

A systematic literature review of primary to secondary school transition reported there was fairly robust evidence that there is a decline in educational outcomes as pupils move to secondary education (Jindal-Snape et al., 2019). Evidence was not clear on why, however (Deignan et al. 2022) suggest that the differences in language between KS2 and KS3 can create potential challenges. The importance of oral language interventions and dialogic activities has been recognised as important to raise attainment (EEF, 2021). With support from our School of Education, we will develop a new programme that will explore the theme of transition by 'learning through talk' and provide additional opportunities for pupils to develop oracy outside of the classroom (Millard and Menzies, 2016), between Year 5 and Year 7.

We plan to continue our collaboration with IntoUniversity, which has been established for 13 years. The latest impact report shows 61% of IntoUniversity 2023 alumni progressed to higher education, compared to 28% of students nationally, from similar backgrounds. At a primary level, those that undertook academic support nationally, over several years, made 3 months additional progress in Key Stage 2 Maths (Quinn, 2023). IntoUniversity delivers learning through evidenced based activities aimed to raise attainment such as small group tuition, homework support, parental engagement, mentoring, collaborative learning and sustained support (EEF, 2021). Other activities such as the Primary FOCUS week, co-delivered by University of Nottingham staff, are designed to deliver National Curriculum objectives which can have positive impacts on attainment (TASO, 2022).

We work in partnership with Nottingham Trent University to deliver the Students in Classrooms scheme. Primary Learning Advocates support attainment raising in primary schools by assisting with small group learning or providing one-to-one support to targeted pupils who are falling behind in their expected level of literacy. Achievement coaches focus on supporting Year 7 students on a one-to-one basis over a 10-week period. Evidence suggests this targeted intervention can increase attainment by up to 4 months (EEF, 2021). In both programmes, university students also act as role-models which can develop more accurate perceptions of university and help students make more informed decisions (Sanders & Higham, 2012).

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Intervention Strategy 3 – Realising Opportunities

Realising Opportunities (RO) was established in 2009 and is a unique collaboration of 14 highly selective, research-intensive universities (RIUs), that support 16–18-year-olds, at risk from inequalities of opportunity, to access to and transition into selective universities. This joined-up approach from multiple universities across the UK, helps support some of the geographical inequality that has been observed (Dauncey, 2019) and addresses some of the difficulties around participation in outreach activity for students who do not have the option to commute (Bridge Group, 2019). As Blake (2024) suggested, collaboration between universities can bring together expertise and benefit a greater number of students.

Whilst RO can demonstrate success in supporting those at risk of inequality of opportunity to access RIUs, the fact that disadvantaged young people continue to remain much less likely to get into the most 'prestigious, high-tariff universities' (Bolton & Lewis, 2023) combined with the focus on the perception of higher education in the EORR, illustrates RO's continuing relevance in its aims and approach through a series of targeted evidence-based interventions.

Only 11.4% of students progress to a high-tariff institution from all underrepresented groups (Department for Education, 2023). A-level students attending an independent school were more than twice as likely to progress to high tariff HE by age 19, as those attending a state school, 63.2% compared to 30.4% in 2021/22. The gap between independent and state has increased to 32.8 percentage points from 31.2 percentage points last year (Department for Education, 2023). There were also substantial differences by family financial circumstances. Those from families who used a food bank in the last year were 13 percentage points less likely to list a Russell Group institution as their preferred university to attend (37% vs 50% for those from families that had not used a food bank). Those who were privately educated were much more likely to want to go to a Russell Group university, compared to those who attended a state school or college, 80% compared to 46% (Shao, 2023).

Since 2012, RO has contracted the Institute for Employment Studies (IES) as an external evaluator to provide the Partnership with a wealth of longitudinal data to inform and instruct the evolution of the programme to support its students' success. Several internal evaluation reports have helped inform practice and led to further developments for each cohort of participants. Through stakeholder workshops, each partner institution has been able to collaboratively contribute to a joint Theory of Change (ToC) that reflects a shared understanding of the programme and the outcomes it will achieve (Realising Opportunities, n.d.). As a partnership, RO continues to engage with best practice from sector leaders such as TASO and NERUPI to ensure their ToC remains fit for purpose and enables a process to consistently review and improve the programme.

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Intervention Strategy 4 – Reduce the degree awarding gap for FSM eligible students

Students from more deprived backgrounds have a greater likelihood of lower academic self-concept which can affect their achievement and educational outcomes (Drury, 2023). The situation might have been further worsened by COVID-19, with the lack of education engagement and social isolation. Additionally, experiencing a new learning environment, different academic demands and the pressure of the ‘future’ can make the transition to university more stressful (Thompson et al., 2021). Developing new social networks can be an effective buffer to some of these challenges. Drury (2023) suggests that successful transition activities should provide opportunities for relationship building and to interact with other students informally. This was supported by our internal student consultation, where FSM-eligible students asked for opportunities to network with peers, particularly those from a similar background. They also reported feelings of being “out of place”, mirroring findings from previous US research on students with low socio-economic status (Jury et al., 2017). The pilot of the Kick Start programme will provide opportunities for students to meet other FSM-eligible students, obtaining support to navigate the new learning environment at the university, and help create a sense of belonging.

In the student workshops, development and understanding of academic skills was also highlighted as a key issue. Research has suggested academic preparation such as lack of writing or study skills can be a barrier to transition, with those from more affluent backgrounds or parents who have a degree, more likely to receive the information and knowledge to help them integrate into the new academic environment (Mocca et al., 2019). The pilot of the transition module will investigate whether this approach can support students eligible for FSM to develop core academic skills prior to enrolment.

Academic support is one of the most significant “enablers” for successful school-to-university transitions among students from deprived socioeconomic background (Mocca et al., 2019). UoN Libraries provide academic skills support in various modalities: one-to-one sessions; group sessions; and sustained intervention blocks for students in selected courses. These sessions cover a wide range of topics, including, but not limited to “note-making”, “exam preparation”, “time management”, “criticality and arguments”, “academic writing”, and “reading/referencing” (Robbins et al., 2004). The sessions are offered more frequently at the beginning of the academic year, during welcome events, as well as in the first semester of a course—essentially laying foundations for students to build better habits, gain academic confidence, and successfully integrate into the largely self-directed University academic journey.

Financial barriers are one of the key concerns for disadvantaged students when considering higher education (Robinson & Salvestrini, 2020). Although bursaries may not have an impact on where students apply, studies have indicated they play a role in reducing stress and impacting student participation (Austen et al., 2021). Using the Financial Support Evaluation toolkit (Office for Students, 2019) our internal evaluation has indicated that our core bursary supports bursary recipients to have the same outcomes as non-bursary recipients, with over 80% of our survey respondents indicating the bursary helped them ‘concentrate on their studies without worrying about finances’. Bursaries may also act as a ‘buffer’ against economic uncertainty and reduce the risk of dropping out (Mocca et al., 2019).

We have decided to increase the Core Bursary from £1,000 to £1,400 from 2025/26 onwards. This decision was based on the recommendations of a task and finish group, involving key stakeholders from across the University and Students’ Union, which was established to review the current guaranteed bursary offering over an 8-month period. The group developed a theory of change to outline the key outcomes and impacts expected and used this as the basis to explore different evidence-based options of financial support.

Using the EORR, cost of living research conducted by our Students' Union, financial support evaluations (based on the OfS toolkit) and student personas, the group examined the needs of different groups of students (Black 2023). We identified the student groups where financial support was one of their biggest barriers to access or success. In particular, we focused on mature students, those eligible for Free School Meals, Black and Asian students and the intersectionality with low-income households. Complex modelling based on current student data explored the impact of different financial support packages on our student population. The decision was taken to focus our support on students with low-income households within these target groups. Whilst this will not include every student considered within our APP, we are confident in the holistic nature of our intervention strategies to address other key risks to equality of opportunity.

Financial literacy education affects knowledge and subsequent behaviours and decision-making (Kaiser et al., 2022). Embedding financial literacy education at the beginning and throughout the University journey may be particularly helpful for students from WP backgrounds to acquire knowledge and skills for better budgeting and navigating the high costs of university.

Providing students with work experiences parallel to their degree course, such as internships or part-time employment opportunities, can benefit underrepresented students in their graduate outcomes (TASO, n.d). The reasons that work experiences may also be effective in narrowing degree awarding gaps are two-fold: students from disadvantaged, or underrepresented backgrounds may lack the opportunity to find an internship or work experience alongside their studies—i.e., “getting foot on the ladder” (Kwofie et al., 2024; Traynor et al., 2024). The lack of such career-based experiences may enlarge the degree awarding gap by perpetuating students' perceived unbelonging to the HE environment, doubting their competency, as well as the value of their degree studies. These reasons were strongly reiterated through the student consultation process. On the other hand, having a year in industry is associated with better degree outcomes (e.g., first or 2.1 degrees) independent of the student's background; furthermore, across multiple courses, compared to non-placement students, placement students achieve higher grades during the placement year, and can sustain this advantage throughout the subsequent academic years (Binder et al., 2015; Traynor et al., 2024). Further, research suggests that students who obtain internship or placement opportunities develop higher career aspirations, which then motivates them to do well in their degree studies, while also developing other important skills that enable them to be better prepared for the future (Binder et al., 2015). Therefore, at UoN by developing an inclusive offer for disadvantaged students from multiple backgrounds, we can support work in reducing awarding gaps across the board.

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Intervention Strategy 5 – Reduce the degree awarding gap for Black and Asian students

Student workshops highlighted a particular risk of insufficient academic and personal support, coupled with internal analysis personal tutoring has been highlighted as an avenue that can foster change and deliver widespread impacts. Research suggests that personal tutoring that involves a staff member who is highly aware of, equipped with appropriate supporting resources, or matched to a student's personal background, may enhance the student's academic outcomes (Gabi et al., 2024). The change mechanisms include successful tutor-tutee relationships, trust, and rapport; understanding the barriers the student is facing; effectively promoting student engagement with academia and extracurricular activities at the University; and allowing open discussions and adaptive coping strategies (Gabi et al., 2024). Compared to other learning support services typically offered by the University (such as using modified supplemental instructions), tutoring improves retention rates of underrepresented student groups (Balzer et al., 2019). Although this is not directly translated to students' attainment at graduation, the mindset development, and resources students learn from a culturally aware, supportive tutor may provide long-term benefits beyond academic outcomes. Helpful tutors may also be the "one-stop" person sign-posting students to relevant support channels where needed, and providing simple intervention strategies preparing students for a better university experience and belonging (Murphy et al., 2020).

Internal consultation and external evidence show that a significant contributor to the degree awarding gaps is inclusive curricula. At UoN the benefits of inclusion has been seen in pockets but has yet to be seen at the institutional level. Whilst many case studies in UK HEIs have evidenced the impact of inclusive curriculum in reducing attainment gaps among Black students. Nonetheless, a better understanding of the change mechanisms of these inclusive curricula developments is warranted (Andrews et al., 2023). In many UK HEIs, inclusive curricula development forms extensive, multi-faceted intervention strategies together with other anti-racism initiatives (TASO, 2022). The process of co-creation is likely to propel better student engagement while challenging the teaching and learning staff to reflect on their underlying assumptions and biases when resourcing course contents (Hall et al., 2022; McDuff et al., 2020; TASO, 2022). When accomplished, an inclusive curriculum is more accessible, makes Black students feel more related and represented, and can equip them with appropriate opportunities to contribute to an increasingly diverse global environment (Arday et al., 2021, 2022; McDuff et al., 2020; Ross et al., 2018).

Despite over a decade of the Equality Act 2010 (*Equality Act 2010*, 2015), racism and microaggression is still prevalent across UK HEIs (Joseph-Salisbury, 2019; Morrison et al., 2023; Tate & Bagguley, 2017; Wong et al., 2021). This is a challenge that still persists at UoN, which was reiterated in staff and student consultation. At UoN, each department already has training courses on unconscious bias. However, the complexity and scale of the issue require the training to be done in a longer, more nuanced way to prevent a defensive environment or tokenistic discussion of racial equality (Tate & Bagguley, 2017). In addition to *unconscious* bias, there remains *conscious* bias and a myriad of other cultural issues revolving around Asian and Black students' overall experience and belonging—which can be addressed through explicit training as some faculties and professional services departments have started to address (Jankowski, 2022; Mahmud & Gagnon, 2023; Tate & Bagguley, 2017). Staging and embedding the training in all teaching and learning and student support mechanisms can lead to more authentic introspection of the institution's underlying values and culture, scintillating more candid conversations and learning cycles among staff and students (Arday & Mirza, 2018).

The 'Success' Academy is a cluster of mentoring, coaching, and leadership development programmes dedicated to improving Black students' belonging, psychosocial well-being, course and career skills development, and positive social networks. The intervention is informed by emerging evidence of impacts from similar programmes already existing in the sector and here at UoN that tackle risks such as mental health challenges, a lack of sense of belonging and insufficient personal support (TASO n.d.).

Well-established reciprocal mentoring relationships between field leaders and students provide a psychologically safe space for the mentee to share their unique university experiences and identify areas for personal growth and development, such as confidence and self-awareness, leadership, employability skills, and other social capital. Meanwhile, mentors who are senior leaders in their industry can gain a better understanding of the lived experiences of Black students, preparing them to gather data and propel systemic changes where needed (Hillman et al., 2024). When students themselves progress to become mentors, peer mentoring can offer even more opportunities for mentors to develop academic self-efficacy, interpersonal and communication skills, and strengthened social and professional networks (Dixon et al., 2023).

Although sports participation can reinforce belonging and serve as a culturally valued identity, particularly for Black students (Higginbotham, 2021), many factors can mediate the positive outcomes, such as students' current academic skills and institutional academic support (Armstrong & Jennings, 2018), the sports teams' culture (Armstrong & Jennings, 2018), and a healthy self-identity (Gayles & Hu, 2009). Coupled with strong academic support, institutional training on racism and microaggression, and a steady improvement in awareness and culture, sports can offer opportunities and space for character building, positive social networks, and identity reiteration for Black students.

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Intervention Strategy 6 – Reduce the degree awarding gap for mature students

Both sector and internal research show that mature students are more likely to come from population groups that are under-represented in higher education including those from lower-income households, be parents/carers, from black and minority ethnic communities, or those who are disabled MillionPlus (2018). Caring responsibilities are a common feature of mature student life and can have a significant impact on student success and completion MillionPlus (McVitty & Morris, 2012). Therefore, developing an infrastructure within UoN that supports students' individualised learning through support plans and inclusive curriculum development aims to enhance the academic support they receive and their overall student experience. It will help to promote academic success and support the holistic development and well-being of students throughout their degree.

The risk of the lack of information and guidance was particularly clear through student consultation, the factors highlighted for this risk were due mature students returning to education after a long time away may take longer to adjust to learning and to master the standards and practices required in an unfamiliar academic culture, which strongly resonate with MillionPlus research (McVitty & Morris, 2012). At UoN there is currently an established transition programme in place for mature students, Kick Start that has proved effective. Recent student feedback highlights the need for content improvements and for greater accessibility, therefore enhances to content and the modes of delivery should engage and affect on the mature student cohort.

Mature students at UoN have cited challenges with personal support and the challenges with developing relationships with their peers. Feeling a sense of belonging in university is important for student continuation and attainment (Thomas, 2013, 2016), so facilitating student communities and offering enhanced pastoral support should indirectly increase student density of belonging. MillionPlus (2018) research shows that mature students value the opportunity to meet up with other mature students at university. Furthermore, the research found that a quarter of students said their student experience could be improved by including more opportunities to meet up with other mature students of similar ages. There are opportunities provided for mature students to come together to increase their sense of belonging at the University of Nottingham however this will be formalised and enhanced to provide a wider range of opportunities. This will be done through the creation of mature student engagement within peer support activity. For example, the co-production of events with mature students and mature student networks and societies. A recommendation to build belonging in higher education is to increase opportunities for student co-creation so it becomes standard practice. (Blake et. al., 2023)

Research has suggested that tailored communications for students will help to build a sense of belonging and inclusion. Well-defined, clearly articulated, inclusive support systems and networks are fundamental to building a sense of belonging (Blake et. al., 2023). The Student Academic Experience Survey 2021 (Neves & Hewitt, 2021) highlights the lack of consistent, individually tailored communication is a primary concern for students. The survey reports that 42% of students 'would like more personalised communications from their institution', with 39% saying they'd benefit from 'more reminders/alerts and frequent emails'. It found nine out of 10 students wished their institution communicated with them more often (Solution Path 2021).

Internal analysis shows that degree award gaps for students at UoN are at their largest point during year one of their studies. Whilst there is inconclusive evidence for why this is the case, UoN students cited the sense of belonging to be a risk to their equality of opportunity. Research shows that getting to know their peers has a profound effect on students' sense of belonging because it enables them to build a support network and develop confidence (Blake et. al., 2023). The main objective of the mature student masterclasses and summer school is to provide a dedicated space for students to learn about and discuss

topics which we know through research and feedback particularly affects mature students. These sessions will also provide students with the additional benefit of learning about support services at the university as sessions will be delivered in collaboration with specialist services such as Disability Support, Careers and Employability. Research shows that many students appear to struggle with adapting to the demands of being an independent learner in a university context. (Cameron & Rideout, 2020). Therefore, organising the summer school at the end of the first year will help to consolidate learning and develop and enhance academic skills to allow the student to excel in subsequent years of their studies. Clear evidence and research is highlighting the lower academic levels of disadvantaged students, so providing further academic support will improve learner confidence and attainment. (Becker & Luthar, 2002).

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Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Nottingham, The

Provider UKPRN: 10007154

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

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

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	9250
Foundation year/Year 0	Arts Foundation year	N/A	5760
HNC/HND		N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	1850
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Nottingham, The

Provider UKPRN: 10007154

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£3,007,000	£3,086,000	£3,179,000	£3,271,000
Financial support (£)	NA	£11,800,000	£11,766,000	£11,894,000	£11,988,000
Research and evaluation (£)	NA	£301,000	£314,000	£328,000	£342,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£630,000	£654,000	£680,000	£708,000
Access activity investment	Post-16 access activities (£)	£1,537,000	£1,581,000	£1,637,000	£1,689,000
Access activity investment	Other access activities (£)	£840,000	£851,000	£862,000	£874,000
Access activity investment	Total access investment (£)	£3,007,000	£3,086,000	£3,179,000	£3,271,000
Access activity investment	Total access investment (as % of HFI)	4.5%	4.7%	4.9%	5.0%
Access activity investment	Total access investment funded from HFI (£)	£2,841,000	£2,920,000	£3,013,000	£3,105,000
Access activity investment	Total access investment from other funding (as specified) (£)	£166,000	£166,000	£166,000	£166,000
Financial support investment	Bursaries and scholarships (£)	£11,160,000	£11,104,000	£11,209,000	£11,279,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£640,000	£662,000	£685,000	£709,000
Financial support investment	Total financial support investment (£)	£11,800,000	£11,766,000	£11,894,000	£11,988,000
Financial support investment	Total financial support investment (as % of HFI)	17.7%	17.9%	18.2%	18.4%
Research and evaluation investment	Research and evaluation investment (£)	£301,000	£314,000	£328,000	£342,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.5%	0.5%	0.5%	0.5%

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Nottingham, The

Provider UKPRN: 10007154

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the proportion of entrants eligible for Free School Meals.	PTA_1	Access	Eligibility for Free School Meals (FSM)	Eligible		Proportion of entrants eligible for free school meals. Our internal data for 2022-23 shows a baseline of 9.1%.	No	The access and participation dashboard	2021-22	Percentage	9.9%	9.6%	10.3%	11.1%	12%
By working in collaboration, Realising Opportunities (RO) will contribute to national improvement in entry rates to highly selective providers for those most likely to experience inequality of opportunity.	PTA_2	Access	Other	Other (please specify in description)		Proportion of RO students who are tracked into HE who will access a research intensive university (RIU) within two years of becoming 'HE ready' and completing their Post-16 studies. As a result, 'Other' has been selected as the characteristic owing to multiple eligible at risk groups. 1% yearly increase forecasted using historic HESA data from 2016-2019.	Yes	HESA publications (please include details in commentary)	2019-20	Percentage	48%	55%	56%	57%	58%
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the difference in the degree awarding gap between those eligible and not eligible for free school meals.	PTS_1	Attainment	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	Percentage point difference in good degree attainment (1st and 2:1) between those eligible and not eligible for free school meals. Our internal data for 2022-23 shows a baseline of 15.3pp.	No	The access and participation dashboard	2021-22	Percentage points	12%	14.7%	13.7%	11.8%	9%
To reduce the difference in the degree awarding gap between black and white students.	PTS_2	Attainment	Ethnicity	Black	White	Percentage point difference in good degree attainment (1st and 2:1) between black and white students. Our internal data for 2022-23 shows a baseline of 21.4pp.	No	The access and participation dashboard	2021-22	Percentage points	18.2%	20.9%	19.8%	17.9%	14.3%
To reduce the difference in the degree awarding gap between Asian and white students.	PTS_3	Attainment	Ethnicity	Asian	White	Percentage point difference in good degree attainment (1st and 2:1) between Asian and white students. Our internal data for 2022-23 shows a baseline of 12.4pp.	No	The access and participation dashboard	2021-22	Percentage points	7.1%	11.9%	11.0%	9.5%	7%
To reduce the difference in the degree awarding gap between mature and young students.	PTS_4	Attainment	Age	Mature (over 21)	Young (under 21)	Percentage point difference in good degree attainment (1st and 2:1) between mature and young students.	No	The access and participation dashboard	2021-22	Percentage points	15.8%	8.9%	8.4%	8.0%	7%
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

