

University of Derby

Access and Participation Plan 2024-25 to 2027-28

Section 1: Introduction and strategic aim

The University of Derby believes in the transformational nature of education. As an anchor institution for social mobility, the University strives to inspire and to create higher education opportunities for people across the city, region and beyond, regardless of their age, personal background or location. The University's desire to 'open doors for everyone' lies at the heart of the University's Strategic Framework 2018-2030. Delivery on this commitment to social mobility is seen through the provision of a range of high-quality, engaging, inclusive and industry focused courses to an increasingly diverse student community.

Derby is a city of contrasting social and economic fortunes. Despite average earnings being above the national average, more than one third of households fall within the most deprived neighbourhoods in England. While Derby is home to many highly skilled and specialist roles, especially in engineering, there is a substantial gap in the availability of entry-level graduate, management and skilled posts. There are also notable inequalities in education and health outcomes. The University is dedicated to tackling the deeply embedded social and educational inequalities present in Derby and its wider region.

With Buxton & Leek Further Education College embedded as an integral part of the University, there is a seamless offer from GCSEs to doctorates, through diverse and flexible pathways and provision. The University's learning and teaching methods and multiple modes of study are designed to meet students' personal circumstances and maximise their chances of success. For example, the University's extensive portfolio of online learning courses allows students to develop and enhance their skills, further their careers, or change career direction without having to leave employment and return to full-time study.

The Civic University Agreement demonstrates the University's commitment to strengthening partnerships with key organisations to secure a sustainable and prosperous future for the city and county, through five core goals: secure our future; drive ambition and positive change; make a positive environmental impact; support health and wellbeing; and invest in culture as a driver for change. The University works to meet the aspirations of young people, improve their attainment and education outcomes, and provide clear routes into the jobs of the future which fulfil local skills requirements and address regional skills gaps.

Derby and Derbyshire face deep rooted inequality in both primary and secondary education outcomes. The Vice Chancellor Chaired the Derby Opportunity Area and leads the new Derby and Derbyshire Priority Education Investment Areas (PEIA). In addition to the PEIA, the University supports the raising of educational attainment through the Derbyshire & Nottinghamshire Collaborative Outreach Programme (DANCOP) and the University's Widening Access team.

As a demonstration of the University's commitment to social mobility, steps have been taken to ensure that policies and processes meet the needs of traditionally disadvantaged groups through mapping to external benchmarks and standards. For example, the University is a signatory of the 'Stand Alone' Pledge, supporting estranged students, and the Armed Forces Covenant enabling those who served in the armed forces and their families have the best opportunities to enter and thrive in higher education. Across other domains of inclusion, the University has achieved or is working towards external accreditation to highlight the

inclusivity of the learning and working environment, for example, Stonewall Workplace Gold, Athena Swan Bronze and the Advance HE Race Equality Charter.

The University has maintained a strong performance in widening access and social mobility within higher education. This ensures that those who can benefit from higher education are able to do so, whether it be young people living in areas where there is no tradition of higher education study, or mature learners looking to retrain to develop new skills and increase their employability. For example, in academic year 2021-22:

- 49% of young, full-time, undergraduate entrants were from neighbourhoods in England where young people are least likely to enter higher education (compared to the England higher education sector average of 28%).
- 36% of full-time undergraduate entrants were over the age of 21 (compared to the England higher education sector average of 29%).
- 19% of full-time undergraduate entrants reported a disability (compared to the England higher education sector average of 17%).
- 20% of full-time undergraduate entrants had previously been eligible for free school meals (compared to the England higher education sector average of 18%).

The University is also proud to have achieved two of the targets of the previous Access & Participation Plan (APP) by academic year 2021-22, well ahead of schedule: (a) eliminating the awarding gap between non-disabled and disabled students, and (b) eliminating the progression (graduate outcomes) gap between White and Black students. This progress in improving social mobility has been recognised through several national awards, including:

- University of the Year at the UK Social Mobility Awards, 2020.
- Higher Education Institution of the Year at the National Education Opportunities Network (NEON) Awards, 2020.
- Guardian University Award, 2020, for Social and Community Impact.

While these exceptional outcomes are celebrated, the University recognises that more work is needed to secure equality of opportunity for students of colour, students with a mental health condition, and students who were previously in receipt of free school meals. The University's overarching strategic aim for access and participation is to eliminate the gaps that exist for these target groups across the student lifecycle. The University will take ambitious steps towards this aim throughout the lifecycle of this plan, through delivering the activity and evaluation plans set out within the intervention strategies, which are designed to maximise student access and success of the target groups.

Section 2: Risks to equality of opportunity

The University identified risks to equality of opportunity by completing an assessment of performance using the Office for Students (OfS) APP data dashboard, the OfS Equality of Opportunity Risk Register (EORR), UCAS end of cycle data, the University's own internal data sources, and the priorities set by the Derby and Derbyshire Priority PEIA Boards. The University's assessment of performance is set out in Appendix A.

The University's key indications of risk were mapped against the OfS EORR to help inform the development of the intervention strategies set out in Section 4:

Indication of Risk 1: Derby City and Derbyshire are areas where pupil outcomes at the end of Key Stage 2 (KS2) and Key Stage 4 (KS4) are amongst the lowest in England with sustained underperformance at both Primary and Secondary level.

- Evidence (see appendix B) and experience from previous work across the local education environment and with the PEIA Board demonstrates that this indication of risk relates to OfS EORR risks 1, 2, and 3.

Indication of Risk 2: Black students are less likely to be offered a place on courses than students from other ethnic groups.

- Whilst it is recognised that further detailed evaluation into the reasons underpinning this risk is required, at first view, this indication of risk relates to OfS EORR risk 4.

Indication of Risk 3: Students of colour, students who disclose a mental health condition and students who previously received free school meals are less likely to continue their studies after year one.

Indication of Risk 4: Students of colour and students who previously received free school meals are less likely to be awarded a First-Class (1st) or Upper Second-Class (2:1) degree.

- There is a high degree of intersectionality between these indications of risk and across several of the risks contained within the OfS EORR. For example, OfS EORR risk 8 impacts most evidently on students with a mental health condition, although maybe an aggravating factor impacting upon the success of other students when co-existing with financial pressures (OfS EORR risk 10) or insufficient of personal support (OfS EORR risk 7). The University's approaches acknowledge this complexity and the whole provider approach set out in Section 5 seeks to address each of the on-course risks (OfS EORR risks 6-11).

Indication of Risk 5: Asian students are less likely to progress to highly skilled employment or further higher-level study after they complete their studies.

- Whilst to some extent co-dependent upon OfS EORR risk 11, this indication of risk most closely maps to OfS EORR risk 12.

Section 3: Objectives

1. To support Primary and Secondary school pupils across Derby City and Derbyshire to gain the knowledge and skills needed to be accepted onto higher education courses that match their ambitions and expectations.
2. To understand the reasons why Black applicants are less likely to be offered a place on some University of Derby courses than students from other ethnic groups and take action to improve the offer rate for Black applicants. This objective will be measured through changes to the offer rate.
3. To enable students of colour to progress successfully through their studies and attain the highest possible degree outcomes. This objective will be measured through changes to continuation and attainment rates.
4. To enable students who previously received free school meals to progress successfully through their studies and attain the highest possible degree outcomes. This objective will be measured through changes to continuation and attainment rates.

5. To enable students who disclose a mental health condition to progress successfully through their studies. This objective will be measured through changes to continuation rates.
6. To enable Asian students to progress to highly skilled employment or higher-level study. This objective will be measured through changes to progression rates.

Section 4: Intervention strategies

The University has developed intervention strategies to address the identified risks to equality of opportunity and achieve its objectives and targets. The intervention strategies:

- Contain the activities that will be completed to mitigate the risks to equality of opportunity and achieve the objectives and targets set within this plan.
- Explain who will be involved in the design, delivery and evaluation of those activities, plus an approximate cost of delivering all of the activities.
- Are informed by evidence drawing on both sector best practice and local insights from the University's students.
- Include an evaluation plan to ensure that learning and dissemination are continual processes.

The University is committed to disseminating the findings of the evaluation of interventions as widely as practicable. The publication plans are intended to be indicative and will be expanded as outputs become available and opportunities for dissemination arise.

In addition to external publication, where relevant, evaluation outcomes will be used to inform the content of programmes delivered by the University to enable change in sector practice to remove barriers to access and progression e.g., Initial Teacher Education.

The long-term outcome (impact) of each intervention strategy is to deliver the related objectives (as set out in section 3) and to achieve the targets (as recorded in the OfS fees, information, and targets document).

Intervention strategy 1: To support Primary and Secondary school pupils across Derby City and Derbyshire to gain the knowledge and skills needed to be accepted onto higher education courses that match their ambitions and expectations [\[linked to Objective 1\]](#).

Risks to equality of opportunity: Knowledge and skills; information and guidance; perception of higher education; application success rates; cost pressures; and progression from higher education.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
1.1 KS3/4 mentoring support: Mentoring programme for KS3/4 learners delivered by UoD students.	Time: Learners; University staff; School staff; University students. Partners: University of Derby Schools; East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP); Brightside; DANCOP; Derby City PEIA.	Learners Short-term: increased motivation to study; increased knowledge of HE; increased ability to reflect; and increased engagement with HE students. Medium-term: Sustained positive attitude to study; increased capacity to make informed decisions about HE; and increased confidence to succeed in HE. Long-term: Increased sense of belonging in HE; increased applications, participation and achievement in HE; reduced non-continuation rates; increased social and cultural capital from participation in HE; increased employment	IS: 2; 3; 4; 5; and 6.	Mixed methods to type 1/2 standard to evaluate the KS3/4 mentoring programme, including: literature reviews/desk research on mentoring programmes; pre- and post- surveys with learners and mentors; teacher evaluation; reflective activities for learners and mentors; external evaluation; focus groups; school attainment data; and long-term tracking through EMWPREP.	Short-term: 2024-25 - 2026-27: case studies; conference papers; sharing with specific networks including Network Evaluating & Researching University Participation Interventions (NERUPI), National Education Opportunities Network (NEON), The Forum for Access and Continuing Education (FACE), Transforming Access and Student Outcomes (TASO); UoD Knowledge Hub; Derby city/Derbyshire

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		<p>prospects and earning potential; and increased health, wellbeing and life expectancy.</p> <p>University students: short-term: Reduction of non-continuation and cost pressures; increased relevant work experience/professional practice; increased self-efficacy.</p> <p>Medium-term: increased employability skills.</p> <p>Long-term: increased employment prospects and earning potential; increased health, wellbeing; and life expectancy.</p>			<p>networks; D2N2 Local Enterprise Partnership.</p> <p>Medium-term: 2027-28 - 2028-29: as above plus publication on UoD website.</p> <p>Long-term: 2029-20 onwards: as above plus peer-reviewed papers; journal articles (including Widening Participation and Lifelong Learning Journal, Open University); and book chapters; TASO repository.</p>
<p>1.2 KS3/4 learning skills, metacognition and writing support:</p> <p>Think, Reflect, Succeed Derby Scholars</p>	<p>Time: Learners; University staff; School staff; University students;</p> <p>Partners: University of Derby;</p>	<p>Learners Short-term: increased motivation to study; increased knowledge of HE; increased ability to reflect on skills and capabilities; increased engagement with</p>	IS: 2; 3; 4; 5; 6	Mixed methods to type 1/2 standard to evaluate the KS3/4 learning skills, metacognition and writing support including: literature review/desk-based	As above

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
	Schools; EMWPREP; DANCOP; Derby City PEIA.	<p>HE students; and increased self-efficacy.</p> <p>Medium-term: progress is made towards future ambitions; study strategies are applied in the classroom; increased critical thinking skills through experimentation, reflection, analysis, synthesis, and evaluation; enhanced capacity for independent learning and self-directed study; and increased confidence to succeed in HE.</p> <p>Long-term: attainment is raised and is no longer a barrier to HE; sustained positive attitude to study; enhanced ability to plan, monitor and evaluate learning independently; increased applications, participation and achievement in HE; reduced non-continuation rates; increased social and cultural capital from participation in HE; increased employment prospects and earning</p>		research; pre- and post-surveys with learners; teacher evaluation; event evaluation; focus groups; staff and student ambassador observations; school attainment data; and long-term tracking through EMWPREP.	

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		potential; and increased health, wellbeing and life expectancy.			
1.3 KS3/4 tackling non-academic barriers to progression: Progress to Success; Derby Scholars; Rise High.	Time: Learners; Parents/carers; University staff; School staff. Partners: University of Derby; Schools; EMWPREP; DANCOP.	<p>Learners</p> <p>Short-term: increased knowledge of HE; increased intention to attend higher education; increased knowledge of course choice and the application process for HE; increased knowledge of the financial support; personal support and academic support within HE; increased capacity to make informed decisions about HE; and increased confidence to successfully apply to HE.</p> <p>Medium-term: increased confidence to succeed in HE; increased sense of belonging; and increased application to HE.</p> <p>Long-term: increased applications, participation and achievement in HE; reduced non-continuation rates; increased social and cultural capital</p>	IS: 2; 3; 4; 5; 6	Mixed methods to type 1/2 standard to evaluate KS3/4 tackling non-academic barriers to progression, including: literature review/desk-based research; pre- and post- surveys with learners; event evaluations; teacher evaluation; reflective activities, staff and student ambassador observations; external evaluation; focus groups; and long-term tracking through EMWPREP.	As above

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		<p>from participation in HE; increased employment prospects and earning potential; and increased health, wellbeing and life expectancy.</p> <p>Parents/carers: increased confidence to talk to their child about future educational decisions; increased positive attitudes towards HE; increased intention to support and encourage their child to attend HE; increased aspiration for their child to attend HE; increased motivation and well-being.</p>			
<p>1.4 KS2 reading and writing support:</p> <p>Reading and writing support programme delivered by UoD students.</p>	<p>Time: Learners; University staff; School staff; University students.</p> <p>Partners: University of Derby; Schools; EMWPREP; Derby City PEIA.</p>	<p>Learners</p> <p>Short-term: Increased motivation to study; increased skills and capabilities; increased positive engagement with HE students; increased self-efficacy and social self-efficacy; and increased resilience.</p> <p>Medium-term:</p>	IS: 2; 3; 4; 5; 6	Mixed methods to type 1/2 standard to evaluate KS2 reading and writing support including: literature review/desk research; pre- and post- surveys with learners and UG students; teacher evaluation; reflective activities; external	As above

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		<p>increased confidence in abilities; increased confidence in future success; increased wellbeing; and increased reading and writing skills.</p> <p>Long-term: attainment is raised and is no longer a barrier to HE; sustained positive attitude to study; enhanced ability to plan, monitor and evaluate learning independently; increased applications, participation and achievement in HE; and increased health, wellbeing and life expectancy.</p> <p>University students Short-term: reduction of non-continuation and cost pressures; increased relevant work experience/professional practice; and increased soft skills.</p> <p>Medium-term: increased employability skills. Long-term: increased employment prospects and earning</p>		evaluation; focus groups; school attainment data; and long-term tracking through EMWPREP.	

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		potential; and increased health, wellbeing and life expectancy.			
1.5 KS2 tackling non-academic barriers to progression: Primary Explorers	Time: Learners; University staff; School staff; University students. Partners: University of Derby; Schools; EMWPREP; Derby City PEIA.	Learners Short-term: increased knowledge of HE; increased intention to attend higher education; increased knowledge of course choice in HE; increased knowledge of pathways into HE/careers; increased knowledge of the financial support; and personal support and academic support within HE. Medium-term: increased capacity to make informed decisions about HE; and increased confidence to successfully apply to HE. Long-term: increased applications, participation and achievement in HE; reduced non-continuation rates; increased confidence to succeed in HE; increased sense of belonging; and increased health, wellbeing and life expectancy.	IS: 2; 3; 4; 5; and 6.	Mixed methods to type 1/2 standard to evaluate KS2 tackling non-academic barriers to progression, including: literature review/desk research; pre- and post- surveys with learners; event evaluations; teacher evaluation; reflective activities; staff and student ambassador observations; external evaluation; focus groups; and long-term tracking through EMWPREP.	As above

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		Parents/carers: Increased confidence to talk to their child about future educational decisions; increased positive attitudes towards HE; increased intention to support and encourage their child to attend HE; increased aspiration for their child to attend HE; and increased motivation and wellbeing.			
1.6 KS1-4 School Improvement / Enhancement of workforce Curriculum design reviews: Mentored ITT/E students to research Core Content Framework Standard 2; Behaviour improvement; Evaluation of assessment	Time: University staff; School staff; LA staff; University students. Partners: University of Derby; Schools; Derby City LA; Derby City PEIA; Derbyshire LA.	Short-term: increased staff awareness and understanding of the required range of areas and knowledge bases. Medium-term: ambitious curricula in place; increased staff competence and confidence in range of areas and knowledge bases; improved strategies employed within classrooms to enhance deep learning; increased pupil engagement in learning; decreased behaviour issues for learners; assessment strategies and practices within	IS: 2; 3; 4; 5; and 6.	Mixed methods to type 1/2 standard to evaluate KS1-4 School Improvement / Enhancement of workforce, including: literature review/desk-based research; lesson observations; reflective activities; focus groups; analysis activities; surveys; and long-term collation of outcomes.	Short-term: 2024-25 - 2026-27: case studies; conference papers; dissemination of results back to school SLTs/Trust boards; dissemination through SEND Cluster; sharing with networks e.g. TASO, UoD Knowledge Hub, Derby city/Derbyshire networks, D2N2 Local Enterprise Partnership.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
strategies in Humanities and Science Departments; Development activities for SEND Teaching Assistants.		<p>schools contexts adapted to include synoptic assessments; and improved awareness and understanding of the needs of children with SEND.</p> <p>Long-term: Staff fully competent and confident in range of areas and knowledge bases; and improved attainment outcomes for learners.</p>			<p>Medium-term: 2027-28 - 2028-29: as above plus publication on UoD website.</p> <p>Long-term: 2029-30 onwards: as above plus peer-reviewed papers, journal articles (including Widening Participation and Lifelong Learning Journal, Open University); and book chapters; TASO repository.</p>

Total cost of activities: £2,800,000

Evidence base and rationale: A needs analysis has been informed at national level by the Office for National Statistics (ONS, 2017), the OfS Causeway Education Attainment Raising Toolkit (Causeway, 2022), and the National Outreach Coverage Dataset, published by the Higher Education Access Tracker (HEAT, 2021). It has been informed local level by the D2N2 Local Enterprise Partnership Local Skills Report (D2N2, 2022), Derby City PEIA Delivery Plans, EMWPREP School Profiles, individual school attainment information, and DANCOP datasets.

The University's approach has been developed following a literature review, scoping exercise of sector research, the identification of existing evaluation into 'what works', and the application of a theory of change methodology. The activities described in this intervention strategy form long-term outreach initiatives aimed at raising the awareness and attainment and supporting the realisation of ambitions of under-represented and target learners through a multi-intervention approach creating 'drip feed' touchpoints for cohorts of learners.

Evidence shows this approach has proven impacts on learners in attainment, motivation and understanding; and ensures sustainable change. (Causeway, 2022; Harding and Bowes, 2022; OfS, 2021 etc.

Evaluation: The University has developed mixed methods evaluation strategies that will apply to the activities described in the six intervention strategies presented in the plan.

The aim is to generate OfS Type 2 standards of evidence to measure impact and establish whether the activities have led to their intended outcomes and are contributing towards meeting the University's overall objectives.

Findings from the evaluation activity will be disseminated each year, and/or at key points during the delivery. The University will share evaluation findings through sector conferences and events, the TASO repository of evidence and other relevant professional networks. Learning will also be shared through the University website (as appropriate) and the University's APP Knowledge Hub.

To help grow a sector body of knowledge regarding what works and what does not in access and participation, and inform future practice, the University will seek to publish findings in relevant peer reviewed journals and blogs.

Intervention strategy 2: To understand the reasons why Black applicants are less likely to be offered a place on courses than students from other ethnic groups and take action to increase the offer rate [\[linked to Objective 2, Access Target PTA_1\]](#).

Risks to equality of opportunity: Application success rates

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
2.1 Analyse admissions data to gain a better understanding of why Black applicants are less likely to receive an offer at the University. - Knowledge of broader sector context; - Identify disciplines and programmes where Black applicants are less	Time: University staff; (Senior Strategic Analysts, Admissions officers Admissions tutors); UCAS end of cycle data; and PeopleSoft data.	Short term: increased knowledge of why Black applicants are more likely to be rejected for specific disciplines and programmes. Medium term: assist the review of selection processes and the development of pre-application support for Black applicants.	IS: 3.	Mixed methods evaluation to type 1/2 standard to evaluate existing admissions data, including literature review, analysis of internal and external application data (UCAS).	Short-term to medium term: 2024-25-2026-27: case studies; conference papers; sharing with networks (Academic Registrars' Council Admissions Practitioners Group), UoD Knowledge Hub; and publication on the UoD website.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
<p>likely to be offered a place;</p> <ul style="list-style-type: none"> - Understand the impact of predicted grades, prior entry qualifications and subject of study on offer rates. 		Long term: increase in offer rate, Black applicants.			Long-term: 2027-28 onwards: as above and including peer-reviewed papers, journal articles and book chapters as appropriate; TASO repository.
<p>2.2 Review inclusivity of selection processes:</p> <ul style="list-style-type: none"> - Secure feedback from Black applicants on selection processes; - Review criteria for scoring applications (personal statement); - Update pre-interview preparation material, interview questions, composition of panels, criteria for scoring interviews. 	<p>Time: University staff; (Admissions Officers Admissions Tutors); University students; Applicants; Student Ambassadors; Union of Students.</p>	<p>Short term: increased knowledge of how selection processes are viewed from the applicant's perspective.</p> <p>Medium term: increased sense of belonging and confidence to succeed in higher education for Black applicants.</p> <p>Long term: increase in offer rate, Black applicants.</p>	IS: 3	Mixed methods evaluation to type 1/2 standard to evaluate inclusivity of selection processes, including surveys and/or focus groups with Admissions Officers; Admissions Tutors; Applicants; and application data (UCAS).	As above.
<p>2.3 Pre-application support for Black applicants:</p> <ul style="list-style-type: none"> - Selecting subjects as prerequisites for HE programmes; 	<p>Time: University staff; (Admissions Officers Admissions Tutors); University students; Applicants; Student Ambassadors; Union of Students.</p>	<p>Short term: Black applicants engage with pre-application support activities.</p> <p>Medium term: Black applicants benefit from</p>	IS: 1, 3	Mixed methods evaluation to type 1/2 standard to evaluate pre-application support, including surveys with University staff	As above.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
<ul style="list-style-type: none"> - Update guidance on appropriate qualifications and evidence to include in applications; - Admissions processes: personal statements and interview processes. 	Ambassadors; and Union of Students.	<p>engagement with pre application support activities.</p> <p>Long term: increase in offer rate, Black applicants.</p>		and applicants; and application data (UCAS).	

Total cost of activities: £200,000

Evidence base and rationale: The intervention strategy has been developed through a review of the best evidence currently available from both sector research and locally derived evidence. To strengthen the evidence base, the University will analyse its admissions data across to gain a better understanding of why black applicants are less likely to be offered a place at the University and where the key challenges lie.

Findings from the data analysis exercise, alongside findings and data collected from consultations with key stakeholders including admissions tutors, officers, and applicants, will be used to inform any necessary changes to selection processes to make the application process more inclusive. Also, through consultation, admissions tutors, officers, and applicants will be engaged in identifying the most appropriate and effective ways to enhance pre-application support for target group applicants.

Evaluation: As above (see IS1)

Intervention strategy 3: To enable students of colour to progress successfully through their studies and attain the highest possible degree outcomes [linked to Objective 3, Success Targets PTS_1, 2, 5 and 6].

Risks to equality of opportunity: Perception of higher education; limited choice of course type and delivery mode; insufficient academic support; insufficient personal support; and progression from higher education.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
3.1 Review inclusivity of taught curriculum content, delivery, and assessment methods to enhance outcomes for students of colour: Programmes with greatest differentials in continuation and attainment outcomes: <ul style="list-style-type: none"> - New provision as part of validation process - All existing provision on a rolling basis - Generate good practice repository and inclusive curriculum / assessment tool kits to support future review activities. 	Time: University staff University students. Knowledge resources: Sector Good Practice Guides, Toolkits Culturally Sensitive Curriculum Scales, Compassionate education resources APP Knowledge Hub; Research / evaluation.	Short term: Staff and students benefit from safe spaces to have meaningful dialogue on inclusive learning and teaching environments. Medium term: Increased student sense of belonging and wellbeing; increased module average grades and first-time pass rates; improved staff confidence to identify and address issues in curriculum design and assessment methods. Long term: Improved continuation and attainment rates (good honours).	IS: 4, 6	Mixed methods to type 1/2 to standard to evaluate review of inclusivity of taught curriculum content, delivery and assessment methods including: literature reviews and good practice guidance / inclusive curriculum and assessment tool kits applicable to students of colour, pre and post activity - review analysis of student outcomes and satisfaction, pre and post activity evaluation of staff perceptions and confidence. Student outcomes data (OfS).	Short to medium term: 2024-25-2026-27: case studies, conference papers, sharing with networks (Advance HE, FACE, QAA, OfS), UoD Knowledge Hub, good practice guides to be made available via open access. Long-term: 2027/28 onwards: peer reviewed publication, journal articles etc as appropriate; TASO repository.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
3.2 Inclusive Placement Initiative	Time: University staff University students Union of Students Placement partners Report and Support platform	Short term: Increased number and variety of placement opportunities for students. Medium term: Increased number of students successfully completing placements; greater sense of purpose and improved self-efficacy for students Increased student sense of belonging and wellbeing. Long term: Increased attainment rates (good honours) for students; increased progression to graduate employment and further, higher level study.	IS: 4, 6	Mixed methods to type 1/2 standard to evaluate Inclusive Placement Initiative, including: literature reviews and good practice placement guidance, partner narrative evaluations, pre and post intervention evaluation of student placement experience. Student outcomes data (OfS).	As above
3.3 Equality Ambassador scheme to represent the experiences of students	Time: University staff University students Union of Students Financial support for ambassadors	Short term: Ambassadors have the confidence to undertake the role; students benefit from safe spaces to discuss their experience. Medium term:	IS: 4, 6	Mixed methods to type 1/2 standard to evaluate Equality Ambassador Scheme, including: student narrative feedback, student pulse surveys on key issues, reflective	As above

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		<p>Ambassadors develop transferable skills which can be applied in their future career; increased module average grades and pass rates; students able to input to good practice repository and curriculum / assessment toolkits; improved staff confidence to identify and address issues in curriculum design and assessment methods; increased student sense of belonging and wellbeing.</p> <p>Long term: Improved continuation and attainment rates (good honours).</p>		<p>activities by ambassadors and focus groups. Student outcomes data (OfS).</p>	
3.4 Research into factors affecting the lived experience of students of colour and race inequality in higher education	<p>Time: University staff University students Student Ambassadors Union of Students.</p> <p>Financial support for PhD programme.</p>	<p>Short term: Students benefit from safe spaces to discuss their experience; staff benefit from greater understanding of student's lived experience</p>	IS: 4, 6	<p>Mixed methods to type 1/2 standard for research work, including: literature review and outputs produced from research studies. Student outcomes data (OfS).</p>	<p>As above plus: 2024-25 onwards: peer reviewed journal publications at appropriate points throughout the research process.</p>

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
	Race and Education Research Cluster.	<p>Medium term: Increased student sense of belonging and wellbeing; input to good practice repository and curriculum / assessment tool kits.</p> <p>Long term: Improved continuation and attainment rates (good honours)</p>			

Total cost of activities: £750,000

Evidence base and rationale: The intervention strategy draws upon the body of published literature, sector resource guides and the findings of the Student Attainment Project (SAP 2). Whilst studies provide a useful understanding of the relevant risk factors in relation to BAME continuation and attainment, and mechanisms of the risks to equality of opportunity, there remains a paucity of evidence as to the most appropriate interventions to address these risks. The interventions (and embedded evaluation plans) have been created to address the findings of the theory of change methodology that has been applied to this objective.

Central to the plan is the development of self-efficacy in both students and staff to identify and address issues. This will be achieved through the creation and curation of resources and the development of fora within which equality can be safely discussed. We consider the engagement of student ambassadors to be critical for gaining insight to the student lived experience.

There is also a specific focus upon placement experiences, particularly with respect to health placements where the greatest number of BAME students are involved.

Evaluation: As above (see IS1)

Intervention strategy 4: To enable students who previously received free school meals to progress successfully through their studies and attain the highest possible degree outcomes [linked to Objective 4, Success Targets PTS_4 and 7].

Risks to equality of opportunity: Risks to equality of opportunity: Perception of higher education; limited choice of course type and delivery mode; insufficient academic support; cost pressures; insufficient personal support; and progression from higher education.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
4.1 Review inclusivity of taught curriculum content, delivery, and assessment methods to enhance outcomes for students who previously received free school meals: - Programmes with greatest differentials in continuation and attainment outcomes. - New provision as part of validation process. - All existing provision on a rolling basis. - Generate good practice repository and inclusive curriculum / assessment tool kits to support future review activities	Time: University staff University students Knowledge resources: Sector Good Practice Guides, Toolkits, Compassionate education resources APP Knowledge Hub; research / evaluation.	Short term: Staff and students benefit from safe spaces to have meaningful dialogue on inclusive learning and teaching environments. Medium term: Increased student sense of belonging and wellbeing; increased module average grades and first-time pass rates; improved staff confidence to identify and address issues in curriculum design and assessment methods. Long term: Improved continuation and attainment rates (good honours).	IS: 3	Mixed methods to type 1/2 standard to evaluate review of taught curriculum content, delivery, and assessment methods, including: Literature review and good practice guidance / tool kits applicable to students who previously received free school meals, pre- and post- review analysis of student outcomes and satisfaction, pre and post- intervention evaluation of staff perceptions and confidence. Student outcomes data (OfS).	Short to medium term: 2024-25 - 2026-27: case studies, conference papers, sharing with networks (Advance HE, FACE, QAA, OfS), UoD Knowledge Hub. Also good practice guides to be made available via open access Long-term: 2027-28 onwards: longer-term evaluation via peer reviewed publication; TASO repository.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
4.2 Inclusive Placement Initiative	Time: University staff University students Union of Students Placement partners Report and Support platform	Short term: Increased number and variety of placement opportunities for students Medium term: Increased number of students successfully completing placements; greater sense of purpose and improved self-efficacy for students Increased student sense of belonging and wellbeing. Long term: Increased attainment rates (good honours) for students; increased progression to graduate employment and further, higher level study.	IS: 3	Mixed methods to type 1/2 standard to evaluate Inclusive Placement Initiative, including: Literature review and placement related good practice guidance, partner narrative evaluations and pre and post intervention evaluation of student placement experience. Student outcomes data (OfS).	As above
4.3 Equality Ambassador scheme to represent the experiences of students	Time: University staff University students Union of Students. Financial support for ambassadors.	Short term: Ambassadors have the confidence to undertake the role; students benefit from safe spaces to discuss their experience Medium term:	IS: 3	Mixed methods to type 1/2 standard for Equality Ambassador Scheme, including: Student narrative feedback, student pulse surveys on key issues, reflective	As above

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		<p>Ambassadors develop transferable skills which can be applied in their future career; increased module average grades and pass rates; students able to input to good practice repository and curriculum / assessment toolkits; improved staff confidence to identify and address issues in curriculum design and assessment methods; increased student sense of belonging and wellbeing.</p> <p>Long term: Improved continuation and attainment rates (good honours).</p>		<p>activities by ambassadors and focus groups. Student outcomes data (OfS).</p>	
4.4 Research into factors affecting the lived experience of students who previously received free school meals	<p>Time: University staff University students Student Ambassadors Union of Students</p> <p>Financial support for PhD programme</p>	<p>Short term: Students benefit from safe spaces to discuss their experience; staff benefit from greater understanding of student's lived experience.</p> <p>Medium term:</p>	IS: 3	<p>Mixed methods to type 1/2 standard for research work, including: literature reviews and outputs produced from research studies. Student outcomes data (OfS).</p>	<p>As above plus: 2024-25 onwards: peer reviewed journal publications, articles, book chapters at appropriate points throughout the research.</p>

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		<p>Increased student sense of belonging and wellbeing; input to good practice repository and curriculum / assessment tool kits.</p> <p>Long term: Improved continuation and attainment rates.</p>			
4.5 Review of financial support offer to maximise impact.	<p>Time: University staff, University students, Union of Students.</p> <p>OfS financial support evaluation toolkit.</p>	<p>Short term: Increased financial security.</p> <p>Medium term: Decreased financial concerns for students.</p> <p>Long term: Improved continuation and attainment rates (good honours).</p>	IS: 3	<p>Mixed methods to type 1/2 standard to evaluate impact of financial support, including: literature reviews, student surveys and statistical analysis. Student outcomes data (OfS).</p>	As above

Total cost of activities: £750,000

Evidence base and rationale: This intervention strategy has drawn upon a body of published literature, sector resource guides and the findings of the Student Attainment Project (SAP 2). Whilst the studies that have been consulted provide a useful understanding of the relevant risk factors and mechanisms of risks to equality of opportunity for students that had previously been entitled to free school meals, there is a paucity of evidence as to the most appropriate interventions to address these risks. Applying a theory of change methodology, the interventions have thus been created to address the identified risk to equity of opportunity to the target group and to offer a progressive model of evaluation to inform the evolution and detail of the plan going forward.

Central to the plan is the development of self-efficacy in both students and staff to identify and address any issues through consultation. This will be done through the creation and curation of appropriate resources and the development of fora within which equality can be safely discussed.

Student ambassadors and research will be critical for gaining insight to the student lived experience and to inform the ongoing delivery of activity and evaluation of interventions going forward.

Evaluation: As above (see IS1)

Intervention strategy 5: To enable students who disclose a mental health condition to successfully progress through their studies [[linked to Objective 5, Success Targets PTS_3](#)].

Risks to equality of opportunity: Insufficient academic support; insufficient personal support; and mental health

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
5.1 Healthy campus strategy to facilitate a whole community approach to support the mental health and wellbeing of students.	Time: University staff, University students. UUK Stepchange Framework	Short term: University staff and students recognise the benefits of a whole community approach to mental health and wellbeing.	IS: 3, 4	Mixed methods to type 1/2 to evaluate Healthy Campus Strategy standard, including: staff and student narrative feedback, post	Short to medium term: 2024-25 - 2026-27: case studies; conference papers; sharing findings with networks (UUK, OfS, National Association

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
.	Advanced HE Mental Health Toolkit.	<p>Medium term: University staff promote and support student mental health across all areas of the university; University staff and students are empowered to take responsibility for their own mental health.</p> <p>Long term: University transformed into a healthy setting; improved continuation rate.</p>		evaluation of staff and student experience. Student outcomes data (OfS).	<p>of Disability Practitioners (NADP) and AMOSSHE, the Student Services Organisation; UoD Knowledge Hub.</p> <p>Long-term: 2027/28 onwards: peer reviewed publication, journal articles etc as appropriate; TASO repository.</p>
5.2 Talk Campus global mental health support network application to provide instant access to peer-to-peer support.	Time: University staff, University students.	<p>Short term: Students download and use the Talk Campus application; students benefit from peer-to-peer support.</p> <p>Medium term: Improved student health and wellbeing; students signposted into key student services and self-service support; specialist staff able to focus time on complex mental health issues.</p> <p>Long term: Improved continuation rate.</p>	IS: 3, 4	Mixed methods to type 1/2 standard to evaluate Talk Campus, including: student narrative feedback, evaluation of student engagement with Talk Campus, analysis of regular Talk Campus app data report e.g., engagement levels, topics discussed and mood. Student outcomes data (OfS).	As above.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
5.3 Associate and Trainee Counselling Programme - clinical placements for counsellors in the advanced stages of training and counsellors who are qualified and wish to gain experience in HE and accumulate hours for accreditation.	Time: University staff (Counselling and Mental Health Team) University students.	<p>Short term: Students who are struggling with mental ill health receive high quality and timely clinical interventions.</p> <p>Medium term: Improved student confidence, health and wellbeing.</p> <p>Long term: Improved continuation rate.</p>	IS: 3, 4	Mixed methods to type 1/2 standard to evaluate Associate and Trainee Counselling Programme, including: counsellors and student narrative feedback, pre versus post evaluation of student confidence and growth, analysis of free text responses to the pre and post counselling feedback. Student outcomes data (OfS).	As above.
<p>5.4 Supporting staff to support students through activities:</p> <ul style="list-style-type: none"> - training sessions on topics around mental health, wellbeing, and support - self-help resources to complement staff training 	<p>Time: University staff University students</p> <p>Advanced HE Mental Health Toolkit.</p>	<p>Short term: Staff engage in training sessions and access self-help resources and tool kits to support student mental health.</p> <p>Medium term: Increased staff confidence in supporting student mental health; improved student health and wellbeing.</p>	IS: 3, 4	Mixed methods to type 1/2 standard to evaluate supporting staff to support students activities, including: staff narrative feedback, post evaluation of staff training sessions and usefulness of resources, data analysis of engagement with the	As above.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
<ul style="list-style-type: none"> - toolkit on referrals so students receive timely, accurate, information advice and guidance - toolkit on triggering conversations for staff and students. 		Long term: Improved continuation rate.		resources provided. Student outcomes data (OfS).	
5.5 Multi-agency approach to student support. A seamless referral pathway and discharge protocols for students who require clinical support via a range of external stakeholders.	Time: University staff (Student Services, Colleges and wider professional service University students NHS.	Short term: Students have timely access to clinical support. Medium term: Improved student health and wellbeing. Long term: Improved continuation rate.	IS: 3, 4	Type 1 to evaluate multi-agency approach to student support through student satisfaction. Student outcomes data (OfS).	As above.
5.6 Support for students who take a break from their studies and are at greater risk of not returning and therefore not continuing.	Time: University staff (Student Services Colleges). University students e-resources and web-based material	Short term: Students receive personalised plan to support their return to campus; clearer guidance for staff and students. Medium term: Student personal plans increase student confidence and facilitate a successful return to campus; improved	IS: 3, 4	Mixed methods to type 1/2 standard to evaluate support for students who take a break from their studies; post evaluation of students; empirical analysis of student confidence; data analysis; success and progression of	

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		student health and wellbeing; Long term: Improved continuation rate.		students taking part in the scheme. Student outcomes data (OfS).	

Total cost of activities: £500,000

Evidence base and rationale: Students are vulnerable to anxiety and depression. Good mental health is associated with increased learning, creativity and productivity, more positive social interactions and relationships improved physical health and better outcomes. The University will develop a Healthy Campus strategy to facilitate a whole community approach to support the mental health and wellbeing of students, use mental health support network applications to provide instant access to peer-to-peer support, and ensure our staff are trained to offer the best possible support to students' mental health. The intervention strategy has been developed through a review of the best evidence currently available from both sector research and locally derived evidence.

Evaluation: As above (see IS1)

Intervention strategy 6: To enable Asian students to progress to highly skilled employment or further higher-level study **[linked to Objective 6, Progression Target PTP_1].**

Risks to equality of opportunity: Insufficient academic support; and progression from higher education.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
6.1 Individual strengths profiles and debriefs for Asian students on courses with low progression rates for Asian students (Graduate Outcomes	Time: Career Coaches, Career Advisors, Student and Graduate Outcomes Manager, University students.	Short term: Students participating in the strengths profiling sessions, and participation increasing	IS: 3, 4	Mixed methods to type 1/2 standard to evaluate Individual strengths profiles and debriefs, including	Short to medium term: 2024-25 - 2026-27: sharing findings with OfS, networks (FACE, Institute of Student

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
<p>Survey) and high numbers of Asian students who report that they are currently 'exploring their career options' (Careers Registration Survey) through.</p>	<p>External supplier - strengths profiles.</p>	<p>confidence, self-awareness.</p> <p>Medium term: Students further reporting their employability progress (application success, confidence, networks). Measuring engagement with broader careers service will offer an indication of outcomes - the confidence to participate in activities, meet with a Careers Advisor, gain work experience.</p> <p>Long term: Increase in progression rates for students over the duration of the APP.</p>		<p>engagement data, student surveys, the Graduate Outcomes Survey and the Careers Registration Survey. Student outcomes data (OfS).</p>	<p>Employers); UoD Knowledge Hub.</p> <p>Long-term: 2027-28 onwards: peer reviewed publication, journal articles etc as appropriate; TASO repository.</p>
<p>6.2 Asian student engagement in CES activities. Increase the number of Asian students engaging and benefitting from core CES activities, specifically including:</p>	<p>Time: Career Coaches, Career Advisors, College Career Partner, Student & Graduate Outcomes Manager, Student & Graduate</p>	<p>Short term: Increase in students engaging with core CES activities and benefitting from tailored information, advice and guidance. (add a couple of examples of general</p>	<p>IS: 3, 4</p>	<p>Mixed methods to Type 2 standard including engagement data (CES core activities), student surveys, the Graduate Outcomes Survey and the</p>	<p>As above.</p>

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
Placement Academy (level 5); Class of '24-28 (final year).	Engagement Manager, academic staff responsible for employability within their area, University students.	<p>short term outcome for students).</p> <p>Medium term: Increase in students gaining work experience through summer internship and/or year placements (and here)</p> <p>Long term: Students making better informed career decisions and make strong applications for jobs/PG progression.</p> <p>Increase in progression rates for students over the duration of the APP.</p>		Careers Registration Survey. Employer surveys. Student outcomes data (OfS).	
<p>6.3 Improve access to activities provided by employers and external careers organisations, including:</p> <ul style="list-style-type: none"> - Top 100, Graduate Outcomes and Careers Registration employers for BAME/Asian students - Large graduate recruiters - Everything D&I - Zero Gravity 	<p>Time: Talent Development Officers, Community and External Engagement Manager University students.</p> <p>External suppliers - zero financial cost.</p>	<p>Short term: Increase in students' awareness of employer and external organisation activities and able to engage and benefit from these activities.</p> <p>Medium term: Increase in student employability through exposure to and benefit</p>	IS: 3, 4	Mixed methods to Type 2 standard to evaluate engagement data (activities provided by employers and external careers organisations), student surveys, the Graduate Outcomes Survey and the Careers Registration Survey. Focus	As above.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
- (5) Bright Network		<p>from real world work experience and learning opportunities, and access to industry role models. Students developing relationships with employers (networking).</p> <p>Long term: Students making better informed career decisions, taking advantage of the experiences and relationships that they have formed through employer programmes. Increase in progression rates for students over the duration of the APP.</p>		groups. Employer surveys. Student outcomes data (OfS).	
6.4 Access to case studies of Asian role models who have been successful in specific industries / workplaces and providing mentoring opportunities with Asian mentors.	<p>Time: Talent Development Officers, Alumni, Employers, Graduate Transitions Manager University students.</p> <p>External provider for mentoring platform.</p>	<p>Short term: Students beginning to see successful career role models that their characteristics. Increase the number of students engaging with the mentoring programme and being paired with an Asian mentor.</p>	IS: 3, 4	Mixed methods evaluation to Type 2 standard to evaluate mentor engagement data, student surveys and focus groups, the Graduate Outcomes Survey and the Careers Registration	As above.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		<p>Immediate term: Students benefitting from networking opportunities and increase in career aspirations and confidence, exposure to networks, and ability to articulate their employability strengths.</p> <p>Long term: Students making better informed career decisions. Increase in progression rates for students over the duration of the APP.</p>		Survey. Mentor surveys/focus group. Employer surveys. Student outcomes data (OfS).	
6.5 Access to regional networking opportunities through 'Target Generation Next' membership.	Time: Head of Employer and Community Engagement, Student and Graduate Outcomes Manager University students: Student members promoting and sharing their experiences.	<p>Short term: Increase number of students gaining 'Target Generation Next' membership and beginning to develop and benefit from exposure to professional networks.</p> <p>Medium term: Increase in student confidence, exposure to networks, and ability to</p>	IS: 3, 4	Mixed methods to Type 2 standard to evaluate engagement data (Target Generation Next), student surveys and focus groups, the Graduate Outcomes Survey and the Careers Registration Survey. Student	As above.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		<p>articulate their employability strengths and potential.</p> <p>Long term: Students making better informed career decisions. Increase in progression rates for students over the duration of the APP.</p>		outcomes data (OfS).	
6.6 University Futures - enhanced Personal Academic Tutor support.	<p>Time: College Career Partners, Heads of Discipline, Personal Academic Tutors, University students.</p>	<p>Short term: Increase in students understanding of the University Futures Award and how engagement can boost their employability prospects.</p> <p>Medium term: Increase students access to co-curricular, employability-related activities through successful engagement in the University Futures Award, which boosts their employability opportunities.</p> <p>Long term:</p>	IS: 3, 4	Mixed methods to Type 2 standard to evaluate impact of enhanced Personal Tutor Support including, student surveys and focus groups, the Graduate Outcomes Survey and the Careers Registration Survey. Student outcomes data (OfS).	As above.

Activity	Inputs	Outcomes	Cross intervention?	Method(s) of evaluation	Summary of publication plan
		Students making better informed career decisions. Increase in progression rates for students over the duration of the APP.			
6.7 Review 'Live Brief' offer (with Practera) to ensure inclusivity of communities, employers, people who represent the labour market and reflect the student demographic.	Time: College Career Partners, Heads of School, Personal Academic Tutors, Talent Development Officers and Career Coaches, University students External supplier delivery costs (minimum of £75 per student enrolled).	<p>Short term: Increase in student confidence, commercial awareness, team working, analytical ability, independent learner, digital skills, connectivity with industry partners, 360 review for all student participants.</p> <p>Medium term: Increase in number of students successful in achieving work experience.</p> <p>Long term: Students making better informed career decisions. Increase in progression rates for students over the duration of the APP.</p>	IS: 3, 4	Mixed methods to Type 2 standard to evaluate review of 'Live Brief' offer, including monitoring data, student surveys/and focus group, the Graduate Outcomes Survey and the Careers Registration Survey. Employer evaluation. Student outcomes data (OfS).	As above

Total costs of activities: £750,000

Evidence base and rationale: A literature review and sector scan (including TASO resources and evidence) has been conducted in order to identify evidence of impactful activity regarding improving outcomes for students of colour, and the student population more generally.

As a result of the research a range of activities specifically tailored to Asian students have been identified, including skills recognition, peer mentoring, role models/case studies ('seeing is believing'), employer networking and greater engagement/opportunities to participate in employer programmes for BAME students. In addition, a communication and targeting strategy has been developed to gain greater engagement with this group, across the broader careers service offering.

Evaluation: As above (see IS1)

Section 5: Whole provider approach

The University of Derby has a clear institution-wide commitment to access and participation (opening doors for everyone) articulated through the University's Strategic Framework 2018-30 and strong leadership from the Vice-Chancellor, senior leaders, and the Governing Council. This commitment is underpinned by targets (eliminating the ethnicity awarding gap is an institutional success measure) that are shaped by evidence and aligned with other strategic priorities. For example, the University's actions aligned to equality, diversity and inclusion, such as achieving the Advance HE Race Equality Charter, link to the Curriculum Design and Learning, Teaching & Assessment Frameworks as well as complementing business and community engagement through the Civic University Agreement.

The APP aligns with the University's core pedagogic frameworks that commit to inclusive curricula and practice so that students from all backgrounds are engaged and supported to succeed. One of the core principles of the Curriculum Design Framework, co-designed with students, is to ensure that the design, content, delivery and assessment of taught programmes is inclusive of, and celebrates, the diversity of the student body.

The University's Learning, Teaching & Assessment Framework highlights the importance of creating a sense of belonging and sense of purpose amongst students as well as building their self-efficacy and resilience. This includes building strong networks of support to facilitate students' engagement with their curricula as well as extra-curricular activities, and creating meaningful connections that provide access to the necessary advice, guidance and support at the right times in their individual learner journeys. For example, the University was lead partner on the development of the Advanced HE Mental Health Toolkit (Hughes and Spanner, 2019) which enables academics to embed appropriate strategies to support healthier student wellbeing and address the needs of disabled students.

Opportunities for colleagues to be actively involved and engaged in access and participation work are provided in several ways with an emphasis upon embedding inclusion within core processes. For example:

- Inclusion is recognised as everyone's responsibility and is included in mandatory training for staff. This training is complemented through access to Equality, Diversity and Inclusion (EDI) Networks for colleagues and students. These include the LGBTQ+ Allies, Race Equality, Gender Equality, Disability, and Wellbeing, and the Faith and Beliefs Staff Networks.
- A role model and allies' scheme is also run to encourage greater visibility and to normalise conversations around inclusion, and proactively support and champion colleagues with protected characteristics.
- The PG Certificate in Academic Practice and the Apprenticeship in Academic Practice programmes introduce access, participation and inclusion related themes and raise awareness of the diversity of the student body and their needs. Early career researchers receive sessions on awarding gaps during their induction.
- In partnership with the Union of Students, our EDI Representation System' provides a clear route through which students can participate in the co-creation and evaluation of institutional policy and practice.

A full student lifecycle approach has been adopted in this plan, where support begins pre-entry and extends post-graduation. For example, this includes supporting potential learners from primary age upwards including pre-entry outreach (Progress to Success Framework),

working with those looking to upskill or reskill, facilitating transitions between stages of learning and access to postgraduate study and/or employment.

Opportunities exist, and will be expanded through this plan, for a diverse range of students to act as role models and inspire others with similar backgrounds to achieve and progress in education. For example:

- Students create taster and masterclass sessions which they deliver in local schools.
- Students support research and evaluation through the Undergraduate Research Scholarship Scheme.
- Students from programmes with high, sustained, awarding gaps between white and black students help us to explore sense of belonging and brought their lived experience to data analysis and shaping the conclusions.
- The Union of Students EDI Representation Policy helps ensure that the voices of all students can be heard.

Student members sit on all academic committees at the University, including the Access and Participation Steering Group. The Learning & Teaching Committee and the Governing Council's Student Affairs Committee are co-chaired with the Union of Students. This student-led approach resulted in the adoption of a standing item at the Learning & Teaching Committee – the Union of Students' 'Real Time Issues' to address student experience issues which have arisen in short order in the run up to the Committee meeting. For example, in response to a request from the Union of Student's Ethnic Minorities Officer for 'listening spaces for students', a student-led forum was created in the College of Health, Psychology & Social Care for students to raise issues. This model of good practice has been extended to other Colleges.

In partnership with the Union of Students, enhancements have been made to the student voice at programme level. Student representatives are elected for each cohort of students across all undergraduate and apprenticeship programmes, including online and for students studying at the University's academic partners. The Union of Students and programme teams work together to ensure that student representation is diverse and reflects the make-up of student body; 23% of undergraduate student representatives are students of colour. Specific questions on inclusion, identity and belonging are included in both module and programme level evaluations feeding into the University's continual monitoring processes.

Governance of the APP is embedded across all levels of the institution. Module and programme level actions and outcome monitoring is managed within core quality assurance mechanisms with upward monitoring through the academic governance committees and processes. College Access & Participation Groups have responsibility for ensuring that actions are completed and outcomes monitored and evaluated effectively. The Chairs of these groups sit alongside representatives from professional service areas and the Union of Students on the University Access and Participation Steering Group (APSG)

This APSG, chaired by a member of the University's Executive team, serves to ensure that progress is made to deliver the required impact of the APP with respect to the stated targets as well as overseeing the effective evaluation of plan. The APSG reports into the University Executive Board and Academic Board and Governing Council. An Academic Equality and Inclusion Group serves as a community of practice to both help develop and disseminate good practice across the institution and to inform policy and process development where necessary.

A root and branch review of the University's financial support offer for students is to be undertaken to ensure that this reflects the needs of the identified target groups. This review has been initiated, however, given the short timescale for creating a Wave 1 APP, it has not been possible to complete this work prior to submission to the OfS. The existing financial support arrangements and commitments will continue as previously indicated for 2023-24 entrants and until a set of revised proposals have been finalised and approved. Approval will be sought through requesting a variation to this plan, which will be assessed by the OfS.

Section 6: Student consultation

Partnership and student co-creation are well-established and embedded mechanisms within decision making at all levels of the organisation. As well as sitting on all University academic committees, students were also key co-creators in the development of the University Strategic Framework 2018-2030 and associated strategies, upon which this APP is founded. Therefore, despite the short period between publication of the OfS Regulatory Advice and Guidance and submission of this Wave 1 plan, and the challenges of engaging students in consultation during this period of the academic year, the plan is rooted in, and reflects, the shared vision of both students and the University.

The Union of Students, through their student representatives, engaged in the identification of risks to equality of opportunity and helped to shape interpretation of both the outcomes data and mapping to the EORR. The student consultation process consisted of:

- Meetings with Union of Students leadership to share and discuss the outcomes of the University's assessment of performance.
- Focus groups and semi-structured interviews with students exploring the risks to equality of opportunity and potential solutions to challenges.
- A student survey to explore the risks to equality of opportunity identified in the EORR.
- Two 'Thursday Thoughts' social media polls via Instagram to gauge responses from students to the EORR, and an opportunity for respondents to identify other risks that were not included in the EORR.

The student consultation led to the identification of key themes around risks to equality of opportunity, including access to academic support and wellbeing services, opportunities to socialise and build a sense of community and financial support and advice. These themes have been woven into the development of the intervention strategies, with the Union of Students involved in all stages of the development of the Plan.

Students will continue to play a central role, through direct involvement in the delivery and evaluation of the plan. Students are members of the academic committees with responsibility for overseeing student outcomes and delivery of the targets set out in the APP. Further they are members of the APSG that will oversee both strategic and operational matters associated with the Plan. The University's approach to evaluation is also inclusive of students ensuring that the lived experience of students is appropriately captured and reflected throughout.

Section 7: Evaluation of the plan

The University is committed to developing the strongest possible evidence to inform the evaluation of the impact of the intervention strategies. The Access Participation Evaluation Framework is the cornerstone of the strategic approach to evaluation. It provides the tools for the design of the activities, assess the impact of this work, and add to the sector knowledge base on what works (and does not work) to achieve equality of opportunity in higher education.

Access and Participation Evaluation Framework

The Framework consists of two resources: the Evaluation Guidance and Toolkit and the APP Knowledge Hub, which are available to internal and sector colleagues. Support is provided to help colleagues to use the guidance and to develop their evaluation practice.

The resources draw on OfS materials and the knowledge and frameworks developed by sector networks, including NERUPI, TASO NEON and FACE.

Theory of Change methodology is central to the Framework and underpins the approach to evidence and impact evaluation. The intervention strategies have been designed using the Theory of Change to plan, monitor and evaluate activities. The framework will be used to strengthen institutional evaluation activity, including activities and services not directly linked to the plan.

Evaluation Guidance and Toolkit

The evaluation guidance and toolkit provide resources, templates and guidance to support colleagues at the start of their evaluative journey and to develop their evaluative expertise. The guidance unpacks Theory of Change, the different types of evaluation (including levels of evidence), examples of evaluation methods and methodologies, guidance on analysis, reporting, dissemination, GDPR and ethics.

The toolkit signposts datasets that can be used for evaluation and monitoring purposes (including HESA and GO data) as well as tracking data from the East Midlands Widening Participation Research and Evaluation Partnership that is key to evaluating the impact of outreach activity.

The University has also developed an APP student characteristics dataset to allow monitoring of which students access and engage with services and activities, target student groups, and evaluate impact of activity by student characteristics. This dataset will help to monitor the effectiveness of the intervention strategy activities.

APP Knowledge Hub

The APP Knowledge Hub is a themed repository where colleagues can record and share evidence/evaluation findings; monitor the progress and impact of the intervention strategy activities; share emerging reports, literature, research and best practice; learn about projects and activities taking place across the institution and the sector more broadly; and facilitate collaboration. The resource is curated from contributions from internal and sector colleagues. The University will publish the findings of its APP evaluation activity on the APP Knowledge Hub.

Evaluation Principles

The following principles underpin the approach to evaluation and impact reporting:

Evidence-based culture: The University has an ambitious commitment to create an evidence-based and impact focused culture across the institution. Colleagues and students will be supported to develop their evaluative skills and practice. Through the framework, support will be provided to embed high quality, mixed methods evaluation within practice. Type 1/2 levels of evidence (including the use of comparator groups) will be embedded across activity linked to the intervention strategies. Opportunities will be taken to embark on a journey towards conducting Type 3 levels of evidence collaboratively, with other providers with the support of TASO, when/if an appropriate opportunity can be developed.

Co-creation: The University will create and conduct research and evaluation with the Union of Students and the wider student body. Where relevant, a participatory methodology will be adopted for evaluation and research design to analyse and disseminate findings.

Collaboration: Engagement and co-operation with sector partners will be sought, to pool resources and expertise to conduct a high standard of evaluation and share evaluation practices and findings with sector colleagues. As members of a NERUPI Collaborative Enhancement project the University will help train a pool of impartial sector evaluation peer reviewers. On completion of the programme, the group will work together on collaborative evaluation projects and be critical friends. The group will be available as a resource for sector colleagues to consult regarding their evaluation activity and planning.

Curation of evidence: The University continues to grow an institutional evidence-base (Knowledge Hub) of quantitative and qualitative research and evaluation findings (generated both internally and externally), examples of sector best practice, third-party reports and conference materials. The strongest possible evidence informs the creation of our intervention strategies and supports the review and refinement of institutional practice. Colleagues with responsibility for intervention strategy activity engage with the latest research and learning in their fields and apply scholarship and development to their practice.

Monitoring: Evaluation of differential outcomes for target student groups is embedded within the University's module and programme continual monitoring processes reporting into academic governance and committee structures to secure accountability for the outcomes of the plan. This allows the active monitoring of the impact of intervention strategy, respond to emerging evaluation findings, and assess the overall progress being made towards the objectives and targets. The committee structure includes College APP groups, which report to the University APP Steering Group (led by a member of the University Executive team), which reports into both Academic Board and the University Executive.

Dissemination: The University contributes actively to sector network events, conferences, and webinars through presentations on the APP evaluation framework and evaluation and research findings, linked to the APP. In addition, findings are published through several channels, including conference publication chapters and blogs. In future this work will expand to meet the commitment to the publication of APP evaluation and research. The University is fully engaged with TASO and will be a committed contributor to the network to fully support and engage with them in the role that they will have in disseminating APP evaluation evidence.

Research: Understanding the experiences of students and the risks that they face is key to the University's strategy. The APP has been co-created with students and it draws upon the outcomes from research into sense of belonging and lived experience conducted in

partnership with the Union of Students. The University has also worked in partnership with several institutions (through NERUPI) on a research project led by the University of Kent on culturally sensitive curriculum scales. Internal research into 'areas of interest' identified through evaluation will continue and be supported by opportunities to work in collaboration with research and evaluation projects across the sector.

Students can bid for funding to conduct student led research into barriers to equality of opportunity as a strand within the University Research Scholarship Scheme. Providing a means to undertake either individual or collaborative research to inform the direction of the APP work. Funding for a PhD studentship has been ringfenced to investigate issue as specifically associated with the Black awarding gap and evaluate interventions to address this through curriculum design and delivery.

Section 8: Provision of information to students

The University will publish clear and accessible information to help prospective students choose the higher education institution and course that is right for them:

- A description of courses, including what and how students will learn.
- Entry requirements, including an explanation of any selection processes and how they will work (e.g. interviews or auditions), and how to apply.
- Tuition fees and funding, including any additional costs and/or optional extras that are not included in the tuition fees.
- The level of financial support that will be offered to students in each year of study and the eligibility criteria for this support.

Prospective students are advised to read the following information before applying:

- Fees and Finance: www.derby.ac.uk/study/fees/
- Terms and Conditions: www.derby.ac.uk/campus/first-weeks/enrolment/terms-conditions/

The University reserves the right to apply an annual inflationary increase in fees for both new intakes and continuing students in line with an appropriate inflationary measure set by the Government each year (and within the appropriate maximum fee cap).

The University will offer the following financial support to students from underrepresented groups entering the University in academic year 2024/25:

- An annual bursary of £1,000 for the duration of the course if the student's household income is below £25,000 or £600 if the student's household income is between £25,001 and £36,592.
- A one-off bursary of £1,000 if the student studied at Buxton and Leek College within three years of moving into higher education at the University of Derby.

Prospective students are advised to read the following bursary information:

<https://www.derby.ac.uk/undergraduate/fees-and-finance/scholarships-and-bursaries/>

The University is reviewing its financial support offer for academic year 2025/26 onwards. A variations request containing the proposed changes will be submitted to the OfS for approval in academic year 2023/24. The University will seek to tailor its financial support offer to best

meet the needs of the target groups identified in this plan and to secure the maximum positive impact on students' continuation, attainment and progression outcomes.

Annex A: Assessment of performance

Methodology

A thorough assessment of performance was undertaken to identify the most significant risks to equality of opportunity. The assessment was primarily based on the OfS access and participation data - both the aggregated sector-wide public dataset and the individualised provider-specific dataset.

Additional underrepresented groups that are relevant to the University, but not included in the official APP dataset, were mapped onto the individualised file to allow for assessment beyond the boundaries of the predefined dataset.

In considering the performance of underrepresented groups that were not included in the official APP dataset, the University followed the same suppression rules applied to the official APP dataset. Specific groups i.e., students who are estranged from their families, and students from Roma, Gypsy and Traveller communities, refugees and children from military families were markedly below these thresholds, and so the data was not robust enough to include in the official assessment of performance. However, the University is continuing to track and monitor the performance of these underrepresented groups.

UCAS end of cycle data were also used as evidence to further inform the assessment.

A risk-based scoring model was applied to identify significant indications of risk. The model accounted for:

- The size of the performance gap between the target group and comparator group.
- The population size of the target group.
- The statistical uncertainty associated with the performance gap.
- Both aggregated data and single year data points to identify persistent and emerging risks, and direction of travel.
- How the University's gap and indicators compared to the sector and HEIs of a similar composition and mission.

Once priority areas were identified, an additional layer of analysis was undertaken to explore further the intersectionality of the underlying data and to understand how the University's risks align with the OfS Equality of Opportunity Risk Register.

Data analysis

Mode: Full-time						
Lifecycle Stage	Target group	Comparator group	Target group numbers (Y6)	Derby gap - 4-year aggregate	Sector gap (Y6)	Derby gap - statistical uncertainty
Access (offer rate)	Black	White	1873	21.1 (3 year)	-	N/A
Continuation	BAME	White	1160	5.0	3.1	100

Continuation	Mental Health	No Known Disability	270	4.3	2.0	99.8
Continuation	FSM	Non-FSM	480	5.0	5.2	99.8
Completion	BAME	White	830	5.7	3.9	100.0
Completion	Mental Health	No Known Disability	170	7.0	5.3	97.9
Completion	FSM	Non-FSM	450	8.4	8.2	100.0
Attainment	BAME	White	470	16.2	11.0	100.0
Attainment	FSM	Non-FSM	240	9.8	12.3	100.0
Progression	Asian	White	130	N/A	3.8	98.2
Mode: Part-time						
Lifecycle Stage	Target group	Comparator group	Target group numbers - Y6	Derby gap - 4-year aggregate	Sector gap (Y6)	Derby gap - statistical uncertainty
Continuation	BAME	White	220	6.5	3.9	94.8
Attainment	BAME	White	180	33.9	17.9	100

Table 1: Analysis of OfS access and participation data

The outcomes of the University's assessment of performance and identification of potential significant risks to equality of opportunity are presented in table 1.

Our assessment of performance identified that lower continuation and attainment outcomes have persisted for black students following our previous APP submission and are now observed across all ethnic subcategories. Consequently, we have chosen to broaden our focus to include the equality of opportunity risks faced by all students of colour (BAME) within our objectives and intervention strategies, whilst cognisant that black students are disproportionately impacted by those risks. The University monitors student performance internally by ethnicity at a disaggregated level.

Completion gaps between target and comparator groups were considered but disregarded following the assessment. The reason for doing so is that continuation and completion are strongly related metrics, with the latter tracking withdrawal over a longer time frame. The largest proportion of withdrawals occur between Year 1 and Year 2 (and so in scope of the continuation metric). Using continuation will have the added benefit that the impact of the interventions will be realised for students at the earliest stage.

Students from areas of higher deprivation, those being Indices of Multiple Deprivation (IMD) Quintiles 1&2 were also identified as an indication of risk. This risk was disregarded following the intersectional analysis, which highlighted that the IMD gap was primarily driven by ethnicity, which would lead to duplication of objectives. For example:

- For White and BAME students from IMD Q1/2, performance gaps exist for BAME students for continuation (5.6pp), completion (6.6pp) and attainment (15.2pp)
- For White and BAME students from IMD Q3-5, performance gaps exist for BAME students for continuation (8.8pp), completion (3.6pp) and attainment (17.4pp)

The inclusion of students who had previously been in receipt of free school meals will ensure that White, male and female students from lower socio-economic backgrounds are supported through this APP alongside their BAME peers from all backgrounds.

ABC continuation and completion quintile gaps were identified as a potential risk during our assessment of performance. Our analysis of ABCS data revealed the target groups and intersections which comprised the ABCS Q1 continuation and completion populations. For example, in analysing continuation outcomes, we identified that 42% of the ABCS Q1 population was BAME. The University chose to focus its APP objectives, intervention strategies and targets on specific student groups as these categories would be more widely understood by students and their influencers. However, progress in improving outcomes for these target groups will have a positive impact on ABCS Q1 performance.

Annex B: Evidence base and rationale for intervention strategies (further detail)

IS 1	Evidence base/rationale	Strength of Evidence
General	<p>Causeway Education (2022). Attainment-raising: A toolkit. London, Causeway Education. Available at: https://www.officeforstudents.org.uk/media/f9242db8-8329-4c45-92ed-b4007e841d4e/attainment-raising-a-toolkit-final-interaction.pdf</p> <p>D2N2 Local Enterprise Partnership. (2022). <i>D2N2 Local Skills Report</i>. Nottingham, D2N2.</p> <p>Higher Education Access Tracker (HEAT). (2021). <i>National Outreach Coverage Dataset</i>. Available at: https://heat.ac.uk/research-and-evidence/currentprojects/</p> <p>Mannion, J. and Mercer, N. (2016). Learning to learn: improving attainment, closing the gap at Key Stage 3. <i>The Curriculum Journal</i> 27 (2), p246-271.</p> <p>Office for National Statistics (2017). <i>An overview of lifestyles and wider characteristics linked to Healthy Life Expectancy in England: June 2017</i>. London, ONS. Available at: https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthinequalities/articles/healthrelatedlifestylesandwidercharacteristicsofpeoplelivinginareaswiththehighestorlowesthealthylife/june2017</p> <p>Office for Students (OfS) (2018) National Collaborative Outreach Programme: The first year, London: Office for Students.</p> <p>Office for Students (OfS) (2021) Uni Connect annual report: Phase two, August 2019 to July 2020, London: Office for Students.</p> <p>Patel, R. and Bowes, L. (2021). <i>Third independent review of impact evaluation submitted by Uni Connect partnerships: A summary of the local impact evidence to date for the Office for Students</i>. London, Office for Students.</p> <p>Transforming Access and Student Outcomes in Education (2021) Summary report: An investigation into the relationship between outreach participation and KS4 attainment/HE progression. London: TASO.</p>	Medium/Strong

1.1	<p>Transforming Access and Student Outcomes in Higher Education (2023) <i>Understanding online mentoring delivered as part of multi-intervention outreach programmes</i>. London, TASO.</p> <p>Brightside (2020). <i>The power of online mentoring</i>. London, Brightside.</p> <p>Sanders, M., Burgess, S., Chande, R., Dilnot, C., Kozman, E., Macmillan, L.A. (2018). Role models, mentoring and university applications - evidence from a crossover randomised controlled trial in the United Kingdom. <i>Widening Participation and Lifelong Learning</i>, 20 (4) p57-80.</p> <p>Gordon D.M., Iwamoto D., Ward N., Potts R., Boyd E. (2009) Mentoring urban Black Middle-School Male Students: Implications for Academic Achievement. <i>The Journal of Negro Education</i>, 78(3), p277-289.</p>	Medium	Medium
1.2	<p>The Brilliant Club (2023). <i>Our Year of Impact 2021/22</i>. London, The Brilliant Club.</p> <p>Muhid, A., Amalia, E.R., Hilaliyah, H., Budiana, N., Wajdi, M.B.N. (2020). The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement. <i>International Journal of Instruction</i>, 13 (2) p847-862.</p> <p>Muijs, D. and Bokhove, C. (2020). <i>Metacognition and Self-Regulation: Evidence Review</i>. London: Education Endowment Foundation.</p> <p>Crawford, C.; and Skipp, A. (2014). <i>LIT Programme: Evaluation Report and Executive Summary</i>. London, Education Endowment Foundation. Available at: https://files.eric.ed.gov/fulltext/ED581139.pdf</p>	Emerging	Medium
1.3 & 1.5	<p>Transforming Access and Student Outcomes in Higher Education (2023) <i>Evaluating multi-intervention outreach and mentoring programmes</i>. London, TASO.</p> <p>Harding, S., & Bowes, L. (2022). <i>Fourth independent review of impact evaluation evidence submitted by Uni Connect partnerships: A summary of the local impact evidence to date for the Office for Students</i>. London, Office for Students.</p> <p>Robinson, D. and Salvestrini, V. (2020). <i>The impact of interventions for widening access to education. A review of the evidence</i>. Education Policy Institute for the Centre for Transforming Access and Student Outcomes in Higher Education (TASO).</p>	Medium	Emerging

	<p>Harrison, N., Vigurs, K., Crockford, J., McCaig, C., Squire, R., and Clark, L. (2018) <i>Understanding the evaluation of access and participation outreach interventions for under 16 year olds</i>. London, OfS.</p> <p>Bainham, K. (2019) The impacts and benefits of employing a progressive and sustained approach to outreach programmes for universities: a case study – the progress to success framework in Broadhead, S., Butcher, J., Hill, M., Mckendry, S., Raven, N., Renton, R., Sanderson, B., Ward, T. and Williams, S. W. (eds.). <i>'Transformative Higher Education – Access, Inclusion & Lifelong Learning'</i>. London: FACE: Forum for Access and Continuing Education, pp. 193-213.</p>	Emerging Emerging
1.4	<p>Flack, Z. M., Field, A. P., and Horst, J. S. (2018). 'The Effects of Shared Storybook Reading on Word Learning: A Meta-Analysis', <i>Developmental Psychology</i>, 54(7), p1334–1346.</p> <p>Maxwell, B; Connolly, P; Demack, S; O'hare, L; Stevens, A; Clague, L; And Stiell, B (2014). <i>TextNow Transition Programme: evaluation report and executive summary</i>. Project Report. London, Education Endowment Foundation.</p> <p>Morrow-Howell, N; Jonson-Reid, M; McCrary, S; Lee, Y; and Spitznagel, E (2009). Evaluation of Experience Corps: Student reading outcomes (CSD Research Report No. 09-01). St. Louis, MO: Washington University, Center for Social Development.</p> <p>Lonigan, C. J., Shanahan, T., and Cunningham, A. (2008). 'Impact of shared-reading interventions on young children's early literacy skills' in <i>National Institute for Literacy (Ed.), Developing early literacy: Report of the National Early Literacy Panel: A scientific synthesis of early literacy development and implications for intervention</i>, p153-171.</p>	Medium Emerging Medium Emerging
1.6	<p>Beaton, M.C., Codina, G.N., & Wharton, J.C. (eds)(2021). <i>Leading on Inclusion: The Role of the SENCO</i>. Milton, Taylor & Francis Group.</p> <p>Rhodes, I. and Long, M. (2021). <i>Improving Behaviour in Schools: Guidance Report</i>. London: Education Endowment Foundation.</p> <p>Davies, K. and Henderson, P. (2021) <i>Special Educational Needs in Mainstream Schools: Guidance Report</i>. London, Education Endowment Foundation.</p>	Emerging Strong Strong Medium

	Newman, M., Kwan, I., Schucan Bird, K., Hoo, H.T. (2021). <i>The impact of Feedback on student attainment: a systematic review</i> . London, Education Endowment Foundation.	
IS 2	Evidence base/rationale	Strength of Evidence
2.1	UCAS (2022) Undergraduate end of cycle data resources 2022. Available at https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2022	Emerging
2.2 to 2.3	Black Student Application Program, University of Toronto https://applymd.utoronto.ca/black-student-application-program	Emerging
2.2 to 2.3	Confronting racism in admissions, Inside Higher Ed https://www.insidehighered.com/admissions/article/2020/10/26/will-conversation-turn-action-when-it-comes-issues-racial-equity	Medium
2.2 to 2.3	Thornhill, T (2019) We Want Black Students, Just Not You: How White Admissions Counsellors Screen Black Prospective Students https://journals.sagepub.com/doi/pdf/10.1177/2332649218792579	Medium
2.2 to 2.3	Black Access Student Team, University of York https://www.york.ac.uk/students/work-volunteering-careers/look-for-work/temporary/black-access-programme/	Emerging
2.2 to 2.3	Fields T, Herndon-Brown, S (2022), The Black Family's Guide to College Admissions: A conversation about Education, Parenting, and Race, Johns Hopkins University Press	Medium
2.2 to 2.3	Universities UK (2022), Fair admissions code of practice https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/fair-admissions-code-practice	Medium
IS 3	Evidence base/rationale	Strength of Evidence
3.1 to 3.4	Fuentes, A.D, Robinson, R (2018) Addressing Barriers to Student Success: Student Attainment Project 2 (SAP2) Literature Review	Emerging
3.1 to 3.4	Thematic Review 2018-19: Black and Minority Ethnic Students, University of Edinburgh	Emerging

3.1 to 3.3	Bedi S (2021) Increasing knowledge and inclusivity - encompassing BAME in medical education. <i>Medical Teacher</i> ; 43: 8, 974-975.	Medium
3.1 to 3.4	Pryce-Miller, M., Bliss, E., Airey, A., Garvey, A. and Pennington C. (2023) The lived experiences of racial bias for Black, Asian and Minority Ethnic students in practice: A hermeneutic phenomenological study. <i>Nurse Education in Practice</i> ; 66. Doi:	Medium
3.1 to 3.4	Astley J, West, D (2023) 'How was it for you? A study exploring sense of belonging and lived experiences of black students on programmes with consistently high awarding gaps at the University of Derby', in Forum for Access in Continuing Education, One Voice: Fusing Diverse Perspectives for Collective Action. Peterborough: Forum for Access and Continuing Education, pp 101-117.	Emerging
3.1 to 3.4	OfS (2021), Degree attainment: Black, Asian and minority ethnic students https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/black-asian-and-minority-ethnic-students/	Emerging
3.1 to 3.4	Universities UK (2020) Tackling racial harassment in higher education https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-08/tackling-racial-harassment-in-higher-education.pdf	Emerging
3.1 to 3.4	HEPI (2019) The white elephant in the room: ideas for reducing racial inequalities in higher education https://www.hepi.ac.uk/wp-content/uploads/2019/09/The-white-elephant-in-the-room-ideas-for-reducing-racial-inequalities-in-higher-education.pdf	Medium
3.1 to 3.4	Universities UK (2019) Black, Asian and Minority Ethnic Student Attainment at UK Universities: #Closingthegap https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf	Emerging
3.2	Bedi (2021) and Pryce-Miller et al. (2023) highlight the impact of racism in the workplace on BAME students. Placement interventions will include alignment with the NHS England framework for combatting racial discrimination (2022).	Medium
3.3	TASO Evidence Toolkit: Mentoring, counselling, coaching and role models (post entry) https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/	Emerging

3.3	Advance HE, University of Hertfordshire, BAME Student Success Working Group including our BAME Student Advocates https://www.advance-he.ac.uk/cate-team/bame-student-success-working-group-including-our-bame-student-advocates	Emerging
IS 4	Evidence base/rationale	Strength of Evidence
4.1 to 4.4	HEPI (2023) The disconnect between quality and inequality: An analysis of the gaps in educational outcomes achieved by free school meal-eligible students in English higher education. https://www.hepi.ac.uk/wp-content/uploads/2023/06/The-disconnect-between-quality-and-inequality.pdf	Emerging
4.1 to 4.4	House of Commons Library (2023) Equality of access and outcomes in higher education in England https://researchbriefings.files.parliament.uk/documents/CBP-9195/CBP-9195.pdf	Emerging
4.1 to 4.4	Farquharson, C, McNally S & Tahir, I, (2022) 'Education Inequalities', IFS Deaton Review of Inequalities https://ifs.org.uk/inequality/education-inequalities/	Emerging
4.1 to 4.4	Taylor, C (2018) The Reliability of Free School Meal Eligibility as a Measure of Socio-Economic Disadvantage: Evidence from the Millennium Cohort Study in Wales, British Journal of Educational Studies, 2018, Volume 66, Issue 1, pp.29-51 https://www.tandfonline.com/doi/full/10.1080/00071005.2017.1330464	Emerging
4.1 to 4.4	NUS (2022), Student Cost of Living Report https://assets.nationbuilder.com/nus/pages/37/attachments/original/1666093713/Student_Cost_of_Living_-_NUS_report.pdf?1666093713	Emerging
4.3	TASO Evidence Toolkit: Mentoring counselling, coaching and role models (post entry) https://taso.org.uk/intervention/mentoring-counselling-role-models-post-entry/	Emerging
4.5	TASO Evidence Toolkit: Financial support (post entry) https://taso.org.uk/intervention/financial-support-post-entry/	Emerging
4.5	University of Derby, evaluation of financial support using OfS financial support evaluation toolkit	Emerging

IS 5	Evidence base/rationale	Strength of Evidence
5.1 to 5.6	University Mental Health Charter https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/191208_umhc_artwork.pdf	Strong
5.1 to 5.6	The Disabled Student Commitment https://www.advance-he.ac.uk/equality-diversity-inclusion/disability-equality-higher-education/disabled-students-commission/disabled-student-commitment	Strong
5.1 to 5.6	Student Mental Health and the role of academics https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/180129_student_mental_health_the_role_and_experience_of_academics_student_minds_pdf.pdf	Strong
5.1 to 5.6	Minding our future https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/minding-our-future-starting-conversation-student-mental-health.pdf	Strong
5.1 to 5.6	What works well, student mental health https://whatworkswellbeing.org/wp-content/uploads/2020/03/Student-mental-health-full-review.pdf	Strong
5.1 to 5.6	Staff and student mental health and wellbeing https://repository.jisc.ac.uk/8276/1/student-and-staff-wellbeing-report.pdf	Strong
5.1 to 5.6	UUK Stepchange https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/uuk-stepchange-mhu.pdf	Strong
5.1 to 5.6	Curriculum design for mental health and wellbeing: guidance and resources for learning and teaching development programmes in higher education https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advancehe/AdvHE_Curriculum%20design_mental%20health-wellbeing_1645618278.pdf	Strong
5.1 to 5.6	UUK Responding to a suicide: advice for universities https://www.universitiesuk.ac.uk/latest/news/new-guidance-universities-how-respond	Strong
5.2	Student Minds, Peer Support for Student Mental Health https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/peer_support_for_student_mental_health.pdf	Medium

5.5	Supporting partnerships between higher education and NHS mental health services https://www.universitiesuk.ac.uk/sites/default/files/uploads/Reports/speqs-toolkit.pdf	Strong
IS 6		Strength of Evidence
6.1	TASO Evidence Toolkit: Technology based solutions to improve graduate outcomes e.g., work simulations, cv analysers etc. https://taso.org.uk/intervention/technology-based-solutions-to-improve-employability-employment-outcomes-post-he/	Weak
6.1	Strengths Profile, White Paper https://files.strengthsprofile.com/Deployable/LocalizableResources/en-GB/Resources/Strengths_Profile_White_Paper.pdf	Strong
6.1 to 6.2	HECSU Research Report (2019) Developing and Enhancing Graduates' Career Resilience; Perspectives from Higher Education Careers Professionals https://eprints.ncl.ac.uk/file_store/production/261372/1FCC8DF4-736A-4C2C-A39B-FC10A1E8465D.pdf	Strong
6.1 to 6.6	Cappfinity, The Building Blocks for Gen Z Job Success https://files.strengthsprofile.com/Deployable/LocalizableResources/en-GB/Resources/Cappfinity%20UK%20-%20The%20Building%20Blocks%20for%20Gen%20Z%20Job%20Success.pdf	Strong
6.1 to 6.2	TASO Evidence Toolkit: Information, advice and guidance for employment and employability (post-HE) https://taso.org.uk/intervention/information-advice-and-guidance-for-employment-and-employability-post-he/	Emerging
6.2	University of Portsmouth (2022), Race and ethnicity students and graduates employment guide https://myport.port.ac.uk/guidance-and-support/careers-support/equality-and-diversity-employment-guide/bame-employment-guide	Strong
6.2 to 6.3	TASO Evidence Toolkit: Work experience (post-HE) https://taso.org.uk/intervention/work-experience-post-he/	Weak
6.2 to 6.6	Zero Gravity, Gap Zero Report '22 The Network Advantage https://www.zerogravity.co.uk/assets/221013_MTG_Report-min-FINAL.pdf	Emerging

6.3	Institute of Student Employers (2023) Why the UK is still socially immobile and what to do about it, Institute of Student Employers https://insights.ise.org.uk/diversity/blog-why-the-uk-is-still-socially-immobile-and-what-to-do-about-it/	Strong
6.3 to 6.4	Advance HE, De Montfort University: BAME participation https://www.advance-he.ac.uk/charters/rec-athena-swan-initiatives/de-montfort-university-bame-participation	Medium
6.3 to 6.6	Simplicity, 2023 State of Early Talent Recruiting: Gen Z and the Job Search Process https://2512812.fs1.hubspotusercontent-na1.net/hubfs/2512812/Recruit_StateofEarlyTalentRecruitingReport.pdf	Strong
6.3 to 6.6	Bright Network, What do Graduates want? https://employers.brightnetwork.co.uk/what-do-graduates-want-2023-24	Strong
6.3 & 6.6	Advance HE, University of Hertfordshire, BAME Student Success Working Group including our BAME Student Advocates https://www.advance-he.ac.uk/cate-team/bame-student-success-working-group-including-our-bame-student-advocates	Emerging
6.3, 6.4 & 6.6	Advance HE, De Montfort University: Increasing BAME student visibility https://www.advance-he.ac.uk/charters/rec-athena-swan-initiatives/de-montfort-university-increasing-bame-student-visibility	Emerging
6.4	University of Reading (2020), Raising undergraduate aspirations through career mentoring https://blogs.reading.ac.uk/diversereading/2020/10/21/raising-undergraduate-aspirations-through-career-mentoring/	Strong
6.4	Inclusive Graduates, Support network of 30,000 members where 80% identify as BAME. https://www.inclusivegrads.co.uk/	Emerging
6.4	EDI, opportunities for BAME students and graduates “Creators of Diverse Talent” https://edi.careers/who-we-are/	Strong

6.4 to 6.5	OfS, De Montfort University: Leicester's Future Leaders: Going further with student engagement https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/leicester-s-future-leaders/	Emerging
------------	---	----------

Fees, investments and targets

2024-25 to 2027-28

Provider name: University of Derby

Provider UKPRN: 10007851

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

The government sets what fees universities and colleges can charge through the Higher Education and Research Act 2017. As these limits may change from year to year, the University reserves the right to charge the maximum permitted tuition fee, in line with its TEF status, to new and returning students.

Table 3b - Full-time course fee levels for 2024-25 entrants

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

Table 3b - Sub-contractual full-time course fee levels for 2024-25

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	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6930
Foundation degree		N/A	6930
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	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

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	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets 2024-25 to 2027-28

Provider name: University of Derby

Provider UKPRN: 10007851

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	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£1,102,000	£1,106,000	£1,160,000	£1,199,000
Financial support (£)	NA	£4,025,000	£4,037,000	£4,236,000	£4,377,000
Research and evaluation (£)	NA	£297,000	£298,000	£313,000	£323,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£523,000	£525,000	£551,000	£569,000
Access activity investment	Post-16 access activities (£)	£579,000	£581,000	£609,000	£630,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£1,102,000	£1,106,000	£1,160,000	£1,199,000
Access activity investment	Total access investment (as % of HFI)	3.5%	3.5%	3.5%	3.5%
Access activity investment	Total access investment funded from HFI (£)	£1,102,000	£1,106,000	£1,160,000	£1,199,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£3,689,000	£3,700,000	£3,883,000	£4,012,000
Financial support investment	Fee waivers (£)	£176,000	£177,000	£185,000	£191,000
Financial support investment	Hardship funds (£)	£160,000	£160,000	£168,000	£174,000
Financial support investment	Total financial support investment (£)	£4,025,000	£4,037,000	£4,236,000	£4,377,000
Financial support investment	Total financial support investment (as % of HFI)	12.6%	12.6%	12.6%	12.6%
Research and evaluation investment	Research and evaluation investment (£)	£297,000	£298,000	£313,000	£323,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.9%	0.9%	0.9%	0.9%

Fees, investments and targets

2024-25 to 2027-28

Provider name: University of Derby

Provider UKPRN: 10007851

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	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
To improve application offer rates for Black students	PTA_1	Access	Ethnicity	Black		Target set to halve the baseline gap between white and black students by the end of the plan as measured by UCAS end of cycle resources	No	UCAS data (please include details in commentary)	2022-23	Percentage	61.7	63.2	65.3	68.3	71.8
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative ?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
To improve continuation rates for students of colour	PTS_1	Continuation	Ethnicity	Other (please specify in description)	White	Target set to halve the baseline gap between white and BAME students (full-time) by the end of the plan	No	The access and participation dataset	2020-21	Percentage	79.9	80.4	81.2	82.2	83.7
To improve continuation rates for students of colour	PTS_2	Continuation	Ethnicity	Other (please specify in description)	White	Target set to halve the baseline gap between white and BAME students (part-time) by the end of the plan	No	The access and participation dataset	2019-20	Percentage	66.5	66.8	67.3	68.2	69.5
To improve continuation rates for students with a mental health condition	PTS_3	Continuation	Reported disability	Mental health condition	No disability reported	Target set to halve the baseline gap between students with no reported disability and students with a mental health condition (full-time) by the end of the plan	No	The access and participation dataset	2020-21	Percentage	77.9	78.5	79.3	80.3	81.8
To improve continuation rates for students who were previously eligible for Free School Meals (FSM)	PTS_4	Continuation	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	Target set to halve the baseline gap between students not eligible for FSM and students eligible for FSM (full-time) by the end of the plan	No	The access and participation dataset	2020-21	Percentage	83.0	83.3	83.8	84.6	85.8
To improve attainment rates for students of colour	PTS_5	Attainment	Ethnicity	Other (please specify in description)	White	Target set to halve the baseline gap between white and BAME students (full-time) by the end of the plan	No	The access and participation dataset	2021-22	Percentage	60.0	61.2	63.0	65.5	67.9
To improve attainment rates for students of colour	PTS_6	Attainment	Ethnicity	Other (please specify in description)	White	Target set to halve the baseline gap between white and BAME students (part-time) by the end of the plan	No	The access and participation dataset	2021-22	Percentage	52.7	55.7	59.2	64.0	69.4
To improve attainment rates for students who were previously eligible for Free School Meals (FSM)	PTS_7	Attainment	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	Target set to halve the baseline gap between students not eligible for FSM and students eligible for FSM (full-time) by the end of the plan	No	The access and participation dataset	2021-22	Percentage	61.3	62.0	63.5	65.5	67.9
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

