

LTE Group. UCEN Manchester is a trading name of the LTE Group for the delivery of the higher education provision which is regulated by the Office for Students.

Access and Participation Plan

2020-21 to 2024-25

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

Access

At UCEN Manchester Index of Multiple Deprivation (IMD) Quintile1 students made up 29% of our population of 18 year olds in 2017-18, and over the past five years have made up an average of 32.4% of this population. This is 17% points higher than the average higher education institution, and 10% points higher than the population percentage. We also have a high percentage of 18 year olds who are from Quintile 2, (20%), suggesting that we are proactively engaging with students from low socio-economic groups. When widening the age group to 18-30 year olds we have a similar trend, with a very high percentage of students from Quintile 1 accessing our higher education provision (on average 47% over the past 5 years).

Whilst there has been a decrease over time our percentage of students from IMD Quintile 1 in terms of total percentages is still significantly higher than the average. Interestingly we continue to have a trend of late applicants. These late applicants tend to contact us directly and during peak enrolment time. These applicants are more likely to be from Quintiles 1 and 2, with their conversion from application to enrolment being strong.

Success

Continuation

POLAR4 Quintile	Average continuation rate over 5 years
Q1	77%
Q2	79%
Q3	80%
Q4	79%
Q5	77%

The table above illustrates the continuation rates for students from LPN Quintile 1-5. The continuation rate is fairly balanced across all quintiles, with Quintiles 1 and 5 fairing equally in percentage ratings. The average continuation rates for all students at UCEN Manchester have been relatively stable for the past 5 years. This means that household participation area is currently not a factor affecting non continuation. It does appear, however, that socio-economic background is a factor in continuation rates as there is a gap of 13% between students from IMD Quintile 1 and those from Quintile 5 which needs to be addressed.

Attainment

In the context of the UCEN Manchester qualification portfolio only a small percentage of provision is offered at level 6 and, therefore, attributed a degree classification. When looking at level 6 provision and the percentage of students who achieve a first or upper-class second degree, there is a significant difference between the achievement of those from IMD Quintile 1 and those from Quintile 5, with students from Quintile 1 achieving 20% less than Quintile 5 students in 2016-17. When the achievement of the Quintile 1 students is broken down further, it is clear that ethnicity and gender are key factors in this. (This is explored further in the section: 'Intersections').

Interestingly, when the rates are explored for the majority of our programmes, (Higher Nationals, Foundation Degrees) there are no significant differences between the achievements of those from the lowest quintiles, compared to those from the highest.

Progression to employment or further study

POLAR4 Quintile	Progression rate over 5 years
Q1	68%
Q2	66%
Q3	58%
Q4	68%
Q5	68%

The table above illustrates the progression rates for students from LPN Quintile 1-5 with reference to highly skilled employment or further study at a higher level. This seems fairly balanced across all quintiles, with Quintiles 1 and 5 fairing equally in percentage ratings. The only noticeably lower progression rate is at Quintile 3. Focusing particularly on Quintile 1 and Quintile 2, the percentage of students who progress, is higher than the national average, by 4% points. UCEN Manchester have also improved progression by 4% over the last 5 years. If we look at an intersection between this and ethnicity, there is not a large difference between the progression of white students (65%) and non-white students (63%). However, there are some trends, which are discussed under 'Intersections', as well as differences comparing gender and disadvantage.

1.2 Black, Asian and minority ethnic students

Access

The number of ethnic minority students studying at UCEN Manchester is proportionally higher than the national average. In particular, our percentage of black students is 3% higher than the national average and is almost double the percentage of our peer institutions. This has been an increasing trend over the past five years. Nevertheless, there is a slight decrease in students who are categorised as black and 18 years old studying with us. When looking at mixed race and 'other' ethnic minority groups the proportion of these groups is slightly higher than the national average, and to our peer institutions. Our percentage of Asian students is in line with the national average. However, it is slightly lower than the percentage of Asians in the local population and at our peer institutions, as defined by UCAS. Increasing the percentage of Asian students enrolled at the college is therefore an area of focus for us.

Success

Continuation

Ethnicity	Average continuation rate over 5 years
Asian	79%
Black	77%
Mixed	78%
White	79%

The continuation rates of the different ethnic groups at UCEN Manchester are fairly balanced. Despite this over the last five years the continuation rates have decreased in percentages for both Asian and black students. This is a trend to be mindful of and reflects a wider societal analysis of non-continuation rates for all black and minority ethnic groups and, in particular, black Caribbean students.

Attainment

When looking at the percentage of students who achieve a first or upper-class second degree, there is a significant difference between the attainment of those who are of an ethnic minority and those who are white, with black students attaining 45% and Asian students 30% less than white students. Again, as mentioned previously, degree classification and attainment can only be attributed to a small proportion of UCEN Manchester provision. These figures, however, are statistically significant and a key focus of our performance improvement initiatives. When achievement rates are looked at in the wider context of our provision there is also a difference between those who are of an ethnic minority and those who are white.

Progression to employment or further study

At UCEN Manchester there is no gap in the progression rates of different ethnic groups who progress on to highly skilled jobs or further study. Our progression rates for mixed race and black students are also significantly higher than those at our peer institutions. Our rates have been consistent over the past five years with little change for most groups. However, this is not the case for Asian students. There has been a decline in the progression rate of Asian students of 25% points, although our average progression rate for Asian students is higher than at our peer institutions. This is a specific area of focus.

1.3 Mature students

Access

At UCEN Manchester we have a significantly higher number of mature students (aged over 21) engaging with full time provision compared to the national average. This is also the case when we compare ourselves to peer institutions. More so, there is a fairly even comparison between the percentage of mature students (55%) and young students (45%) on average over the past 5 years. The number of mature students has also slightly increased over this period. This shows that there is no significant gap in the access rates for mature students. The percentage of mature students studying on part-time programmes is significantly higher than the percentage of that of younger students. However, we do have slightly less mature students on part-time programmes than the national average. It should be noted that our part-time provision is very small and confined to a specific curriculum area (Construction) and so this difference may not be statistically significant. Our part-time offer is currently being reviewed as part of UCEN Manchester's Curriculum Strategy.

Success

Continuation

Age	Continuation Rate
Under 21	79%
21-25	79%
26-30	80%
31-40	80%
41+	78%

The average continuation rates for mature students and young students at UCEN Manchester have been relatively stable for the past 5 years, with performance outcomes remaining relatively equal. This means that age is currently not a factor affecting non-continuation. Despite this, there has been a slight decrease in the continuation of mature students over the past 5 years. When this is broken down further, there are no differences in terms of age and continuation, as seen in the table above.

We have seen a large increase in the continuation rates of those who are in the age bracket of 41+, yet a decrease in the continuation rate of those who are 26-30 years old, and a decrease in those who are 31-40 years old. We will keep this trend in mind when setting targets.

Attainment

In terms of age and attainment, there is a gap between the achievement of mature students and young students at UCEN Manchester. Young students are more likely to graduate with a first class or upper second class honours than mature students. When age is broken down further, there are two distinct groups where this gap exists: 21-25 year olds and 31-40 year olds. When the achievement rates are looked at for the majority of our programmes, there is no significant differences between the achievement of those who are mature and those who are not.

Progression to employment or further study

The progression rates into highly skilled employment or further study are higher for our younger students than that our mature students and lower than the national average rate for mature students. Trends show that the older a student is, the lower the progression rate, from the ages 21-40. Improving the progression rate of our mature students is a focus.

1.4 Disabled students

Access

At UCEN Manchester 19% of our students have a declared disability. This figure is much higher than the national average of 13%, and is higher than our peer institutions' figures. We also have a significant proportion of students with a cognitive or learning difficulty. These figures clearly demonstrate that students with a disability are accessing our provision.

Success

Continuation

Regardless of whether a student has a disability or not, the continuation rate at UCEN Manchester is the same. This is not reflected at the average higher education provider, where the continuation rate for non-disabled students is typically 5% higher. When disability is broken down in to further categories, disability type does not reflect any differences in outcomes either.

Attainment

When looking at disability and its effect on attainment, there is no gap between the achievement of disabled students and non-disabled students. Both groups of students are equally likely to achieve a first class honours degree or an upper second class honours degree. As well as this, there are no significant differences between the wider achievement of those who have a disability and those who do not.

Progression to employment or further study

The progression rates into highly skilled employment or further study are higher for our non-disabled students. This reflects the Association of Graduate Careers Advisory Services data, which indicates that disabled graduates are more likely to be unemployed than non-disabled graduates. The average progression rate for disabled students is both lower than our rate for non-disabled students, and lower than the national average rate for disabled students. Furthermore, the progression rate over the past year 5 years has also been slowly decreasing. Improving the progression rate of our disabled students is something we will focus on in our targets.

1.5 Care leavers

UCEN Manchester does not currently hold meaningful care leaver information, to allow an analysis of the performance of this group. From the 2019/20 academic year we are improving the collection and evaluation of care leaver data for both pre-entry students and on-course students, so that we are able to do this. Care leavers may have different motivations for choosing not to disclose their previous care background, however it may be due to a lack of awareness of the additional support they are able to access. We are improving our processes and procedures, prior to enrolment, to make the support apparent. Data from the [Department for Education \(2016-17\)](#) shows that only around 6.1 per cent of all care leavers were in higher education in 2017. UCEN Manchester is committed to improving IAG packages, ensuring these are accessible to all students regardless of whether they have disclosed a care leaver status.

Therefore, baseline and numerical targets will be developed during 2019/20 to be finalised ahead of 2020/21 following analysis of the data sets.

1.6 Intersections of disadvantage

Success

Attainment

The percentage point difference in attainment rates between IDM Quintile 3, 4 & 5 and white students and Quintile 1 & 2 all ethnicities except white students is 35%. As both socio-economic background and

OfS data set used with exception to attainment data, retrieved internally.

ethnicity have already been identified as areas of focus for our Access and Participation work, separate targets will be set to address these issues. We believe the combined impact of achieving these will address this particular intersection of disadvantage.

Progression to employment or further study

Our rate of progression for all ethnicities except white students from IMD Quintile 1 and 2 shows a 1% gap compared to white students, and we have experienced a decline in the progression of all ethnicities except white students from Quintile 1 and 2, with a decrease of 8% points, over the past 5 years. Although we have not set addressing this as a specific target we are committed to closing this gap.

Despite the balanced percentage of progression between each quintile overall, we have identified a gap between males from IMD Quintile 1 and Quintile 2, and those from Quintiles 3, 4 and 5, with a significantly higher number of males from the higher quintiles progressing on to highly skilled jobs or further study. This gap does not exist when looking at a female comparison. This means that the progression for males from Quintiles 1 and Quintile 2 is another area to focus on.

1.7 Other groups who experience barriers in higher education

Sex inequality

Despite the access and continuation rates of males and females at UCEN Manchester being fairly balanced, there is a gap in the progression rate of males and females. A higher percentage of males go on to highly skilled employment or further study. However, over the past 5 years, the progression rate of females has been slowly increasing.

2. Strategic aims and objectives

2.1 Target groups

At UCEN Manchester we have a diverse student population in terms of access. There is a higher proportion of students who are from underrepresented groups, compared to the national average. The data shows that UCEN Manchester have a high number of students from low participation neighbourhoods, ethnic minority groups (although access for Asian students is lower than the percentage in the local population and at peer institutions and is a focus for improvement), mature students and students with a disability. The largest gaps mainly occur in the later stages of the student journey and are evidenced in the success and progression data. In reference to all aspects of the student journey, the group with the most disparities in opportunity are ethnic minority groups. Therefore, reflective of the data, ethnic minority groups will be a significant focus of our access and participation work.

In relation to success, students from both low socio-economic groups and low participation neighbourhoods are also key target groups. The continuation rates of students from IMD Q1 are 13% points lower than those from Q5, while the continuation rates of POLAR4 Q1 and Q2 students demonstrate a lower success rate than for those students in Q3, 4 and 5. The continuation rates of black and Asian students, while not statistically significant, demonstrate a gap of 7% and 2% respectively when compared to white students. Similarly, black and Asian students fair significantly less favourably in terms of attainment compared to their peers, particularly when ethnicity is combined with IMD quintiles.

Progression is a key focus area for UCEN Manchester for two specific groups of students, disabled, and IMD Quintile 1 and 2 male students. There is a gap and decreasing trend in the progression rates of students who have disclosed a disability, compared to those who have not. Progression rates for male students who are from IMD Q1 and Q2 reflect a gap in performance. There is also a 1% gap between the progression rates of mature students compared to non-mature students. Although we have not set addressing this as a specific target we are committed to closing this gap. Work will focus on reducing these three gaps.

It should be noted that there has been a decline over the past 5 years for progression rates of non-white students who are from POLAR4 Q1 and Q2. This is an area to be considered.

2.2 Aims and objectives

UCEN Manchester's overarching strategic aims (as outlined on our Higher Education Strategy 2020) in respect of the delivery of equality of opportunity and outcomes for all students reflects a clear ambition to embrace a fully inclusive structure. This is particularly highlighted in our vision and with respect to strategic aims 1 and 3. Students and the Community are at the forefront of our vision which is to provide excellent Higher Education and higher skills training opportunities for Manchester and Greater Manchester, by aligning our curriculum with the economic needs of the region. It is critical to residents of both Manchester and Greater Manchester that UCEN Manchester continues to provide fully inclusive and integrated support for all and an inclusive culture that celebrates, supports and values diversity through the delivery of locally relevant, career-focused higher education and skills which provide choice and opportunity for all.

As UCEN Manchester is a trading name of the LTE Group, for the delivery of higher education provision, UCEN Manchester operates within the LTE Single Equality Scheme. This scheme is committed to

providing an environment where everyone is valued as an individual, and where students and staff can work, learn, flourish and develop their skills and knowledge in an atmosphere of dignity and respect.

“One of the key elements we encourage students across the Group to focus on, is progress. It is a key ingredient to their success, so it’s important to take positive steps forward too. It is heartening to see us build on the momentum of previous years by making progress with regards to equality, diversity and inclusivity in our Group. Promoting equality is more than a statement of how we, as a Group, will meet statutory requirements, it is an essential part of how we operate and fundamental to the values and mission of our Group.”

This is a shared commitment across LTE Group, Novus, Novus Cambria, The Manchester College, UCEN Manchester, MOL and Total People and in summary intends to promote equality and prevent discrimination through our role as:

- An Education Service provider
- An employer
- Community and/or business partner.

The overall purpose of the scheme is to ensure that, for each of the nine protected characteristics listed, the LTE Group will:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of opportunity.
- Foster good relations between people between different groups.
- Celebrate what we have in common and capitalise on our diversity and recognise and take account of people’s differences.
- To continue to be ambitious in our goals for equality, diversity and inclusivity, both for every student we teach, and for every member of staff we employ.

The LTE Group is disability confident committed.



The scheme is ambitious in its goals for equality, diversity, and inclusivity and the specific underrepresented groups highlighted significantly contribute to this plan’s ambition. The Equality, Diversity and Inclusivity Policy for students is committed to creating and maintaining an inclusive working and learning environment, that respects and celebrates difference. We aim to provide a community where everyone feels able to participate in College and higher education life and achieve their full potential. The Manchester College and UCEN Manchester are dedicated to eliminating discrimination and advancing equality on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including no belief), sex and sexual orientation and to fostering good relations between different groups. Promoting, celebrating and valuing diversity, as well as ensuring equality, are at the heart of the College’s and UCEN Manchester’s core values. These encompass the British values of mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith, the rule of law, individual liberty and democracy.

In the implementation of this policy The Manchester College and UCEN Manchester will aim to:

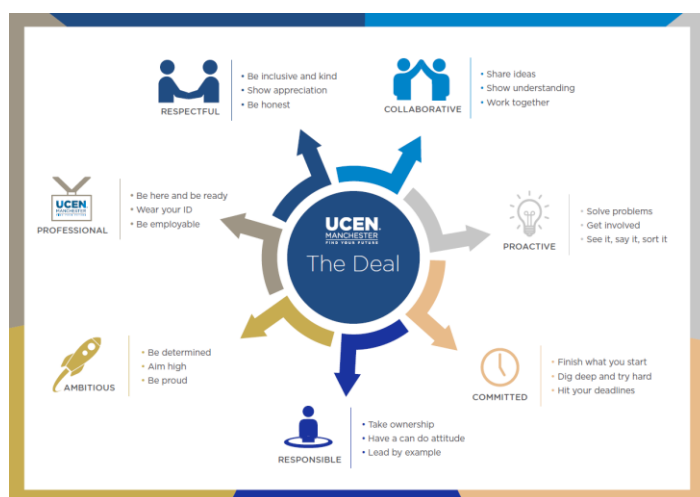
- Expect all members of its communities to treat each other with dignity and respect. We support the right of individuals and groups to hold their own beliefs and values, but will not tolerate these
- OfS data set used with exception to attainment data, retrieved internally.

being manifested in a way that intimidates, humiliates or creates a hostile or degrading learning or working environment.

- Create an inclusive learning and working environment that supports good relations between people and challenges prejudice, intolerance and discrimination in all its forms.
- Ensure that all of our students, staff and visitors, are treated fairly and are not discriminated against on any grounds, including those protected by the Equality Act 2010.
- Support our commitment to inclusivity, and to meet our legal duties. We will publish an equality annual report and revisit our equality objectives every year. The equality objectives and equality and diversity actions will be monitored by the Equality and Diversity strategic group, on a termly basis.
- Communicate its commitment to promoting equality and diversity in staff and student recruitment material, handbooks, policies, social media and other communications.
- Ensure that publicity material positively promotes the diversity of our communities.
- Develop a co-ordinated approach to raising awareness of diversity and citizenship through internal promotion in sessions, enrichment and student work. We produce a Citizenship Calendar each year that celebrates diversity and religious festivals, enhancing the student experience.
- Introduce positive action initiatives where patterns of under-representation and differences in outcomes for staff and students are identified.

Students will be expected to adhere to The Deal, (illustrated below) which is promoted during the induction phase and throughout the academic year:

- Uphold the core values of the College and UCEN Manchester at all times.
- Students will commit to The Deal standards.
- Not engage in, or accept, any bullying or harassment.
- Respect, recognise and acknowledge varying needs of all members of our communities.
- Be prepared to challenge and report inappropriate behaviour.
- Act with due consideration and respect towards all members of the college community.
- Treat all staff, fellow students and visitors with courtesy and respect at all times, and without discrimination.



Students can expect:

- Inclusive learning practices, which acknowledge differences in students' learning styles and abilities.
- Learning materials free from bias, which celebrate diversity and challenge stereotyping.
- All instances of bullying, harassment or discrimination to be taken seriously and fully investigated, with appropriate action taken.
- To be treated with respect and courtesy at all times.
- A learning environment where differences are not only respected, but are celebrated.
- Equality of opportunity to participate in organised events, where appropriate.
- Reasonable adjustments and support in achieving learning aims.

Staff will be expected to:

- Adhere to the behaviours promoted in the ARC guidelines.
(ARC Behaviours are a set of shared behaviours for colleagues across the LTE Group)
- Uphold our core values and high standards of behaviour at all times.
- Challenge and report all instances of bullying, harassment and discrimination in the community.
- Lead by example in demonstrating understanding of, and respect for differences in diversity groups.
- Be courteous, respectful and treat all members of the community without discrimination.
- Contribute to the development of a learning environment free from discrimination, victimisation and harassment.

Our ambition for change and investment is grounded in this commitment for all who study and work here, and who have the potential to study here. However based on the evidence and for the purpose of this access and participation plan we will specifically focus on improving the equality of opportunity for the following underrepresented groups. There are nine specific targets and measures which are not collaborative and can be broken down into the following parts of the student life cycle;

- Access: One target.
- Success: Six targets.
- Progress: Two targets.

In detail, they set out the following ambitions, which include measurable objectives and stretching targets over a five year period.

Access**Ethnicity: Low proportion of Asians enrolled as students compared to the population**

Aim: To improve access opportunities for the Asian population.

Gap: The percentage point difference between Asians in the population and enrolled as students is 4%.

PTA1 Target: The percentage point difference between Asians in the population and enrolled as students will be 0% by 2020-2023, decreasing yearly by 1%.

Objectives:

- 1. Establish strong links with schools/colleges with a high proportion of Asian students.**
2 by 2019-2020, 4 by 2020-2021, 6 by 2021-2022, 8 by 2022-2023 and 10 by 2023-2024.
- 2. Deliver subject taster events/masterclasses/curriculum enrichment activities for targeted groups of Asian students, particularly in creative subject choices.**
3 in 2019-2020, 5 in 2020-2021, 7 in 2021-2022, 9 in 2022-2023 and 12 by 2023-2024.
- 3. Deliver IAG activities for school/college staff (identified under 1 above) around access/employment in creative subjects.**
Per year - 2 in 2019-2020, 4 in 2020-2021, 6 in 2021-2022, 8 in 2022-2023 and 10 in 2023-2024.

Success**Low income background: Continuation rates of students from IDM Quintile 1 compared to Quintile 5**

Aim: To provide equal opportunity for continuation for students from IDM Quintile 1 compared to Quintile 5.

Gap: The percentage point difference in continuation rates between students from IDM Quintile 1 and 5 is 13%

PTS1: Target: The percentage point difference in continuation rates between students from IDM Quintile 1 and 5 will be 0% by 2024-2025.

2020-2021: 10% gap, 2021-2022: 7% gap, 2022-2023: 4% gap, 2023-24: 2% gap, 2024-2025 0% gap.

Objectives:

- 4. Create a student consultation group, to understand the experiences of these students and issues to address.**

6 meetings/activities in 2019-2022, 3 meetings/activities in 2022-24 and ongoing.

- 5. Deliver student engagement enterprise activities for students from Q1.**

3 in 2019-2020, 6 in 2020-2021, 9 in 2021-2022 and ongoing.

- 6. Create and implement a personal tutorial model, accessible for all students.**

In place 2019-2020, reviewed and amended annually 2020-24.

Ethnicity: Continuation rates of black and Asian students compared to white

Aim: To increase the continuation rates of black and Asian students.

Gap: The percentage point difference in continuation rates between white and black students is 7%.

PTS2 Target: The percentage point difference in continuation rates between white and black students will be 0% by 2023.

2020-2021: 4% gap, 2021-2022: 2% gap, 2022-2023: 1% gap, 2023-2024 onwards 0% gap.

Gap: The percentage point difference in continuation rates between white and Asian students is 2%.

PTS3 Target: The percentage point difference in continuation rates between white and Asian students will be 0% by 2021.

2020-2021: 1% gap, 2021-2022 onwards 0% gap.

Objectives:

- 7. Create a student consultation group, to understand the experiences of BAME students and issues to address.**

6 meetings/activities in 2019-2022, 3 meetings/activities in 2022-24 and ongoing.

- 8. Deliver staff training to all staff on unconsciousness and conscious bias.**

20% staff in 2019-2020, 60% staff in 2020-2021, 100% staff in 2021-2022.

- 9. Create and implement a personal tutorial model, accessible for all BAME students.**

In place 2019-2020, reviewed and amended annually 2020-24.

Ethnicity: Attainment of black and Asian students compared to white

Aim: To increase the attainment rates of black and Asian students.

Gap: The percentage point difference in attainment rates between white and black students is 45%.

PTS4 Target: The percentage point difference in attainment rates between white and black students will be 3% by 2024-2025.

2020-2021: 30% gap, 2021-2022: 20% gap, 2022-2023: 12% gap, 2023-2024: 7% gap, 2024-25: 3% gap.

Gap: The percentage point difference in attainment rates between white and Asian students is 30%.

PTS5 Target: The percentage point difference in attainment rates between white and Asian students will be 0% by 2024-2025.

2020-2021: 20% gap, 2021-2022: 12% gap, 2022-2023: 7% gap, 2023-2024: 3% gap, 2024-2025: 0% gap.

Objectives

10. Review and refresh curricula to be more inclusive and representative of diverse backgrounds, for programmes with high percentage of BAME students.

33% reviewed in 2019-2020, 67% reviewed in 2020-2021, 100% reviewed in 2021-2022.

11. Co-design and deliver student engagement activities with BAME students, specifically in partnership with the Students' Union and via the Clubs and Societies protocol.

3 in 2019-2020, 6 in 2020-2021, 9 in 2021-2022 and ongoing.

12. Create a study skills programme, accessible for all BAME students.

33% engagement 2019-2020, 67% engagement 2020-21, 100% engagement 2021-2022 and ongoing.

Low income background: Attainment of students from IDM Quintile 1 compared to Quintile 5

Aim: To increase the attainment rates of students from IDM Quintile 1.

Gap: The percentage point difference in attainment rates between students from IDM Quintile 1 and 5 is 20%.

PTS6: Target: The percentage point difference in attainment rates between students from IDM Quintile 1 and 5 will be 0% by 2024-2025.

2020-2021: 14% gap, 2021-2022: 9% gap, 2022-2023: 5% gap, 2023-2024: 2% gap, 2024-25: 0% gap.

Objectives

13. Create a student consultation group, to understand the experiences of these students and issues to address.

6 meetings/activities in 2019-2022, 3 meetings/activities in 2022-24 and ongoing.

14. Create and implement a personal tutorial model, accessible for all low income students.

In place 2019-2020, reviewed and amended annually 2020-24.

15. Create a study skills programme, accessible for all low income students.

33% engagement 2019-2020, 67% engagement 2020-21, 100% engagement 2021-2022 and ongoing.

Progression

Low income background: Progression rates of male students from IDM Quintile 1 and 2 compared to Quintile 3, 4 and 5

OfS data set used with exception to attainment data, retrieved internally.

Aim: To provide equal opportunity for progression for male students from IDM Quintile 1 and 2 compared to Quintile 3, 4 and 5.

Gap: The percentage point difference in progression rates between male students from IDM Quintile 1 & 2 and male students from Quintile 3, 4 & 5 is 19%

PTP1: Target: The percentage point difference in progression rates between male students from IDM Quintile 1 & 2 and male students from Quintile 3, 4 & 5 will be 0% by 2024-2025.

2020-2021: 12% gap, 2021-2022: 7% gap, 2022-2023: 3% gap, 2023-24: 1% gap, 2024-2025 0% gap.

Objectives

16. Provide/increase work related learning on programmes with high percentage of male students from Q1 and 2.

20% engagement 2019-2020, 40% engagement 2020-21, 60% engagement 2021-2022, 80% engagement 2022-2023 and ongoing.

17. Provide male students from Q1 and 2 with an employer mentor/internship/work experience.

20% engagement 2019-2020, 40% engagement 2020-21, 60% engagement 2021-2022, 80% engagement 2022-2023 and ongoing.

18. Deliver IAG career progression/ postgraduate progression activities for male students from Q1 and 2.

3 in 2019-2020, 6 in 2020-2021, 9 in 2021-2022 and ongoing.

19. Deliver student engagement enterprise activities for male students from Q1 and 2.

3 in 2019-2020, 6 in 2020-2021, 9 in 2021-2022 and ongoing.

Disabled: Progression rate of disabled students compared to those not known to be disabled

Aim: Provide equal opportunity for progression for disabled students compared those not known to be disabled.

Gap: The percentage point difference in progression rates between disabled students and those not known to be disabled is 5%

PTP2 Target: The percentage point difference in progression rates between disabled students and those not known to be disabled will be 0% by 2023-2024.

2020-2021: 3% gap, 2021-2022: 2%, 2022-23: 1% gap, 2023-2024 onwards 0% gap.

Objectives:

20. Provide/increase work related learning opportunities for students with a disability.

20% engagement 2019-2020, 40% engagement 2020-21, 60% engagement 2021-2022, 80% engagement 2022-2023 and ongoing.

21. Provide students with a disability an employer mentor/ internship/work experience.

20% engagement 2019-2020, 40% engagement 2020-21, 60% engagement 2021-2022, 80% engagement 2022-2023 and ongoing.

22. Deliver IAG career progression/ postgraduate progression activities for students with a disability.

3 in 2019-2020, 6 in 2020-2021, 9 in 2021-2022 and ongoing.

OfS data set used with exception to attainment data, retrieved internally.

23. Deliver student engagement enterprise activities, for students with a disability.

3 in 2019-2020, 6 in 2020-2021, 9 in 2021-2022 and ongoing.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

Vision: To deliver world class technical and professional higher level skills to meet the priorities of the Greater Manchester City region.

Mission: To provide excellent higher education and higher skills training opportunities for Manchester and Greater Manchester by aligning our curriculum with the economic needs of the region and ensuring access for those students best suited for a technical or professional route way to a higher skill.

Whilst we have four strategic aims, strategic aim one and three outlines aspects of the student lifecycle.

Strategic aim one: Students.

Pathways

UCEN Manchester will continue to develop a flexible, accessible range of technical and professional programmes that provide pathways through skills levels to higher level skills and employment.

We will continue to expand and embed new higher-level specialist pathways in technical and professional qualifications, including Higher Degree Apprenticeships, to support the economic growth of Greater Manchester and meet the career aspirations of our students.

A refocused offer will provide more high quality HNC/D qualifications, with accelerated and blended learning pathways aimed at supporting adults to achieve their career aspirations. Over time, and as they are developed in the market, we will introduce the level 4 and 5 Technical and Professional Education Standards. UCEN Manchester will continue to develop and grow Foundation Degree pathways that are relevant to the local and regional economy and that provide appropriate pathways through to degree level study.

Careers

Our curriculum and support strategy will have a clear focus on *Careers not Courses*, only providing courses that lead to a clear destination or career related pathway.

During 2018-19 the Student Support Strategy has been reviewed and rebranded and will be fully implemented from September 2019, as the FutureU Student Support Service. This offer consolidates a number of cross College and UCEN Manchester offers, into one service for higher education students. This includes all aspects of the student journey, from access to progression, overseen by the Director of Student Experience and Engagement. This includes: Advice, Guidance and Welfare, Employability and Enterprise, Academic Support, Library Services, Health and Well Being (which encompasses Disability Services), Progression, and Student Voice. This offer will be monitored and evaluated throughout the next two years to ensure that services to students are accessible and effective.

The Student Engagement Strategy, Employment and Enterprise Policy and Procedure, Library Strategy (covering Information Literacy) and the Personal Tutorial Model (including a differentiated study skills offer) will provide a well-defined student package that will be supportive and reflective of the student profile. The tutorial model will offer a dedicated Personal Tutor to every student for the duration of their programme of study with the intention of providing a caring and nurturing contact, for students during this

time. This also includes access to a Student Mentor. This model will be monitored and evaluated throughout the next two years, via The Student Experience and Support Panel, with the clear intention of supporting and driving forward successful academic and professional outcomes for students.

Blended learning

Our investment in technology will supplement highly effective communication and state of the art digital/blended learning strategies for improved student participation, performance and progression and we aim to increase the use of VLE and online delivery, with innovative and effective research and learning practices evidenced through observations.

Strategic aim three: Our Community.

UCEN Manchester will work with all of our stakeholders to deliver skills, training and education solutions.

Inclusive culture

It is critical to residents of both Manchester and Greater Manchester, that UCEN Manchester continues to provide fully inclusive and integrated support for all, and an inclusive culture that celebrates, supports, and values diversity through the delivery of locally relevant, career-focused higher education and skills providing choice and opportunity for all. We will continue to champion student engagement through a strong working partnership with the student body and the developing work of the Students' Union.

We will continue to contribute to the Greater Manchester economy, through increased participation at higher levels, preparing students for careers of the future in the context of reviewing our curriculum and embracing the need to address the skills gaps through improved Higher Education and Higher Skills opportunities. We will develop and deliver Higher and Degree Apprenticeships, alongside Technical and Professional pathways that meet the needs of the employed through adopting innovative and flexible delivery models, over the lifetime of this strategy.

UCEN Manchester plays a vital role in the National Collaborative Outreach Project (NCOP) which is part of the Greater Manchester Higher Consortium. UCEN Manchester currently hosts the Greater Manchester Hub, consisting of a Regional Hub Manager, Outreach Coordinator and four Graduate Advisors. Therefore, we are committed to working collaboratively with other HEIs, third sector organisations and employers in the region through the Greater Manchester Higher partnership to raise awareness of, and encourage progression to, the full range of Higher Education opportunities. We aim through our collaborative work to:

- Raise the higher education participation rate for students from POLAR4 Quintiles 1 and 2 in Greater Manchester.
- Increase the proportion of Care Leavers from the 10 Greater Manchester Local Authorities, who progress to higher education.

A baseline and numerical targets will be developed during 2019/20 to be finalised ahead of 2020/21.

UCEN Manchester works in partnership with other aspects of the LTE group and specifically The Manchester College. In September 2019, in partnership with The College, UCEN Manchester will launch a Progression offer that specifically works with level 3 students offering an exciting and engaging suite of IAG activities and events. These will range from masterclasses, taster days, workshops and presentations. These activities contribute towards Gatsby benchmarks and Ofsted objectives, with the

intention of supporting students in making choices about the next stage of their education. We also work closely with MOL for provision of distance and blended learning (an area in which we intend to extend our higher education provision in future) and Total People for an increasing Higher Apprenticeship provision.

Work with the College's Schools Liaison team has been extended, with all Advisors having received a higher education training package. There is a specific Schools, Colleges and Sixth Form offer which is delivered and has been sustained for the last two years. Engagement with this offer is relatively high with taster sessions being highly successful for students. Student feedback has reflected strong evaluative feedback. This offer is similar to the progression offer, previously referenced, but has been extended to consider the needs of mature students.

Alignment with other strategies

UCEN Manchester's, Teaching, Learning and Assessment strategy is aligned to the Access and Participation Strategy;

"UCEN Manchester offers an inclusive, diverse learning community that is committed to equality of opportunity and progression towards student autonomy. UCEN Manchester recognises that students have varying needs, and that the principles underpinning the Teaching, Learning and Assessment Strategy (TLAS) remain relevant to them, whatever educational objective they are pursuing."

The delivery of UCEN Manchester's overall strategic aims relies upon the professionalism, enthusiasm and practice of all those staff who teach or support student learning. Therefore to realise the strategy and meet the current challenges in higher education UCEN Manchester will provide inspiring and engaging development programmes for all staff who support student learning. UCEN Manchester encourages and promotes active reflection and incorporation of the five strategic principles by all academic teams in relation to programme development, review and delivery. The five principles aim to:

- Provide an excellent learning environment and outstanding student experience.
- Provide an innovative, flexible and enterprising curriculum.
- Ensure that assessment is an integrated and integral part of teaching and learning.
- Provide opportunities for staff to undertake continuous professional development that promotes learning and improvement.
- Embed a continual focus on student employability and graduate skills.

Our Teaching Excellence Framework (TEF) silver status recognises our excellent study programmes and the high quality teaching and learning we offer. Our graduate statistics also reflect that 95% of our students go on to work, further study or other within six months of graduating. (2017 DLIHE data). In order to continue to achieve successful student outcomes in teaching, learning and assessment practices we will continue to invest in:

- Small class sizes to create personal working relationships with tutors, and students and support a strong sense of collegiality and peer to peer support.
- Offering flexible timetabling, condensed timetabling.
- Developing industry relationships and partnerships with businesses and organisations (such as, MIND, Palo Alto, CISCO, the Chefs' Forum and Band on the Wall).
- Industry led specialists.
- Designing and delivering work focused curriculum that exposes students to leading industries.

- Validating programmes from top Universities, which currently include Manchester Metropolitan University, Sheffield Hallam University and the University of Huddersfield and provision by Pearson.
- Personalised support: Personal Tutorial Model and FutureU.

Strategic measures

UCEN Manchester continues to be ambitious and aims to achieve degree awarding powers in the near future to support a more flexible and responsive curriculum which supports the delivery of its five key principles. More so the LTE group has acquired land in the heart of the city as part of a £100 million campus redevelopment strategy in order build a centre of educational excellence for the city, with opportunities for thousands of students. This will be a landmark campus for the city and Greater Manchester which will provide students of the future with fresh and innovative ways of learning and preparing them for employment in a digital world. It is anticipated that this will make a major contribution to the city's work and skills strategy which will seek to support relevant training and connects Manchester people with the opportunities available through the growing economy.

A specific focus of this will be professional, digital, and creative jobs. This will include a Centre of Excellence for creative and digital skills, alongside an A-level centre. Besides the city centre campus, the re development of the Openshaw Campus will take place, this includes plans to open two Centres of Excellence focussed on health and wellbeing disciplines, and construction.

This investment will provide specific and separate facilities, learning resources and support services for higher education students, with state of the art recording studios, rehearsal spaces, dance studios, theatre spaces and other flexible performance and learning spaces.

UCEN Manchester currently charges some of the lowest tuition fees and offers a student finance package that takes into the account the student profile and the community which it serves. In this context the financial package has been designed to support students from low socio economic backgrounds, students studying at The Manchester College, and students in hardship. The finance package is reviewed annually and designed in consultation with students and market research. The finance offer includes the:

- Achievers Scholarship.
- FutureU Recognition Award.
- Access Fund.

The Achievers Scholarship is a progression award aimed at The Manchester College Level 3 students who progress onto a UCEN Manchester higher education programme. This is a one-off cash payment of £150 and is open to any Level 3 student who applies and enrolls onto a UCEN Manchester programme. This can be used for contribution towards tuition, travel, books, equipment and materials and maintenance.

The FutureU Recognition award is given to full time and substantial part time undergraduate students who commence their programme of study at UCEN Manchester and who meet set eligibility criteria. Care leavers and Care providers are also considered in this criteria. This is awarded per year over the duration of the students study programme, and typically is paid in instalments as follows: £500 in the first of year study, two instalments of £250; £250 in the second year of study and £250 in the third year of study. Therefore, a student who studies on the three year degree programme can access up to £1,000, a student

who studies on a Foundation degree programme up to £750 and a student on a Higher National Certificate programme up to £500.

The Access Fund is a fund for students who are having financial difficulties and are struggling to stay on their programme of study and to continue. The amount allocated per student is discretionary dependent on individual circumstances, and students from the following groups are given priority:

- Students with children
- Final year students
- Students who are unable to work due to long term illness, or disability
- Care Leavers and care givers.

The FutureU team also support students with the following:

- Financial Health Checks
- Budgeting advice and personal budget planning
- Accommodation Support - UCEN Manchester works in Partnership with Manchester Student Homes.

3.2 Student consultation

Students have been fully involved in the design of this Access and Participation Plan via the Students' Union, and the Students' Union President has taken a specific role in organising a number of consultation meetings and on line discussions. Therefore, the Students' Union have submitted a short endorsement of their involvement in this. This is evidenced in the Appendix: Students' Union Statement. Students also play a key part in UCEN Manchester's Committee structure, with student representation on all formal committees.

Students had the opportunity to express their views which informed and impacted upon the design of the access and participation plan. This included the financial package and what has been offered, and also included the title of the financial awards, which students felt would make the awards much more attractive to their peers. Students felt strongly about the financial package as they felt money was generally a concern for all students and could remove some of the barriers to studying at a higher education level. Students designed the title of the awards, they wanted the financial package to be seen as aspirational, rather than associated to hardship.

The impact of the student consultation also resulted in the joint design of the objectives created for each target and measure.

3.3 Evaluation strategy

In order to ensure robust evaluation of the measures set out in this plan, our approach will be based on continuous improvement and use of the Kirkpatrick Model of evaluation and specifically both qualitative data, in the form of student feedback, and quantitative data in the form of specific outcomes. In its simplest form this will ask the question "has our approach brought about the intended improvements?" Pre and post evaluations of all activities will take place and be analysed through our internal data systems and triangulated against student outcomes, such as success and progression and to measure impact and critically reflect upon practice for future improvements.

Access and Participation Plan targets and milestones will be monitored regularly throughout the year and evaluation of the effectiveness of strategies carried out by the Curriculum, Quality and Standards Committee, UCEN Manchester Academic Board, and ultimately the UCEN Manchester Divisional Board of governors. In addition, our Self Evaluation Document (SED) and Quality Improvement Plan (QIP) process will in future contain specific evaluation of the impact of access and participation initiatives.

Whilst we are familiar with and engage with the Higher Education Access Tracker (HEAT) as part of the Greater Manchester Higher Consortium and through Manchester Metropolitan University for the purposes of the National Collaborative Outreach Project (NCOP), we have the intention of subscribing to this service. This will be a key tool in extending our data management for the purposes of outreach, working with under-represented groups and particularly in supporting evidence led practices.

The utilisation of the OfS Student Financial Support Evaluation Tool will form a central part of our overall evaluation methodology. The Evaluation Toolkit consists of a statistical tool, a survey tool and an interview tool. Timescales and procedures for the implementation of the statistical tool are currently being developed with our Management Information Team and will be in place for the academic year 2019-20, while the survey and interview tools - focused on the student experience and identifying which aspects of financial support they felt were most beneficial - will be conducted during November-December 2019. We intend in the future to take a more evidence-led approach and assess our progress using sector level indicators, where available, (HESA, UCAS), publications from OFFA, academic research, and internal management information data.

We will ensure the ILR data collected is sufficiently rich to allow us to carry out detailed analysis of other data sets, such as the Graduate Outcomes Survey, to help us further understand where continuous improvements need to take place. This approach has been developing support and will be used by UCEN Manchester on an annual basis, to ensure our investment in financial support is evaluated robustly and focused on impact. In future years this will allow us to make evidence-led decisions around where in the student lifecycle investment has the greatest impact and through which activities, e.g. direct financial support in the form of bursaries or investment in activities linked to progression. This may therefore lead to a shift in the proportion of higher fee income invested in different activities, but UCEN Manchester is committed to ensuring that this would always be done based on good practice and what approach to investment is of the greatest benefit to our students.

In future our evaluation strategy will also include the creation of an evaluation toolkit for widening participation work, including access, attainment and progression gaps analysis. This will be underpinned by development of evaluation tools based upon the Kirkpatrick Framework for a range of outreach widening participation activities; research on the benefits of using contextual admissions data for access groups; assessments of the effectiveness of support for priority widening participation groups; and the analysis of equality characteristics of student outcomes, including success and destination for improved targeting. Evaluation will become incorporated into the normal academic and professional work cycles which underpin fair access and student support and shape annually the financial and student support offer, and we will draw heavily on the OfS “A-Z of Effective Practice in Access and Participation” guidance to identify and implement appropriate good practice. We will therefore clearly establish effective links between policy and practice, thereby ‘closing-the-loop’ to achieve change.

We will also make full use of the OfS Evaluation Self-Assessment Tool to inform our evaluation practice and allow us to make better judgements about the effectiveness of our evaluation. The timescale for implementation of a more robust evaluation strategy and therefore, a more evidence led approach will be spring 2020.

All findings emerging from our monitoring and evaluation activities will be shared fully and reported upon through Curriculum, Quality and Standards Committee, UCEN Manchester Academic Board, and ultimately the UCEN Manchester Divisional Board of governors. Changes to practice or new initiatives emerging as a result will not only form part of any future access and participation activity but be fully embedded in our quality improvement processes.

3.4 Monitoring progress against delivery of the plan

The Access and Participation Plan and the progress against targets is monitored via the Equality and Diversity Strategy group and Academic Board and presented for approval at the UCEN Manchester Board. The strategic aims, objectives and commitments of the plan are also included in UCEN Manchester's Quality Improvement Plan (QIP) at both departmental and whole provider level and monitored internally. Monitoring and validation of the QIP takes place at key touch points throughout the academic year which are scheduled in the Cross College Quality calendar and led by the Vice Principal (Quality and Standards). This is a provider wide process and is embedded across UCEN Manchester. During this process if progress against targets is not being made activities will be amended or new actions introduced as appropriate. If acceptable progress is not made each year or progress is worsening this will be identified in the Access and Participation Plan which will be amended accordingly.

The Vice Principal and Dean of UCEN Manchester leads on this plan, which ultimately is approved and signed off by the Accountable Officer and the Board. Students are part of this process through the student representation cycle and have representation on all UCEN Manchester Committees, this includes the Students' Union President and Student Governor.

4. Provision of information to students

UCEN Manchester is committed to providing information to applicants that is transparent, inclusive and fit for purpose. This includes information to students on fees and financial support and also includes any live Access Agreements. This information is available on the website and is accessible at: <https://ucenmcr.tmc.ac.uk/about/policies/he>

The information available to students on the website includes: The Admissions Policy and Procedure, Tuition Fee Policy, Terms and Conditions, Student Protection Plan, Cancellation Form, The Bursary and Financial Support Package, eligibility criteria, and application process and the Bursary Appeals process. In addition to the website UCEN Manchester has published brochures, which are given to applicants prior to admission, and which specifically include the Bursary and Financial Support Guidance and Criteria. Likewise, all information is available from the Future U Student Support Service and brochure.

Applicants applying via UCAS are also signposted to the above website and subsequent information via the UCAS portal.

This again is signposted to students during the enrolment and induction process and information is included in the Student Handbook.

5. Appendix

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)
4. Students' Union Endorsed Statement

Appendix 4. Students' Union Endorsed Statement

Students were consulted throughout the planning and design of the APP via the Students' Union, led by the Students' Union President and through a number of consultation groups, which included Student Representatives. Social Media was also used to engage the wider student body. UCEN Manchester staff facilitated these discussions, which included the Student Voice Coordinator and Outreach Coordinator.

The monitoring, review and evaluation process will involve the student body through formal and informal mechanisms, of which students are active members. This includes programme committees, student rep forums and Students' Union activity.

More specifically:

In this, students have:

- Been invited to work in partnership, through an open and honest dialogue, that was structured through a number of consultation groups.
- All Student Reps were invited to participate.
- Made every effort to include students from the EDI demographic.

- Regularly met to openly debate and discuss the following practices and experiences, whilst providing recommendations and using the opportunity to express their views on the following:
 - Contextual admissions
 - Flexible learning
 - Information, advice and guidance
 - Financial support
 - Employability/work experience/progression
- Have an awareness of the UCEN Manchester Access and Participation Plan in progress, at all stages, from the beginning and throughout.
- Been provided with national guidelines and an understanding of the importance of the working group's development, as a commitment to widening and improving access to Higher Education.
- Been introduced to how and why Access and Participation Plans are essential to improving the success of HE students from specific groups. UCEN Manchester have also ensured that students are overtly understanding of protected characteristics and why these groups are measured as such.
- Reacted to and considered recommendations made by the working group and the wider student body, in a timely and efficient manner, making every effort to engage students in person and online.
- Ensured there were clear goals and one shared vision of sustainability in the partnership community. All decisions were made together, through a democratic process.

Student involvement in the Plan included:

- An invitation to participate in the strategy partnership, made available to all UCEN Manchester students.
- A minimum of two meetings (lasting a minimum of two hours each to allow for reasonable debate) in person and multiple online conversations.
- The providing of all relevant guidelines and documentation to all students.
- One submission co-created with student partners, reviewed and endorsed by the Students' Union.
- Content agreement from all invested stakeholders before publication.

Monitoring and Evaluation (5 years):

- Annual review of the Access and Participation Plan through formal mechanisms to take place every spring, reflecting on current practice, as well as current trends and behaviours.

Signed:

Dated:

Sam Lowe

20/06/19

Students' Union President

Access and participation plan

Fee information 2020-21

Provider name: LTE Group

Provider UKPRN: 10023139

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree	Pricing Tier A Range: Degrees in Performing Arts and the Film School	£8,900
First degree	Pricing Tier B Range: Degrees in Make-Up Artistry	£8,000
First degree	Pricing Tier C Range: All other Full-Time Degrees	£7,000
Foundation degree	Pricing Tier A Range: Degrees in the Film School	£8,900
Foundation degree	Pricing Tier B Range: Degrees in Contemporary Photographic Practice and Make-Up Artistry (2020/21 only)	£7,500
Foundation degree	Pricing Tier B Range: Degrees in Make-Up Artistry	£8,000
Foundation degree	Pricing Tier C Range: All other Full-Time Degrees	£7,000
Foundation year/Year 0	*	*
HNC/HND	Pricing Tier D Range: HNCs and HNDs	£7,000
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	Pricing Tier D Range: HNCs and HNDs	£3,500
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

Targets and investment plan

2020-21 to 2024-25

Provider name: LTE Group

Provider UKPRN: 10023139

Investment summary

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

Note about the data:

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£120,000.00	£110,000.00	£100,000.00	£110,000.00	£120,000.00
Access (pre-16)	£15,000.00	£15,000.00	£15,000.00	£15,000.00	£15,000.00
Access (post-16)	£50,000.00	£45,000.00	£40,000.00	£45,000.00	£50,000.00
Access (adults and the community)	£50,000.00	£45,000.00	£40,000.00	£45,000.00	£50,000.00
Access (other)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
Financial support (£)	£325,000.00	£335,000.00	£340,000.00	£350,000.00	£355,000.00
Research and evaluation (£)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£2,360,390.00	£2,384,538.00	£2,504,662.00	£2,595,761.00	£2,668,165.00
Access investment	4.4%	4.2%	3.6%	3.9%	4.1%
Financial support	13.8%	13.6%	13.0%	12.5%	12.2%
Research and evaluation	0.2%	0.2%	0.2%	0.2%	0.2%
Total investment (as %HFI)	18.4%	18.0%	16.8%	16.6%	16.5%

Table 2a - Access

[illegible]

Table 2b - Success

[illegible]

Table 2c - Progression

[illegible]