University of Wolverhampton (10007166)

Access and participation plan 2024-25 to 2027-28

Introduction and strategic aim

Founded in 1827 as a mechanics' institute, the University of Wolverhampton operates from three main campuses in Wolverhampton, Walsall and Telford, as well as the Springfield specialist campus for the built environment (in the City of Wolverhampton). Together, these campuses create a strong regional footprint. The geographic spread of our campuses means that 82% of our students are recruited from within a 25-mile radius of the University and predominantly live at home and commute to study.

The University is an anchor institution for (and of) the Black Country and wider West Midlands, a region that has suffered disproportionately from industrial restructuring. Throughout our history, we have consistently committed to offering students from all backgrounds an excellent learning experience and delivering skills to strengthen the economy. Our advanced facilities, applied research profile, and strong business engagement are all contributing factors to our position as a significant strategic force in the educational, cultural, and economic development of the Black Country and wider West Midlands. As the most recent Knowledge Exchange Framework data show, we are in the top quintile nationally for public and community engagement and for local growth and regeneration.

Our mission is to transform the leadership and workforce of our Place through inclusive student success and world-class research. We have positioned ourselves as the University of Opportunity, delivering higher education at the point of need and believing in those who believe in themselves by offering flexible routes into and through higher education. Our success in widening participation is evidenced by the diversity of our student population: this diversity has shaped our approaches to learning, teaching and support which recognise the complexity of our students' lives and the barriers they encounter, both internal and external to the University.

The three aspects of our strategy – Access, Belonging, and Achievement – combine higher education opportunities with appropriate levels of support to drive student success and transform the places we serve. We recognise that we are at different stages of maturity with respect to implementation and impact for each of these strands. Our outstanding success in delivering access to higher education is evidenced through our record of achievement over many years. Our focus on student belonging, which is at the core of our *Inclusive Framework: curriculum design and delivery* (Annex F), is enabling a cultural shift to take place. We recognise we still need to undertake further work on the critical aspect of achievement and, post-pandemic, we have renewed our focus on student continuation and completion. This involves working from the module level of study upwards and on meeting challenging targets for module first-time pass rates and overall course progression rates.

Our overarching strategic aim in relation to equality of opportunity for all students builds on the progress we have made in extending access further and in improving the satisfaction levels of our students. We aim to ensure excellent and equitable outcomes for all who study with us. This aim will ensure that we focus not just on diverse participation but equally on how well all our students are achieving and on actively reducing gaps in performance between different groups of students. In developing our approach, we have been guided by the social and affirmation models of outcome evaluated through Theory of Change methodologies. This means that we are constantly adapting the way that we work in order to better meet the individual needs of our students. We are committed to ensuring that the support available to our students is effective in enabling them to continue in, and successfully complete, their studies, achieve a good degree and progress in further study or to graduate level employment.

Risks to equality of opportunity

Following an assessment of performance, gaps in student outcomes were identified based on a number of factors: ethnicity; age; IMD; gender; disability; TUNDRA; ABCS; free school meals (FSM); and previous qualifications. Two-way intersectional comparisons were also made between each of the factors noted above for access, attainment, completion, progression. Three-way intersectional comparisons were not used, as the population of students with these characteristics was small and in some cases it may have been possible to identify individual students.

Considerations relating to some of the factors identified above should be noted. The data for FSM only identify students who were eligible within the last six years. Given that c.50% of our student population comprises mature students, it would be inappropriate to base much emphasis on risks associated with FSM when we do not know what percentage of our mature student population was eligible for FSM. A similar issue applies to the use of TUNDRA, which only applies to students who are under 21 years old on entry to the University.

Based on the analysis of our data, and these caveats, we have identified the following risks to equality of opportunity (Risk 1: access; Risk 2: success; Risk 3: progression):

- Risk 1.1: Students from IMD 1 quintiles in the local region may not perceive that they have the relevant knowledge and skills to enter and achieve in higher education. This may have a particular impact on competitive vocational programmes such as Nursing.
- Risk 2.1: Students who enter higher education with BTEC[1] qualifications may not have the same knowledge and skills as students who enter with A-Level qualifications and may therefore not achieve the same level of outcome if there is insufficient academic support to provide the necessary up-skilling.
- Risk 2.2: Global Majority[2] and IMD 1-2 students may have had fewer opportunities to acquire and develop the knowledge, skills, information and guidance required to succeed in higher education, and may therefore not achieve the same level of outcome as other students if there is insufficient academic and personal support available. This may also have a direct impact on the mental health and wellbeing of these students.
- Risk 2.3: IMD 1-2 students may not achieve the same level of outcome as other students as a result of cost pressures, which may result in students' having to undertake additional paid work and which may also have an impact on students' mental health and wellbeing.
- Risk 2.4: Mature students may have had fewer opportunities to acquire and develop the knowledge, skills, information and guidance required to succeed in higher education and may therefore be at risk on not continuing or completing their higher education studies if there is insufficient academic and personal support available.
- Risk 2.5: Mature students may not be able to continue and complete their higher education studies as a result of cost pressures (e.g., owing to caring responsibilities), which may result in students' having to undertake additional paid work and which may also have an impact on the mental health and wellbeing of these students.
- Risk 3.1: Global Majority students may have had fewer opportunities to acquire and develop the knowledge, skills, information and guidance, required to succeed in higher education, which may result in lower progression rates compared with white students if

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[1] It is recognised that there may be changes to BTEC qualifications during the period of the APP. Objectives associated with this qualification will be kept under review and additional A-Level equivalent qualifications (e.g., T-Levels) may also be considered depending upon future developments at a national level

[2] Following discussions led by our Global Majority Staff Network and the Students' Union, the University has decided to discontinue use of the term 'BAME' and instead use the term 'Global Majority'.

there is insufficient academic and personal support available in higher education to allow them to succeed to their full potential.

- Risk 3.2: Students entering with a BTEC qualifications may not have the same knowledge and skills as students who enter with A-Level qualifications and may therefore not achieve the same level of progression if there is insufficient academic support to provide the necessary up-skilling to allow them to succeed to their full potential.

Objectives

- Objective 1.1: To maintain strong access rates across target groups through increasing attainment for learners in IMD 1 quintiles through a targeted programme of attainment raising activity, developed and delivered in collaboration with schools, the local Uni Connect programme 'Aspire to HE' and organisations based within the community. (Risk 1.1)
- Objective 1.2: To increase the interview success rates for nursing applicants from IMD 1-2 backgrounds and close the gap between IMD 1-2 students and IMD 3-5 students by 2027-28. (Risk 1.1)
- Objective 2.1: To eliminate the awarding gap between the following groups of students by 2029/30: students entering higher education with BTEC qualifications and students entering with A-Levels; Global Majority and white students; IMD 1-2 and IMD 5 students. The elimination of the awarding gaps will be achieved through a targeted programme of support aimed at developing students' knowledge of the higher education environment and enhancing their academic and assessment literacy skills. (Risks 2.1-2.3)
- Objective 2.2: To improve the completion rates of students entering higher education with BTEC qualifications and the completion rates of mature students to a minimum of 80% by the final year of the plan. This will be achieved through a targeted programme of support aimed at developing students' knowledge of the higher education environment and enhancing their academic and assessment literacy skills. (Risks 2.4 and 2.5)
- Objective 3.1: To improve the progression rates for Global Majority students and students entering the University with BTEC qualifications to a minimum of 75% by the final year of the plan. This will be achieved through the embedding of employability into the curriculum, with authentic real-world scenarios and assessment activities, along with targeted programmes of support aimed at developing students' career and/or further study aspirations and employability skills (Risks 3.1 and 3.2)

Intervention strategies and expected outcomes

Intervention strategy 1.1: Objectives and targets

This intervention strategy supports the achievement of Objectives 1.1 and 1.2.

The objective is to establish, embed and sustain a progressive programme of activity to support attainment raising in collaboration with Aspire to HE for 20 secondary schools in the Black Country, to increase student confidence and understanding of assessment and revision and achieve higher pass marks in papers over the next academic year. Benchmark data from this pilot year will be used to plan specific targets to increase grade attainment in each school over the following years.

Our internal data has highlighted that, of those rejected at interview stage, 79.7% are from IMD quintile 1 or 2 postcode areas (internal data from 2022 entry), with 1.92% of all applicants from these backgrounds failing at interview stage. The target of this intervention strategy is to remove the gap between IMD 1 and 2 and other IMD quintiles.

The access and participation data dashboard shows that we have consistently remained well above benchmark for access for IMD 1 and 2 quintile cohorts. Our progressive access offer, including the delivery of attainment raising activity, will aim to maintain this rate above the 70.1% baseline figure for 2021-22.

Risks to equality of opportunity

Risks to equality of opportunity: **knowledge and skills**, **application success rates** and **perceptions of higher education**.

Our intervention strategy for access has been developed with both staff and students from across the University as well as the local Uni Connect programme (Aspire to HE) and the Centre for Education and Youth (CFEY) as an independent auditor of activity mapping and evaluation. Our activities will be piloted in the first year of the APP to enable us to gather more feedback and data from the secondary schools we are working with.

Activity	Inputs	Short term outcomes	Long-term outcomes	Cross intervention?
In-school STEM sessions (4-7 90-minute workshops)	20 target schools; 30 Y11 pupils per session; 1.5-hour workshop. 2-5 staff members	Improved Science subject knowledge Improved Science subject skills Improved self-efficacy: • general ability • academic ability • exam confidence	Pupils understand in-class content better Pupils are more effective in their independent study and revision Pupils spend more time studying independently and revising Pupils attain more highly in assessments and exams	Cross intervention with wider attainment raising offer and our wider access offer. There is also a tangible link to our success metrics with regards to attainment through mapping those engaging in attainment raising activity with those receiving contextual offers
STEM summer school	20 schools; 6 sessions of maths; 150 Y11 pupils per 6-week programme. 2-5 staff members	Improved Science subject knowledge Improved Science subject skills Improved self-efficacy: • general ability • exam confidence	Pupils understand in-class content better Pupils are more effective in their independent study and revision Pupils spend more time studying independently and revising Pupils attain more highly in assessments and exams	
Secure a Success in Maths	20 schools; 8 Y11 pupils per session; 2 sessions per week for 5 weeks. 2-5 staff members	Improved Maths subject knowledge Improved Math subject skills Improved study skills: • improved understanding of and ability to deploy revision strategies Improved self-efficacy: • general ability • exam confidence Improved growth mindset	Pupils understand in-class content better Pupils are more effective in their independent study and revision Pupils spend more time studying independently and revising Pupils attain more highly in assessments and exams	

Activity	Inputs	Short term outcomes	Long-term outcomes	Cross intervention?
Maths hangouts	20 schools; 30 Y11 pupils (class) per school; intensive 5-day revision course. 2-5 staff members	Improved Maths subject knowledge Improved Math subject skills Improved study skills: • improved understanding of and ability to deploy revision strategies Improved self-efficacy: • general ability • exam confidence Improved growth mindset	Pupils are more effective in their independent study and revision Pupils spend more time studying independently and revising Pupils attain more highly in assessments and exams	
OctoPlus maths mentoring	20x schools; 8 Y11 pupils per session; 2 sessions per week for 5 weeks. 2-5 staff members	Improved Maths subject knowledge Improved Math subject skills Improved study skills: • improved understanding of and ability to deploy revision strategies • greater understanding of the benefits of and need for independent study Improved self-efficacy: • general ability • exam confidence Improved growth mindset	Pupils understand in-class content better Pupils are more effective in their independent study and revision Pupils spend more time studying independently and revising Pupils attain more highly in assessments and exams	
Just Like me mentoring	10 targeted schools (most disadvantaged) up to 10 Y11 pupils per school (Pupil premium). 2-5 staff members	Improved study skills: • improved understanding of and ability to deploy revision strategies • greater understanding of the benefits of and need for independent study • improved ability to manage time Improved ability to manage workload Improved self-efficacy: • general ability • exam confidence Improved growth mindset	Pupils are more effective in their independent study and revision Pupils spend more time studying independently and revising Pupils attain more highly in assessments and exams	
From me to you – subject specific mentoring	2 schools; 8 Y10 pupils per school; 2 sessions per week over 5 weeks for humanities,	Improved subject knowledge Improved subject skills Improved study skills:	Pupils understand in-class content better Pupils are more effective in their	

Activity	Inputs	Short term outcomes	Long-term outcomes	Cross intervention?
linked to curriculum	performing arts and sport programme 2 FE colleges for Nursing programme year 12 and 13 students 2-5 staff members Longer term these programmes will be delivered in collaboration with community partners (e.g., the black country living museum)	• improved understanding of and ability to deploy revision strategies • greater understanding of the benefits of and need for independent study • improved ability to manage time Improved ability to manage workload Improved self-efficacy: • general ability • exam confidence Improved growth mindset	independent study and revision Pupils spend more time studying independently and revising Pupils attain more highly in assessments and exams Pupils are more prepared for university application and transition to HE study including interview techniques	
Minimum estimated total cost of activities per year: £350,000				

Evidence base and rationale:

We have worked collaboratively with the Aspire to HE team to collect data for schools from across the Black Country and Telford and Wrekin. Parts of the Black Country and Telford have been identified as particularly disadvantaged and, to provide an example, Walsall is one of the 20% most deprived districts/unitary authorities in England. In Walsall over a quarter of all children (25.8%) now live in low-income families (Public Health England, 2020) and there is an evident link between regional deprivation and attainment. According to data from the Department for Education, for children born in 2000, where they live is a more powerful predictor of academic success than it was for children born in 1970. With this in mind, we wanted to ensure a fair allocation of the Attainment Raising offer across the four local authority areas within the partnership. Data collected in the initial stages included:

- percentage of non-disadvantaged pupils achieving standard 9-4 passes in GCSE English and Maths – from the Higher Education Access Tracker (HEAT)
- average Attainment 8 score 21/22 (whole school)
- average Attainment 8 score 21/22 (per disadvantaged pupil)
- attainment gap (produced by comparing whole school to disadvantaged pupil attainment)
- Progress 8 data for disadvantaged students
- IMD deprivation (Yr7-Yr14): percentage of high deprivation Quintile 1-2 (data from HEAT)
- whole Institution FSM 2021/22.

Having assessed the entire dataset above, we then used the data stated below to identify which schools would be targeted for attainment raising interventions:

- Progress 8 data for disadvantaged students
- average Attainment 8 score 21/22 per disadvantaged pupil
- attainment gap
- whole Institution FSM 2021/22.

The data provided a 'top 20' of schools where:

- Progress 8 data was the most concerning (range -0.75 to -1.5)

- the average Attainment 8 score for disadvantaged pupils was the lowest (36 points or lower)
- the attainment gap (between non-disadvantaged and disadvantaged pupils) was largest (8.5 or larger)
- whole school FSM was 48% or higher (the national average being 22.5%)
- once we had this data in an accessible format, we were able to identify where geographical representation was weighted and then include schools that fell just outside of the initial 20 to ensure a fair spread across the Aspire to HE partnership areas.

We have referenced Causeway Education's attainment raising toolkit in targeting subject areas that have a national gap in attainment including Humanities, Physical Education, Science, English and Maths (Education in England: Annual Report 2020, https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/).

We have also been guided by TASO's attainment raising typology and rapid evidence review guidance to inform the activities delivered and ensure we have a comprehensive theory of change (Annex A) in place for our activities. This theory of change has also been worked through in collaboration with Aspire to HE and CFEY to ensure objectivity.

In terms of the cross-sectionality between challenges in Level 2 attainment and application success for some of our more competitive programmes (e.g., nursing), our internal data has highlighted that of those rejected at interview stage 79.7% are from IMD quintile 1 or 2 postcode areas (internal data from 2022 entry), highlighting the need for additional support for these applicants.

Evaluation

Our evaluation of access activities aligned to attainment raising activity are underpinned by a theory of change (TOC) and informed by research on effectiveness in approaches being used (Annex B). Our evaluation methods have also been informed by the OfS standards of evidence and evaluation self-assessment tool and we have striven to work collaboratively with Aspire to HE and CFEY to provide robust evaluation and reporting using a range of measures to effectively analyse and track impact over time. All activity will be tracked through HEAT (see Annex E) so that long-term impact can be assessed. Our evaluation will generate types 1, 2 and 3 in standards of evidence to ensure we have a robust approach. Alongside the top-level data below, each activity will have a dedicated mapped evaluation programme (example in Annex B).

For the following, the methods of evaluation are as follows:

- Type 1 TOC mapped across activity (Annex B)
- Type 2 empirical evidence outlined in the table
- Type 3 is indicated in the table where appropriate

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
In-school STEM sessions (4-7 90-minute workshops) STEM summer school	Increase exam confidence Increase exam readiness Focus on developing greater depth in subject knowledge	Pre and post learner evaluation survey (Type 2) Teacher Feedback (Type 1/2) Pre and post mock examination papers (Type 2) Subject-specific knowledge assessment baseline and endpoint and quiz (Type 2)	Initial results, September 2024 longer term impact over a four-year period
Secure a Success in Maths	Improve knowledge needed to secure	Pre and post session baseline test (Type 2)	Initial results, September 2024 longer term impact over a four-year period

	grade 6 or 7 to study Maths at A-Level Improve motivation and confidence to revise to get best grades possible Explore subject in greater depth with focus on knowledge gaps	Pre and post learner evaluation survey (Type 2) Teacher Feedback (Type 1/2) Difference-in-differences approach (i.e., comparison with similar schools where activity not taking place) (Type 2/3)	
Maths hangouts OctoPlus maths mentoring	Increase exam confidence Increase exam readiness Focus on developing greater depth in subject knowledge	Pre and post learner evaluation survey (Type 2) Teacher Feedback (Type 1/2) Pre and post mock examination papers (Type 2) Subject specific knowledge assessment baseline and endpoint (Type 2)	Initial results, September 2024 longer term impact over a four-year period
Just Like me mentoring	Pupils develop their growth mindset and self-efficacy skills Pupils know how to manage their own time and workload Pupils have confidence to revise for their exams and have clear usable strategies to support this	Pre and post learner evaluation survey (Type 2) Teacher Feedback (Type 1/2)	Initial results, September 2024 longer term impact over a four-year period
From me to you – subject specific mentoring linked to curriculum	Increase exam/interview confidence Increase exam/interview readiness Focus on developing greater depth in subject knowledge Comparison of impact between control group and test group with activity staggered	Type 3 randomised control groups will be used with one set of students having mentoring first followed by the other group, enabling a control group to be used as a comparator on impact Pre and post learner evaluation survey (Type 2/3) Teacher Feedback (Type 1/2) Pre and post mock examination papers (Type 2/3) Subject specific knowledge assessment baseline and endpoint (Type 2/3) Comparison on the above between the two groups Comparison with similar schools where activity not taking place (Type 2/3)	Initial results, September 2024 longer term impact over a four-year period

Intervention strategy 2.1: Objectives and targets

This intervention strategy supports the achievement of Objective 2.1.

The targets for this intervention strategy are that by the final year of the plan we will have reduced the awarding gap for:

- students who enter higher education with BTEC qualifications to 8pp
- Global Majority, IMD 1-2 students to 5.5pp
- Black students to 9pp

Risks to equality of opportunity

Risks to equality of opportunity: **knowledge and skills**; **information and guidance**; **insufficient academic support**; **insufficient personal support**; **mental health**; and **cost pressures**.

Activity	Inputs	Outcomes[3]	Cross intervention?
Completion of pre-entry online course Revision of existing activity *EORR: knowledge and skills; information and guidance; insufficient academic support; insufficient personal support; mental health; cost pressures*	Pre-entry online course, aimed specifically to address the knowledge and skills and academic support required for students who are entering the University with A-Level equivalent qualifications or with little / no background of higher education (e.g., first in family into HE) Resources (e.g., videos, brochures, glossaries) for families of students who are first in family into higher education, so that they can understand what students will be experiencing Suite of digital badges to help students identify, and articulate, where they have gained and developed awareness, skills and competences Mastery paths to scaffold students within the virtual learning environment in order to reach the same end goal, with students potentially taking different, personalised, routes in order to reach this point	Articulation of skills and competencies gained Reduction in anxiety and potential imposter syndrome Reduction in number of academic misconduct cases Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey	IS 2.2 This course also aims to support continuation and completion

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[3] Additional, shorter-term, outcomes are presented in Annex B.

Activity	Inputs	Outcomes[3]	Cross intervention?
Completion of a pre-course study day for students intending to complete a Foundation Year Expansion of existing activity *EORR: knowledge and skills; information and guidance; insufficient academic support; mental health*	Academic staff Pre-course work to be completed	An opportunity for students to decide whether the course, and study at the University, is appropriate for them Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates	IS 2.2 This course also aims to support continuation and completion
As part of a revised induction process, scheduling specific sessions to promote the University's support services for students (i.e., financial, mental health and wellbeing) Revision to existing activity *EORR: insufficient personal support; mental health; cost pressures*	Faculty staff Professional services staff Dennis Turner Hardship Fund Scholarships and bursaries	Increased engagement with the support services by the target groups of students Higher attainment rates in the target group of students through being able to engage in, and complete, their studies successfully Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates	IS 2.2 Access to appropriate support services will help students to continue, complete and attain
Targeted Academic Coaches (ACs) Scheme, providing dedicated support to Level 3 and 4 students. Targeting to be determined through responses to Independent Learner Profile (ILP) Revision to existing activity *EORR: knowledge and skills; insufficient academic support; mental health*	ACs (FT – 1 AC per 200 students) Senior Academic Coaches (FT – 1 per faculty)	Students more likely to submit assignments throughout their course, and hence develop their assessment literacy skills Increased sense of belonging for students with their broader course team Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates	IS 2.2 The work of the ACs will also support students' continuation and completion (i.e., through successful submission and completion of assessment tasks)
Induction between academic levels New activity *EORR: knowledge and skills; insufficient academic support*	ACs Personal Tutors (PTs) Online course, with associated digital badges, providing information about the difference between academic levels, and managing / developing students' expectations	Increased understanding of the difference between academic levels and expectations for the next level (e.g., differences in the standard of work submitted) Appropriate management / development of students' expectations Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates	IS 2.2 Enhanced induction between academic levels will also support students' awareness of what is required at each level, and will therefore support continuation and completion
Targeted Personal Tutoring Scheme (from Level 5) Revision to existing activity	Allocation of students to PTs with understanding (existing, or through	Improved mental wellbeing, through reduction in anxiety	IS 2.2 The work of Personal Tutors

Activity	Inputs	Outcomes[3]	Cross intervention?
EORR: knowledge and skills; insufficient academic support; insufficient personal support	training) of the student characteristics and/or entry qualifications	relating to academic activities Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates	will also support students' continuation and completion
Scaffolded transition from Academic Coaches to Personal Tutors New activity *EORR: insufficient academic support; insufficient personal support; mental health*	ACs PTs Senior Academic Coaches Gradual transition during semester 1 of Level 5 from an existing AC to a named PT	Supporting students to become independent learners Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates	IS 2.2 The work of Academic Coaches and Personal Tutors will support students' continuation and completion
Use of formative assessment New / existing activity, depending upon subject area *EORR: knowledge and skills; insufficient academic support; mental health*	Increased number of formative assessment activities Reduction in the number of summative assessment activities to a maximum of two per module unless exceptional circumstances dictate otherwise	Fewer instances of academic misconduct owing to procrastination to meet an assessment deadline Reduction in non-submissions Reduction in extenuating circumstances claims Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey	IS 2.2 Students are more likely to continue and complete their studies if they understand the assessment tasks that they are given, and can enhance their submissions by responding to formative feedback
Choice of assessment, allowing students to choose the most appropriate way of demonstrating that they have met the module learning outcomes New / existing activity, depending upon subject area *EORR: knowledge and skills; insufficient academic support; mental health*	Providing Level 4 students with the opportunity to participate in a range of assessment types (introduced later in a course), so that students can develop their assessment literacy skills and determine assessment approaches that align with their strengths Providing choice of assessment activity, where appropriate (e.g., taking into account PSRB requirements), at Levels 5-8	Students able to demonstrate, to their full potential, how they have met the module learning outcomes Students able to use authentic examples in completion of the assessment tasks (i.e., relating to factors such as cultural identity; development of employability and entrepreneurial skills) Improved year-on-year module submissions from the target group of students	IS 2.2 Students are more likely to be engaged in assessment tasks where there is some element of choice and they are able to demonstrate to their full potential that they have met the module outcomes. This will result in increased continuation and completion

Activity	Inputs	Outcomes[3]	Cross intervention?
		Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey	
Diverse feedback mechanisms New / existing activity, depending upon subject area *EORR: knowledge and skills; insufficient academic support; mental health*	Guidance provided to academics on different approaches to providing feedback (formative and summative) to students	Appropriate balance of feedback on the assessment task itself, and providing information about how similar tasks could be improved in the future Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey	IS 2.2 Students are more likely to continue and complete their studies if they can engage meaningfully with, and respond to, feedback comments
Meaningful embedding and application of the *Inclusive Framework: curriculum design and delivery* Auditing of modules against principles and carrying out inclusivity 'Health checks' Enhancement of existing activity *EORR: knowledge and skills; insufficient academic support*	School Inclusivity Leads Course / Programme Leads Associate Dean (Inclusivity)	Decolonisation of the curriculum Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Teaching on my Course' scale in the National Students' Survey	IS 2.2 Students are more likely to continue and complete their studies if they can engage meaningfully with all elements of the curriculum, and can identify cultural references that align with their experiences
Minimum estimated total cost of activities per year: £418,000			

Evidence base and rationale:

The University is continuing to develop its 'Get Set' resources, including an enhanced online pre-entry course. The course will ensure that information is aimed at the identified needs of mature students (see IS 2.2), whilst also ensuring that it meets the needs of all students. In particular, the course will help to manage and develop students' expectations and demystify the jargon associated with higher education. Resources will also be developed to support the families of students, many of whom will not have had any experience of higher education. This will help to explain the times when students may face anxiety (e.g., during assessment periods) and the level of work that is expected of students outside the formal classroom environment.

The University's Academic Coaches Scheme, where Academic Coaches act as 'Personal Tutors Plus' for all Level 3 and 4 students, was recently evaluated. There was clear indication of impact when students engaged with an Academic Coach, such that students who engaged with an Academic Coach in 19/20 and 20/21 were between 7 percentage points (pp) and 51pp more likely to achieve a higher number of credits than students who did not engage. It was felt, however, that further targeting could be introduced to the Scheme, based on the outcomes of the Individual Learner Profile and enhancement of learner analytics (see IS 2.2) in order to identify students who may be at risk. Also, students have provided feedback on the transition from Academic Coaches at Level 4 to Personal Tutors at Level 5, and this is an area that requires review so that the hand-over is more structured. As part of this, we will be reviewing our Personal Tutor scheme to ensure that it is fit-for-purpose. One approach that we are considering is the use of specific Personal Tutors for students (i.e., Personal Tutors who have good knowledge of A-Level equivalent qualifications (e.g., BTECs) to support students who enter with these qualifications).

Following the evaluation of Academic Coaches, we are looking at ways in which some of their work can be undertaken by other roles (e.g., Student Transition Teachers, Engagement Officers), to allow more time for Academic Coaches to focus on the identified target groups of students. The work of Engagement Officers at Levels 5 and 6 may also support Personal Tutors to dedicate more time to supporting the target groups of students. The re-allocation of time between faculty-based roles will also form part of the on-going evaluation of this scheme as a whole.

Our 2022 Graduate Gains survey, conducted in September 2022 with graduating students, identified a drop of 2.4pp in students' perception of their mental health at the beginning and end of their course of study. This is in line with other surveys looking at mental health of students who studied during the pandemic but needs to be addressed as students may still be experiencing post-pandemic wellbeing issues (e.g., socialisation).

The University already offers assessment choice to students, but this is inconsistent across the institution. Assessment choice has to be introduced carefully, as too much choice can also cause anxiety for some students. Also, if different assessment types have not been introduced then students are more likely to revert to assessment types that they know rather experimenting with a new method, even if it aligns with their personal study strengths. We will be using Level 4 as a 'low stakes' year, so that new assessment types can be introduced and then choice provided for Levels 5 and 6. The primary consideration about the alternative forms of assessment is that they must allow students to demonstrate the learning outcomes for the module. As part of this move, we will be promoting the use of formative assessment activities, to help students to develop time management skills in working to the formative assessment deadlines and not just the summative deadlines. This will provide additional feedback and will also reduce some of the inadvertent plagiarism that students have told us can sometimes take place when they are rushing to meet a summative assessment deadline. Providing feedback through different mechanisms aims to help students to engage with this feedback and to use it in future assessment tasks.

Evaluation

We will be piloting these activities during the 2023/24 academic year, working closely with students and the Students' Union to ensure that the intervention strategies are appropriate and the details of implementation are co-developed with students.

Initial results will be disseminated internally through relevant committees, annual Faculty and University conferences and through quality mechanisms such as the University's Continuous Monitoring and Improvement process. A summary of the evaluation activities will be published annually on our website and will be presented at relevant national and international conferences.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Completion of pre-entry online course (*Short-term, low intensity*) Completion of a pre-course study day for FY students (*Short-term, low intensity*)	Increased knowledge of the higher education environment, terminology and expectations Ability to articulate skills and competences Reduction in anxiety and potential imposter syndrome Awareness of the course requirements and whether this – and University study – is appropriate	In year module pass rates (Type 1) Annual Belongingness survey (Type 1) Qualitative post-course evaluation (Type 1) Pre- and post-course quiz / survey, assessing confidence and awareness of areas covered by the course (Type 2) Interviews at the end of the first year of study with a sample of students who completed the course and some who did not participate in this (Type 2) Longitudinal study of submission and pass rates of students who participated in the course compared with those who did not (Type 2/3)	Results for activities piloted in 2023/24 to be published in July 2025
Revised induction scheme (*Long-term, low intensity*)	Increased engagement with the support services by the target groups of students	Analysis of take-up of services by target groups of students (Type 1) Longitudinal study of submission and pass rates of students who engaged with the support services compared with those who did not (Type 2/3)	Submission and module pass rate data published in July 2026
Targeted Academic Coaches Scheme (*Long-term, high intensity*) Induction between academic levels (*Short-term, low intensity*)	Increased Academic Coach engagement with students identified as potentially at risk from responses to the ILP Increased understanding of the difference between academic levels	Qualitative feedback from students with their ACs (Type 1) Longitudinal evaluation of impact of AC interventions with targeted students (e.g., non-continuation, attainment) (Type 2) Comparison of matched groups of targeted students who engage with the ACs and those who do not (Type 2/3)	Submission and module pass rate data published in July 2026
Targeted Personal Tutoring Scheme (from Level 5) Scaffolded transition from Academic Coaches to	Increased engagement with Personal Tutors with knowledge of students' backgrounds	Qualitative feedback from students with their PTs (Type 1) Longitudinal evaluation of impact of PT interventions (Type 2) Comparison of targeted students who engage with the PTs and those who do not (Type 2/3)	Submission and module pass rate data published in July 2026

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Personal Tutors (*Long-term, high intensity*)			
Use of formative assessment (*Long-term, high intensity*)	Earlier engagement with, and understanding of, the assessment task Fewer instances of academic misconduct Reduction in non-submissions	Qualitative feedback from students (e.g., through focus groups) (Type 1) Longitudinal evaluation of submission rates and instances of academic misconduct by students who have submitted work for formative feedback (Type 2) Comparison of targeted students who engage with the formative assessment activity and those who do not (Type 2/3)	Results for activities piloted in 2023/24 to be published in July 2025 Analysis of academic misconduct instances available July 2025
Choice of assessment (*Long-term, high intensity*)	Students able to demonstrate how they have met the module learning outcomes in a way that aligns with their study strengths Students able to use authentic examples in completion of the assessment tasks Fewer instances of academic misconduct	Qualitative feedback from students (e.g., through focus groups) (Type 1) Longitudinal evaluation of submission rates, instances of academic misconduct, and attainment between modules where a choice is available and those where it is not present (e.g., owing to PSRB requirements or ensuring that specific course outcomes are addressed) (Type 2)	Results for activities piloted in 2023/24 to be published in July 2025 Analysis of academic misconduct instances available July 2025
Diverse feedback mechanisms (*Long-term, high intensity*)	Students aware of when they are receiving different forms of feedback (formal and informal) Feedback is appropriate for the assessment task	Qualitative feedback from students (e.g., through focus groups) (Type 1) Longitudinal evaluation of attainment relating to specific assessment types and student attainment (Type 2)	Results for activities piloted in 2023/24 to be published in July 2025
Embedding and application of the *Inclusive Framework: curriculum design and delivery* (*Long-term, medium intensity*)	Decolonisation of the curriculum Improved year-on-year module pass rates	Qualitative feedback from students (e.g., through focus groups) (Type 1)	Results for activities piloted in 2023/24 to be published in July 2025

Intervention strategy 2.2: Objectives and targets

This intervention strategy supports the achievement of Objective 2.2.

The target for this intervention strategy is to improve the completion rates of students entering higher education with BTEC qualifications and the completion rates of mature students to a minimum of 80% by the final year of the plan.

Risks to equality of opportunity

Risks to equality of opportunity: **knowledge and skills**; **information and guidance**; **insufficient academic support**; **insufficient personal support**; **mental health**; and **cost pressures**.

Activity	Inputs	Outcomes[4]	Cross intervention?
Completion of a pre-course study day for students intending to complete a Foundation Year Expansion of existing activity *EORR: knowledge and skills; information and guidance; insufficient academic support*	Academic staff Pre-course work to be completed	Demonstration of commitment to course Increased knowledge of: • the terminology used in higher education • the way in which learning, teaching and assessment is conducted on the course An opportunity for students to decide whether the course, and study at the University, is appropriate for them Increased rates of continuation and completion	IS 2.1 This course will also support development of initial assessment literacy skills
Development of the Individual Learner Profile (ILP) to include questions regarding self-efficacy New activity *EORR: knowledge and skills; insufficient academic support*	ACs Senior Academic Coaches Enhanced ILP	Identification of students who may be at risk of non-continuation or non-completion Signposting students to appropriate 'student success' activities within the University (e.g., Skills for Learning) Increased rates of continuation and completion	
Completion of pre-entry online course Revision of existing activity *EORR: knowledge and skills; information and guidance; insufficient academic support; insufficient personal support; mental health; cost pressures*	Pre-entry online course, aimed specifically to address the knowledge and skills and academic support required for students who are entering the University with A-Level equivalent qualifications or with little / no background of higher education (e.g., first in	Increased knowledge of • the terminology used in higher education • the way in which learning, teaching and assessment is conducted at the University • academic integrity	IS 2.1 This course will also support development of initial assessment literacy skills

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[4] Additional, shorter-term, outcomes are presented in Annex B.

Activity	Inputs	Outcomes[4]	Cross intervention?
	family into higher education) Resources (e.g., videos, brochures, glossaries) for families of students who are first in family into higher education, so that they can understand what students will be experiencing Suite of digital badges to help students identify, and articulate, where they have gained and developed awareness, skills and competences Mastery paths to scaffold students within the virtual learning environment in order to reach the same end goal, which potentially taking different, personalised, routes in order to reach this point	• where, and how, to develop academic skills and digital competencies • supporting the development of personal mental health and wellbeing • dealing with the cost of living and knowing where to access financial support and advice if required Articulation of skills and competencies gained Reduction in anxiety and potential imposter syndrome Increased rates of continuation and completion	
As part of a revised induction process, scheduling specific sessions to promote the University's support services for students (i.e., financial, mental health and wellbeing) Revision to existing activity *EORR: insufficient personal support; mental health; cost pressures*	Faculty staff Professional services staff Dennis Turner Hardship Fund Scholarships and bursaries	Awareness of support services available Increased engagement with the support services by the target groups of students Higher attainment rates in the target group of students through being able to engage in, continue and complete their studies Increased rates of continuation and completion	IS 2.1 Access to appropriate support services will help students to continue, complete and attain
Targeted Academic Coaches Scheme, providing dedicated support to Level 3 and 4 students. Targeting to be determined through responses to Independent Learner Profile (ILP) Revision to existing activity *EORR: knowledge and skills; insufficient academic support; mental health*	ACs (FT – 1 AC per 200 students) Senior Academic Coaches (FT – 1 per faculty)	ACs ensuring that particular groups of students, identified through responses to the ILP, are engaging and attending their course Increased sense of belonging for students with their broader course team Increased rates of continuation and completion	IS 2.1 The work of the Academic Coaches will also support students' attainment (i.e., through successful submission and completion of assessment tasks)
Induction between academic levels New activity	ACs PTs Online course, with associated digital	Increased understanding of the difference between academic levels and expectations for the next	IS 2.1 Enhanced induction between

Activity	Inputs	Outcomes[4]	Cross intervention?
EORR: knowledge and skills; insufficient academic support	badges, providing information about the difference between academic levels, and managing / developing students' expectations	level (e.g., differences in the standard of work submitted) Appropriate management / development of students' expectations Increased rates of continuation and completion	academic levels will also support students' awareness of what is required at each level, and will therefore support attainment
Targeted Personal Tutoring Scheme (from Level 5) Revision to existing activity *EORR: knowledge and skills; insufficient academic support; insufficient personal support*	Allocation of students to PTs with understanding (existing, or through training) of the student characteristics and/or entry qualifications	Targeted advice provided to students Recognition of role models, where possible Improved mental wellbeing, through reduction in anxiety relating to academic activities Increased rates of continuation and completion	IS 2.1 The work of Personal Tutors will also support students' attainment
Scaffolded transition from Academic Coaches to Personal Tutors New activity *EORR: insufficient academic support; insufficient personal support; mental health*	ACs PTs Senior Academic Coaches Gradual transition during semester 1 of Level 5 from an existing Academic Coach to a named Personal Tutor	Understanding of the difference between an AC and a PT Supported hand-over from AC to PT All students know, and have met, their PT prior to semester 2 of Level 5 Supporting students to become independent learners Increased rates of continuation and completion	IS 2.1 The work of Academic Coaches and Personal Tutors will support students' attainment
Use of formative assessment New / existing activity, depending upon subject area *EORR: knowledge and skills; insufficient academic support; mental health*	Increased number of formative assessment activities Reduction in the number of summative assessment activities to a maximum of two per module unless exceptional circumstances dictate otherwise	Earlier engagement with, and understanding of, the assessment task Fewer instances of academic misconduct owing to procrastination to meet an assessment deadline Reduction in non-submissions Reduction in extenuating circumstances claims Reduction in anxiety associated with assessment submission Increased rates of continuation and completion Increase in year-on-year positive responses to questions within the 'Assessment and Feedback'	IS 2.1 Students are more likely to have higher attainment levels if they understand the assessment tasks that they are given, and can enhance their submissions by responding to formative feedback

Activity	Inputs	Outcomes[4]	Cross intervention?
		scale in the National Students' Survey	
Choice of assessment, allowing students to choose the most appropriate way of demonstrating that they have met the module learning outcomes New / existing activity, depending upon subject area *EORR: knowledge and skills; insufficient academic support; mental health*	Providing Level 4 students with the opportunity to participate in a range of assessment types (introduced later in a course), so that students can develop their assessment literacy skills and determine assessment approaches that align with their strengths Providing choice of assessment activity, where appropriate (e.g., taking into account PSRB requirements), at Levels 5-8	Reduced stress and anxiety associated with assessment activities Students able to demonstrate, to their full potential, how they have met the module learning outcomes Students able to use authentic examples in completion of the assessment tasks (i.e., relating to factors such as cultural identity; development of employability and entrepreneurial skills) Increased rates of continuation and completion Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey	IS 2.1 Students are more likely to be engaged in assessment tasks where there is some element of choice and they are able to demonstrate to their full potential that they have met the module outcomes. This will result in increased levels of attainment
Diverse feedback mechanisms New / existing activity, depending upon subject area *EORR: knowledge and skills; insufficient academic support; mental health*	Academics Guidance on different approaches to providing feedback (formative and summative) to students	Increased awareness by students as to when they are receiving feedback Feedback is appropriate for the assessment task being undertaken Appropriate balance of feedback on the assessment task itself, and providing information about how similar tasks could be improved in the future Increased rates of continuation and completion Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey	IS 2.1 Students are more likely to higher attainment levels if they can engage meaningfully with, and respond to, feedback comments
Use of learner analytics New activity *EORR: insufficient academic support; mental health*	Learner analytics system / dashboard ACs PTs Student Transition Teachers	Identification of students who may be at risk of non-continuation or non-completion during their course, and who may	

Activity	Inputs	Outcomes[4]	Cross intervention?
	Engagement Officers Support to Study Panel Extenuating Circumstances Panel	require additional targeted interventions Increased rates of continuation and completion	
Peer support scheme Revision and expansion of existing activity *EORR: knowledge and skills; insufficient academic support; mental health*	Peer mentors Peer Assisted Study Sessions (PASS) Leaders	Supporting transition to higher education Confidence-building Enhanced study skills PASS Leaders gain recognition through award of digital badges Increased confidence of supported students Increased rates of continuation and completion	
Investigate hybrid approaches to teaching New activity *EORR: mental health; cost pressures*	Technical support to enhance set-up on teaching rooms Training sessions for staff	Increased engagement through flexible approaches to course delivery Increased rates of continuation and completion Increase in year-on-year positive responses to questions within the 'Teaching on my Course' scale in the National Students' Survey	
Meaningful embedding and application of the *Inclusive Framework: curriculum design and delivery* Auditing of modules against principles and carrying out inclusivity 'Health checks' Enhancement of existing activity *EORR: knowledge and skills; insufficient academic support*	School Inclusivity Leads Course / Programme Leads Associate Dean (Inclusivity)	Decolonisation of the curriculum Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Teaching on my Course' scale in the National Students' Survey	IS 2.1 Students are more likely to continue and complete their assessment tasks if they can engage meaningfully with all elements of the curriculum, and can use cultural references in assignments that align with their experiences
Enhancement of our Student Voice activities	Students' Union School Reps Course Reps Academic and Professional Services staff	Involving students in decision-making, thereby creating meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion Increased sense of belonging for students	

Activity	Inputs	Outcomes[4]	Cross intervention?
		Enhanced engagement with course and therefore increased continuation and completion rates	
Minimum estimated total cost of activities per year: £50,000 (not including activities also included in IS 2.1, or the technology costs for introducing learner analytics or hybrid teaching rooms)			

Evidence base and rationale:

We have conducted a literature review looking specifically at the retention, progression and success of mature students (Cureton, 2022). A number of recommendations were suggested relating to: flexibility; social connectivity / belonging; study skills; induction activities; and learning and teaching activities.

We are currently undertaking a project to review the validity of ILP assessment items in predicting student continuation outcomes. Previous work by University of Wolverhampton staff has demonstrated that self-efficacy is a predictor of student grades (Lane, Devonport, & Horrell, 2004; Lane, Devonport, Milton & Williams, 2003) and being able to identify students who may potentially withdraw (Devonport & Lane, 2006). Specifically, Devonport and Lane (2006) found that self-efficacy could accurately identify 80% of students who failed. If necessary, additional / replacement questions will be added to the ILP in order to identify students who may potentially be at risk of non-continuation and who may require targeted interventions.

Recommendations from the analysis of our annual belongingness survey has highlighted the need for peer support processes between year groups focusing on developing early networks for the transition to university.

The University has started to develop in-house learner analytics systems, such as a student engagement dashboard that provides the following information for individual students: missed submission; days since last attendance; days since last login to the virtual learning environment; overall attendance; and a final RAG-rated score for students' engagement. We are continuing to explore different approaches to learner analytics and have identified the key people to be involved in pilot processes in the 2023/24 academic year (i.e., Academic Coaches, Student Transition Teachers, Engagement Officers, courses with high numbers of target students).

Evaluation

As for IS 2.1, we will be piloting these activities during the 2023/24 academic year, working closely with students and the Students' Union to ensure that the intervention strategies are appropriate and the details of implementation are co-developed with students.

Initial results will be disseminated internally through relevant committees, annual faculty and University conferences and through quality mechanisms such as the University's Continuous Monitoring and Improvement process. A summary of the evaluation activities will be published annually on our website and will be presented at relevant national and international conferences.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Development of the ILP (*Long-term, high intensity*)	Identification of students who may be at risk of non-continuation or non-completion	Validity of revised ILP questions to be determined (Type 2) Comparison of students who were identified as potentially	Results for activities piloted in 2023/24 to be published in July 2025

		being at risk who have engaged with an Academic Coach and those who did not engage (Type 2/3)	
Use of learner analytics (*Long-term, high intensity*)	Identification of students who may be at risk of non-continuation or non-completion (Note: applies to all students)	Comparison of students who were identified as potentially being at risk who have engaged with an intervention (Type 2/3) (Note: there will be a focus will be on Level 5, 6 and 7 students who are not part of the intervention relating to the ILP development)	Results for activities piloted in 2023/24 to be published in July 2025
Peer support scheme (*Long-term, high intensity*)	Increased confidence of supported students Increased rates of continuation and completion	Comparison of students who engaged with the peer support scheme compared with those who did not (Type 2/3) Longitudinal study of continuation and completion rates of students who participated in the scheme compared with those who did not (Type 2/3)	Results for activities piloted in 2023/24 to be published in July 2025
Investigate hybrid approaches to teaching (*Long-term, high intensity*) Note: not available at start of APP period	Increased engagement through flexible approaches to course delivery Increased rates of continuation and completion	Level of engagement with more flexible approaches to course delivery (Type 1) Comparison of continuation and completion rates of target students who participated in hybrid teaching compared with those who did not (Type 2/3)	Continuation and completion rate data published in July 2027
Enhancement of our Student Voice activities (*Long-term, high intensity*)	Increased sense of belonging for students Enhanced engagement with course and therefore increased continuation and completion rates	Qualitative feedback from students – including paid and volunteering student representatives – (e.g., through focus groups) (Type 1)	Results for activities piloted in 2023/24 to be published in July 2025

Intervention strategy 3.1: Objectives and targets

This intervention strategy supports the achievement of Objective 3.1.

The target of this intervention strategy is to improve the progression rates for Global Majority students and students entering the University with BTEC qualifications to a minimum of 75% by the final year of the plan.

Risks to equality of opportunity

Risks to equality of opportunity: **knowledge and skills**; **information and guidance**; **insufficient academic support**; **insufficient personal support**; and **progression from higher education**.

Activity	Inputs	Outcomes[5]	Cross intervention?
Embedding of employability into the curriculum Expansion and enhancement of existing activity	Careers, Enterprise and The Workplace (CEW) team Career Development Consultants Academics Digital badges Recruitment data system Students and Education Business Partners	Increased awareness of the recruitment markets relating to the discipline Increased progression rates for targeted student groups entering professional employment or further study	
Tailored career mentoring Expansion of existing activity	Alumni Institute of Directors Career Development Consultants Career and Employability Officers Academics	Higher levels of success for target student groups at application and interview Increased progression rates for target student groups entering professional employment or further study	
Tailored CEW offer for specific groups of students (e.g., BTEC, Global Majority, disability, apprenticeships) New activity	CEW team Alumni Employers Disability and inclusion team Staff networks	Increased awareness of the recruitment markets Higher levels of success for target student groups at application and interview Increased progression rates for target student groups entering professional employment or further study	
Bootcamps Enhancement of existing activity	CEW team Alumni Employers Mental health and wellbeing team	Higher levels of success for target student groups at application and interview Increased progression rates for target student groups entering professional employment or further study	
That's Me! Existing activity (OfS-funded project)	Mentor hub Open Educational Resources	Higher levels of success for target student groups at application and interview	

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[5] Additional, shorter-term, outcomes are presented in Annex B.

Activity	Inputs	Outcomes[5]	Cross intervention?
	Secondment opportunities Reverse mentoring	Increased progression rates for Global Majority students entering further study	

Minimum estimated total cost of activities per year: £102,600

Evidence base and rationale:

Employability has previously been embedded in the curriculum through the Wolverhampton Enterprise and Employability Award (WEEA), which provided a bronze, silver and gold award for students. Although elements of this award were present in many courses, this is an excellent opportunity to reflect on the impact of the WEEA and review how this could be improved and made more explicit to students. Part of this approach will be to replace the bronze, silver and gold awards with discrete digital badges that will be awarded to students as they complete certain tasks. This will make it more explicit to them where, and how, they have achieved elements of the award. The use of digital badges will be piloted and evaluated in the 2023/24 academic year.

The OfS-funded 'That's Me!' project will be in its final year of funding in 2024/25, and we will be working closely with the project team to test and evaluate the resources being developed in order to support widening participation in postgraduate research.

Evaluation

As for IS 2.1 and IS 2.2, we will be piloting these activities during the 2023/24 academic year, working closely with students and the Students' Union to ensure that the intervention strategies are appropriate and the details of implementation are co-developed with students.

Initial results will be disseminated internally through relevant committees, annual Faculty and University conferences and through quality mechanisms such as the University's Continuous Monitoring and Improvement process. A summary of the evaluation activities will be published annually on our website and will be presented at relevant national and international conferences.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Embedding of employability into the curriculum (*Long-term, high intensity*)	Increased awareness of graduate attributes developed Articulation of developed graduate attributes and skills Increased awareness of relevant recruitment markets	Pre- and post-module evaluation, assessing confidence and awareness of employability skills and graduate attributes (Type 1) Feedback from employers regarding performance of students in applications and interviews (Type 1) Qualitative feedback from students (e.g., through focus groups) who have and who have not achieved digital badges (Type 2)	Results for activities piloted in 2023/24 to be evaluated as part of the Graduate Outcomes Survey results, to be published at the end of the 2025/26 academic year
Tailored career mentoring (*Long-term, high intensity*)	Identification of personal strengths and development needs Development and clarification of career trajectory	Pre- and post-mentoring evaluation, assessing identification of strengths, needs and career trajectory (Type 1) Feedback from employers regarding performance of	Results for activities piloted in 2023/24 to be evaluated as part of the Graduate Outcomes Survey results, to be published at the end of the 2025/26 academic year

		students in applications and interviews (Type 1) Qualitative feedback from students (e.g., focus groups) who have and who have not engaged with the tailed career mentoring (Type 2)	
Tailored CEW offer for specific groups of students (*Long-term, high intensity*)	Increased sense of confidence Recognition, and development, of employability skills Increased awareness of the recruitment markets	Pre- and post-offer evaluation, assessing confidence and awareness of employability skills and graduate attributes and recruitment markets (Type 1) Feedback from employers regarding performance of students in applications and interviews (Type 1) Qualitative feedback from students (e.g., through focus groups) who have and who have not engaged with the tailed offer (Type 2)	Results for activities piloted in 2023/24 to be evaluated as part of the Graduate Outcomes Survey results, to be published at the end of the 2025/26 academic year
Bootcamps (*Short-term, low intensity*)	Increased sense of confidence and self-efficacy Identification of relevant employers Development of employability skills	Pre- and post-bootcamp evaluation, assessing confidence, self-efficacy, knowledge of relevant employers and employability skills attained (Type 1) Feedback from employers regarding performance of students in applications and interviews (Type 1) Qualitative feedback from students (e.g., through focus groups) who have and who have not engaged with the tailed offer (Type 2)	Results for activities piloted in 2023/24 to be evaluated as part of the Graduate Outcomes Survey results, to be published at the end of the 2025/26 academic year
That's Me! (*Long-term, high intensity*)	Development of communities of practice Identification of relevant networks Practical experience	(Working with the project team on its evaluation strategy as presented to the OfS in the project bid submission)	

Whole provider approach

The three aspects of our strategy – Access, Belonging, and Achievement – drive action across the University.

Our access interventions begin with primary school engagement: we have a substantial Children's University programme working with schools across the region to support year 5 and 6 pupils and their parents, and continue through years 7-13. We are particularly proud of our sustained intervention programme, 'Aspire 2 Uni', which works with virtual schools to support care experienced young people through mentoring and outreach activities.

Given the diverse nature of our student body, we have long had a focus on the development and enhancement of inclusive curricula and the reduction in the awarding gap between different groups of students. In order to formalise this work, and to ensure that it is implemented effectively across the University, we launched our *'Inclusive Framework: curriculum design and delivery' (IFCDD)* in July 2020. The IFCDD underpins all curriculum development and aims to ensure that our provision is inclusive for all students. This means that all students should be able to engage actively and effectively with the learning opportunities provided to them, thereby allowing them to develop to their full potential.

We are committed to ensuring that assessment activities are inclusive and effective in allowing all students to demonstrate their achievement of the module and course learning outcomes. Through the implementation of the IFCDD, we have been working with course teams to look at the effectiveness of assessment activities to ensure that these are authentic and fit-for-purpose. Where appropriate, we have introduced choice for students in their assessment activities, not just in the specific topic of interest but also choice in the assessment task itself. We have set out alternative assessments in advance, so that students know that the assessment method meets their needs. This is part of our "Tell Us Once" model whereby the responsibility to remove barriers to success sits with the University and not the student. In 2020, we were awarded a Race Equality Charter Bronze Award and the actions from our APP are all in the student-focused section of the Race Equality Action plan.

In December 2022, working with students, staff and regional partners, we launched our new Student Mental Health and Wellbeing Strategy, which acknowledges that inclusivity, belonging and wellbeing reinforce each other. The strategy treats wellbeing as a form of social capital that is embodied and accumulated through an individual's life journey. Our aims are to support staff and students when a student's health, wellbeing and/or behaviours are having a detrimental impact on their ability to progress academically and seek to ensure, wherever possible, that students can participate effectively in their academic studies and other aspects of their student experience. At the core of the strategy is co-production with our students and our community.

'Three minutes to Save a Life' is our pioneering programme dedicated to tackling suicide and self-harm, which has led to changes in the delivery of our counselling services to students. Since its inception in 2014, the 'Three Minutes to Save a Life' training has been delivered to over 2,000 staff and students. It featured as a case study within the 2021 OfS topic briefing on suicide prevention, as well as the 2019 UUK Suicide Safer Universities Guidance. In 2018, 'Three Minutes to Save a Life' was selected by the UUK Made at Uni campaign in the category for community impact. We have also hosted a sector wide suicide prevention, intervention and postvention event (attended by over 120 delegates), which was used to facilitate the launch of the UUK placement learning checklist and the sharing information with trusted contacts guide in October 2022.

In 2020/21, in recognition of the need to review all relevant metrics and to take action where required, we moved away from a monitoring approach that focused on periodic reviews and changed this to a whole-University Continuous Monitoring and Improvement (CMI) process that reviews data for all undergraduate and postgraduate and collaborative partner courses. CMI is a 'live' process with interventions and actions identified and resolved at the earliest opportunity. The process is embedded across all our provision – at module, programme, School and faculty levels – and 'Touch Points' comprising dialogue between School academics and a panel of senior University staff. The process is designed to be risk-based and enhancement-focused, using metrics-based evidence and qualitative data, allowing course teams to understand where to focus improvement measures and where actions need to be taken.

The CMI process has been designed to enable staff to monitor student outcomes at all levels of our portfolio against our internal and external benchmarks, including a particular focus on student feedback, and to design interventions to improve outcomes, where appropriate, and to share practice where outcomes are strong.

An annual overview report of the entire CMI process is presented to the University Students and Education Committee and to other relevant University-level committees. The report reviews and notes outcomes from all levels of the process, as well as considering aspects of the operation of the process itself. The process of integrated meetings at all levels means that colleagues are aware of institution-wide support schemes for students and of their roles in implementing University policies. It also helps to ensure that practice across the University is informed by the lessons learnt in specific areas, rather than the impact being confined within disciplinary or organisational silos.

Since 2021/22, our Careers Development Consultants have worked with course leaders across the University to deliver enhanced employability provision within the curriculum, prioritising courses with lower rates of graduate employment and a negative gap for Global Majority students and those from IMD quintiles 1 and 2. As an example, 52% of students enter our paramedic course from IMD quintiles 1 and 2. This course is placed in the top 10 nationally for student satisfaction in the NSS (number 1 in the region), and 95% of graduates are in highly skilled work 15 months after graduation. 100% of graduates said that they were utilising what they had learnt during their studies in their current work. We anticipate that the work of the Careers Development Consultants, which is being enhanced as part of this Access and Participation Plan (see IS 3.1), will show increases in our students' progression rates across a greater number of courses.

Student consultation

We have consulted with the Students' Union on the risks and intervention strategies. As a result of this, we have clarified the terminology used in the risks and included additional activities in the intervention strategies, relating to the implementation of the University's *Inclusive Framework: curriculum design and delivery* and specifically to the decolonisation of the curriculum.

We will be piloting many of the activities from the intervention strategies during the 2023/24 academic year. We will be working closely with the Students' Union, the Student Voice Working Group and Academic Coaches to identify students from a range of backgrounds to co-develop detailed implementation plans for each of the intervention strategies, and associated evaluation plans. Monitoring of this work, and the implementation of the plans, will be conducted by the Programme for the Improvement of Student Outcomes (PISO) Board and the Learning, Teaching and Assessment Sub-committee (LTASC), reporting directly to the University Students and Education Committee (USEC). The PISO Board, LTASC and USEC have student representation as part of the membership.

The University has an Evaluation Group that looks at the evaluation of institution-wide projects, and postgraduate students are members of this group. We will be looking for undergraduate students to join the group in 2023/24.

Evaluation of the plan

This section outlines our current assessment of evaluation performance. This is followed by how we intend to strengthen our evaluation practice to support continuous improvement by addressing our risks to equality of opportunity across the student lifecycle.

Self-Evaluation Framework (SEF)[6]: We have embedded the SEF into our annual review cycle. The SEF has been critical in driving strategic decision-making by identifying our strengths and areas for improvement. The SEF and the recruitment of an Evaluation Manager in 2021, have enabled us to embed a growing culture of robust evaluation, evidence-based practice, and significant improvements in our standards of evidence across all stages of the student lifecycle. Figure 1 summarises our SEF scores from a baseline conducted in (2018/19), our current assessment (2021/22), and future targets. It is evident that we have made significant progress across the first three dimensions.

Strategic Context: improvements on our baseline SEF assessment have been supported by an evaluation skills audit, evaluation workshops/resources, and embedding evaluation into discussions within strategic committees. This work has been enhanced by drawing upon the expertise of our academics to lead evaluation projects. This has increased our capacity to evaluate and is supporting a more independent view of 'what works'. To sustain this work, we have recently launched the WLV What Works Network with a membership of 32 academics. We are collaborating with other higher education providers and commissioning external evaluations of a number of our access projects[7]. Five APP research projects are being completed by PhD students and will contribute to our understanding of how to address risks. Three of these studies relating to access are summarised within Annex D.

Figure 1: SEF Scores and Targets

SEF dimension	Baseline score (2019)	Current score (2021/22)	Target score (2027/28)
1. Strategic context (maximum score 24)	Emerging [14]	Advanced [19]	Advanced [21]
2. Programme design (maximum score 18)	Emerging [11]	Emerging [14]	Emerging [16]
3. Evaluation design (maximum score 12)	Emerging [1]	Emerging [8]	Good [10]
4. Evaluation implementation (maximum score 20)	Emerging [12]	Emerging [13]	Emerging [18]
5. Learning from evaluation (maximum score 22)	Emerging [12]	Emerging [14]	Emerging [19]
Total score (maximum score 96)	50	68	84

Our staff are active in internal, regional and national collaborative evaluation networks. These include the University of Wolverhampton's Evaluation Group, the WLV What Works Network, the TASO Evaluation Advisory Group, and the NEON Evaluation Group. We have launched a West Midlands Evaluation Group that comprises twenty-three members and twelve HEIs. This group supports OfS priorities in terms of HEIs collaborating on evaluation and sharing effective practices.

Evaluation Design: Our evaluation approach has been developed with reference to guidance and toolkits developed by the OfS (e.g., standards of evidence), TASO, and the Education Endowment Foundation (EEF). Our SEF assessment outlines notable improvements in the embedding of

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[6] The OfS developed the SEF toolkit to assist higher education providers in reviewing the quality of their evaluation plans.
[7] These projects include: the Children's University (randomized controlled trial) led by the Education Endowment Foundation) and collaboration with HOP and Cosmos engagement to evaluate attainment-raising subject-based mentoring programme.

theories of change. Further, our implementation of empirical/causal designs has significantly increased from 50% of evaluations (2018/19) to 79% (2021/22). We have demonstrated our commitment in supporting sector-wide knowledge and efforts to improve the validity of toolkits for measuring outcomes across the whole student lifecycle. This includes being involved in the initial pilot and validation of the Mantz Yorke Belonging Survey[8], current work to validate an academic self-efficacy measure for students in HE[9], and validation of an employability readiness survey[10]. Our Evaluation Manger has developed the first Toolkit for Access and Participation Evaluation (TAPE) to be validated for actual student entry behaviours (Horton, 2023). This toolkit has been shared widely across the sector[11] and is being incorporated into the Higher Education Access Tracker (HEAT) and contributing to TASO's survey validation work[12].

Strengthening our Evaluation Plan: we intend to strengthen our evaluation practice by making improvements across all areas of the SEF (see targets figure 1), but with a particular focus on evaluation implementation and learning from evaluation. Specific areas for improvement and focus include:

- Ongoing triangulation of quantitative and qualitative methods that include ***comparison*** and ***control*** groups to provide ***empirical*** and ***causal*** evidence[13]. This will include formative, process, and outcome evaluation approaches that employ quasi-experimental designs (with matched groups), difference-in-differences, pre and post-test studies, and randomised controlled trials. We will evaluate with surveys, questionnaires, interviews, focus groups, and case studies. Tracking services such as HEAT and our student record systems will help to monitor student engagement in interventions and the resulting impact (school attainment, HE entry, continuation, completion, degree attainment, and progression).
- Implementation of ***validated toolkits*** across all stages of the lifecycle. This will provide a joined-up approach to evaluation via a consistent bank of short, intermediate, and long-term outcome/impact measures. Consistency will enable us to compare activities in terms of outcomes and also support a more targeted and preventative approach to our interventions.
- Increased engagement in bidding for externally funded evaluation projects to understand 'what works' (e.g., TASO / OfS).
- We will utilise our expertise and increase capacity by encouraging more ***academics*** to lead evaluation projects. This will support a more ***objective*** view of what works.
- Develop more formalised processes to ***peer review*** and ***quality assure*** our evaluation findings. This will be achieved via the WLV What Works Network, publication in peer-reviewed journals, submission of evidence to the TASO repository, and other avenues to be explored[14].
- To support ***learning*** from our evaluations on an annual basis we will review and reflect on our own evaluation findings, external evaluations, and the wider literature to gain a better understanding of what works. This will be supported by reviewing evidence across various university committee structures. We will refine our activities accordingly to support continuous improvement in outcomes that address our risks to equality of opportunity.

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[8] https://doi.org/10.1080/02602938.2014.990415
9 this work is ongoing, and a journal publication is expected in 2024
10 Internal publication (Horton and Morris, 2023)
[11] TAPE has been shared across various HE newsletters and social media channels including NEON, Action on Access, LinkedIn, and various regional and national evaluation groups. A journal publication is expected in 2023.
[12] Other evaluation work our team has contributed to has provided useful evidence and methods to understand 'what works' within the field of access to HE (Burgess, Horton, and Moores, 2021[12]).
[13] All projects are subject to approval via the APP ethics committee and legal team for GDPR compliance.
[14] This may include regional and national evaluation networks and the UK Evaluation Society.

- Annual *publication* and dissemination of evaluation findings to support our own and the sector's knowledge of what does and does not work, for whom, and in what contexts (see intervention strategies for publication timescales). We will publish this information on our university website, sector newsletters, blogs, peer-reviewed journals, conferences, and the proposed TASO repository.
- In 2023/24 we will pilot and co-produce our intervention strategies with students. Students will support the ongoing development, monitoring, and evaluation of the plan (for more detail see the Student consultation section).

Provision of information to students

We provide information about student fees and any additional course costs on our website and in our prospectus and other relevant marketing material; we also provide information during outreach and recruitment events, and at open days. Our terms and conditions set out how and when fees may be raised (for instance, by inflation each year) and our tuition fee refund and debtor policy makes clear the circumstances in which students will be liable for fees when they experience any change in circumstance. An offer pack containing all essential contractual information is sent out with all applicant offer letters. We aim to ensure that students are well informed about the financial support they are entitled to, and its eligibility criteria, and do so through our communication with applicants, offer holders and students, as well as through our website and printed publications. Specifically, students are able to access the University's Dennis Turner Hardship Fund and financial advice. The Hardship Fund is available to all current (i.e., enrolled) students, home and international, including those studying at partner institutions are eligible to apply for the hardship fund.

Students can apply to the Hardship Fund if they have had a significant change in circumstances since enrolling on the course and are struggling to cope financially. Students can apply to the Hardship Fund if they have taken up and are in receipt of all statutory support that is available (i.e., Maintenance Loan / Tuition Fee Loan / NHS Bursary). Postgraduate students must have paid, or made arrangements to pay, their tuition fees.

Further information is available from https://www.wlv.ac.uk/apply/funding-costs-fees-and-support/financial-support/.

All our new starters receive regular communications over email, SMS and phone to provide student finance information along with other key guidance around starting university study. Students we identify as being from an underrepresented group receive additional information and support. Students who declare through the application or enrolment processes that they are a care leaver, or an estranged student, are contacted directly to make them aware of the financial support that may be available to them. Applicants identified as having a disability are provided with more information and targeted events and support around additional support needs and requirements and student finance provision.

Annex A: Assessment of performance

Access

Over the last six years, 81.7% of the University's students have registered as Full-Time, First-Degree students. Whilst the University will continue to monitor performance across each mode and level of study, it is clear from this profile that the focus for interventions should be Full-time, First-Degree students to benefit as many students as possible. This has led to a focus on analysis of these students to identify areas where interventions would generate the most positive improvements in outcomes for the most students possible. As the interventions will be tailored to student personal characteristics, each intervention should benefit those students, irrespective of mode or level of study.

The University's approach to widening participation is evident in our population, with near equal proportion of White (47.8%) to Global Majority (GM) students (50.7%), as well as near equal proportion of Young (54.7%) to Mature (45.3%) students. The University recruits very heavily from the local region, and this regional landscape is among the most disadvantaged in the country according to the ONS IMD system, and this is reflected in our student population, with the majority of our students coming from disadvantaged backgrounds (IMD 1-2 – 70.6%). Recruitment of students with a declared disability has increased over the duration of the previous APP, and between 2016 and the most recent intake the proportion of students with a disability has increased by 8 percentage points (pp) (2016 – 12.6%, 2020 – 20.8%).

The University's longstanding commitment to Widening Participation is evident, and the University does not identify any areas of risk to Access at this stage.

Table 1.1 presents the University's access data.

Continuation

As with Access, to ensure the largest benefit for the most possible students, focus is given to Full-Time, First-Degree students in this analysis, although indications of risk centred around differential achievement remain consistent across modes and levels of study, meaning targeted interventions and outcomes should be of benefit to all students. This focus also limits the potential for low student population to unduly influence identification of indicators of risk.

There are four key areas of differential performance within our continuation: Age on entry, Ethnicity, IMD, and Qualifications on Entry.

Gaps in performance between ethnicities have reduced over the lifespan of the previous APP, most notably with Black students, and in the most recent two years there was near even performance between ethnicities.

Gaps in performance of students coming from disadvantaged backgrounds have seen similar progress, albeit at a slower rate, although the most recent years data has reduced that gap to within 2pp.

Gaps in performance between age groups again have seen a similar trajectory over the last five years, with the gap in 2020 having been reduced to within 2pp.

Gaps in performance stemming from qualifications on entry have seen little change over the last five years. Using the most significant factors in differential achievement as a basis for intersectional analysis of the student population identified a clear multiplication of deprivation.

This differential performance aligns to four potential risks: Risk 1 – Knowledge and Skills, Risk 6 – Insufficient Academic Support, Risk 7 – Insufficient Personal Support, Risk 10 – Cost Pressures.

A significant proportion of BTEC students (15%) enter on Foundation Year courses, these students are 7% less likely to be retained.

Tables 2.1 and 2.2 present the University's continuation data.

Completion

There are four key areas of differential performance within completion: FSM eligibility, Ethnicity, IMD, and Qualifications on Entry. Focus is given to Full-Time, First-Degree students in this analysis, although indications of risk centred around differential achievement remain consistent across modes and levels of study, meaning targeted interventions and outcomes should be of benefit to all students. It is important to note that the most recent year's data for completion pre-dates the previous APP, and the resultant interventions that were established.

Gaps in differential completion rates between ethnicities remain consistent over the most recent years, However the gap in continuation was halved between 2017 and 2020. Likewise, the gaps in differential completion rates between students of different socioeconomic backgrounds remain consistent over the lifespan of this metric, although again the gap in continuation in this area was reduced by 80% between 2017 and 2020, demonstrative of interventions to support achievement for these students.

As noted above, gaps in relation to qualifications on entry have remained consistent, whilst the reduced population encountered in later stages of the student lifecycle make intersectional analysis more susceptible to random cohort variation, the pattern over the lifespan of this measure again highlights the impact of multiplication of deprivations.

The differential performance in this area remains aligned to four potential risks: Risk 1 - Knowledge and Skills, Risk 6 - Insufficient Academic Support, Risk 7 – Insufficient Personal Support, Risk 10 – Cost Pressures.

Tables 2.3 and 2.4 present the University's completion data.

Attainment

There are four key areas of differential performance within Attainment: FSM eligibility, Ethnicity, IMD, and Qualifications on Entry. In this analysis document focus is given to Full-Time, First-Degree students, although indications of risk centred around differential achievement remain consistent across modes and levels of study, meaning targeted interventions and outcomes should be of benefit to all students.

Interventions put in place during the previous APP had a notable impact on attainment gaps by Ethnicity in 2019 and 2020, closing the performance gap by 5pp. Similarly, improvement in outcomes was evident for students from disadvantaged socio-economic backgrounds, with the gap between IMD 1-2 and IMD 3-5 closing by 2pp between 2018 and 2020. There were similar improvements for students entering with a BTEC, with the attainment gap closing by 17pp between 2018 and 2020; however, COVID and resultant impacts of lockdown disproportionately affected students from the most disadvantaged backgrounds, and this led to gaps in performance widening to similar levels seen in 2018. Again, intersectional analysis of the student population highlights the impact of multiplication of deprivations.

The differential performance in this area remains aligned to four potential risks: Risk 1 – Knowledge and Skills, Risk 6 – Insufficient Academic Support, Risk 7 – Insufficient Personal Support, Risk 10 – Cost Pressures.

Tables 2.5 and 2.6 present the University's attainment data.

Progression

There are four key areas of differential performance within Progression: FSM eligibility, Ethnicity, IMD, and Qualifications on Entry. In this analysis, focus is given to Full-Time, First-Degree students, although indications of risk centred around differential achievement remain consistent across modes and levels of study, meaning targeted interventions and outcomes should be of benefit to all students.

There was a small improvement in performance for GM students between the 2017 and 2019 census. Whilst the COVID lockdown will have impacted on outcome of the 2019 survey, the gap has remained problematic. Interventions were put in place to provide students with direction and support throughout their time at university. The first cohort of students to have this full life-cycle support graduated in 2020, and the data show positive results, with the overall gap between GM and white students being reduced by 7pp between 2017 and 2020.

Outcomes for students from disadvantaged backgrounds, particularly IMD 1, show a similar pattern, with improvements seen in the 2019 survey, and particularly in the initial data release for the 2020 survey, with the outcomes increased by 7pp between 2017 and 2020, halving the gap to IMD 5 students.

The gap for FSM eligibility has seen significant improvement over the course of this measure, with notable increases in the 2018 survey, and again the initial data release from the 2020 survey reducing the gap from 14pp in the 2017 survey, to 4pp in the 2019 survey, and 1pp in the 2020 survey.

Performance by entry qualification has seen fluctuation over the span of this measure: whilst the gap reduced in 2019, this was primarily due to a reduction in outcomes for A-level students during lockdown. The initial data release for the 2020 survey shows a similar pattern to ethnicity, with a notable improvement in outcomes, resulting in the gap being reduced to 3pp.

Whilst there is a notable gap in performance between Young and Mature students, this is principally a reflection of the different stage of life, and corresponding career position, within which the students find themselves. University graduates largely remain within the West Midlands, which is an area of economic deprivation. Whilst the labour supply is within 1% of national average, the job density is notably lower, as is the proportion of employment that falls within SOC1-3. This reduced employment most severely impacts on young people starting their careers.

Differential progression rates and gaps as identified by ABCS highlight the multiplications of deprivation that impact our students and provide a reliable identifier for targeting later life-cycle support for these students in progressing after graduation.

However, a student's ABCS quintile is not available in the first year of study, and as such the University must identify students in this crucial first stage using available identifiers of deprivation, and the resultant impact and support needs of students suffering a multiplication of deprivations.

The differential progression rates evident align to three potential risks - Risk 7 – Insufficient Personal Support, Risk 10 – Cost Pressures, Risk 12 – Progression from higher education.

Tables 3.1, 3.2 and 3.3 present the University's progression data.

Table 1.1: Access data

| | | First Degree | | | | | | Integrated Masters | | Other Undergraduate | | | | | |
| | | APPR | | FT | | PT | | FT | | APPR | | FT | | PT | |
		% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count
Age on Entry	Mature	72.9%	586	45.3%	10,769	92.4%	1,558	20.1%	132	87.0%	367	49.3%	527	81.1%	569
	Young	27.1%	218	54.7%	13,022	7.6%	129	79.9%	526	13.0%	55	50.7%	542	18.9%	133
Disability status	Disability declared	9.5%	76	15.6%	3,723	12.8%	216	10.5%	69	11.1%	47	16.7%	178	6.8%	48
	No disability declared	90.5%	728	84.4%	20,068	87.2%	1,471	89.5%	589	88.9%	375	83.3%	891	93.2%	654
Ethnicity	Asian	7.8%	63	20.2%	4,801	12.4%	209	55.2%	363	10.0%	42	18.9%	202	9.1%	64
	Black	4.1%	33	22.5%	5,355	14.3%	242	16.4%	108	11.1%	47	16.7%	178	6.1%	43
	Mixed	3.4%	27	6.1%	1,463	5.0%	85	2.7%	18	5.2%	22	5.3%	57	4.0%	28
	Other			2.1%	501	1.2%	21	5.0%	33			1.7%	18		
	Global Majority	15.5%	125	50.9%	12,120	33.0%	557	79.3%	522	26.8%	113	42.6%	455	19.9%	140
	Unknown			1.3%	301	0.8%	13					1.5%	16		
	White	84.1%	676	47.8%	11,370	66.2%	1,117	20.1%	132	73.0%	308	55.9%	598	79.3%	557
FSM eligibility	Eligibility Unknown	74.5%	599	49.7%	11,836	93.3%	1,574	29.2%	192	87.2%	368	53.5%	572	82.5%	579
	Eligible	2.2%	18	17.6%	4,198	1.5%	26	23.1%	152	1.2%	5	17.9%	191	4.0%	28
	Not Eligible	23.3%	187	32.6%	7,757	5.2%	87	47.7%	314	11.6%	49	28.6%	306	13.5%	95
Gender	Female	41.2%	331	63.4%	15,085	65.5%	1,105	59.3%	390	80.3%	339	42.7%	456	70.4%	494
	Male	58.7%	472	36.6%	8,696	34.4%	581	40.7%	268	19.7%	83	57.2%	612	29.6%	208
IMD	IMD1	17.2%	138	50.7%	12,073	37.9%	640	52.7%	347	43.4%	183	47.8%	511	33.0%	232
	IMD2	15.9%	128	19.8%	4,720	20.6%	347	19.9%	131	22.0%	93	19.2%	205	20.4%	143
	IMD3	22.1%	178	12.5%	2,967	15.1%	254	12.8%	84	15.2%	64	13.3%	142	18.4%	129
	IMD4	25.2%	203	9.8%	2,331	13.8%	233	8.4%	55	12.1%	51	11.6%	124	17.1%	120
	IMD5	19.5%	157	7.1%	1,690	12.6%	212	6.2%	41	7.3%	31	8.0%	86	11.1%	78
	IMD12	33.1%	266	70.6%	16,793	58.5%	987	72.6%	478	65.4%	276	67.0%	716	53.4%	375
	IMD345	66.9%	538	29.4%	6,988	41.4%	699	27.4%	180	34.6%	146	32.9%	352	46.6%	327

| | | First Degree | | | | | | Integrated Masters | | Other Undergraduate | | | | | |
| | | APPR | | FT | | PT | | FT | | APPR | | FT | | PT | |
		% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count
Quals on entry	A-levels	18.0%	145	19.7%	4,695	4.0%	67	50.6%	333	7.3%	31	8.5%	91	13.2%	93
	Access or foundation courses	10.1%	81	15.9%	3,776	8.4%	141	7.9%	52	21.8%	92	15.2%	162	27.5%	193
	BTEC	15.7%	126	35.2%	8,385	8.9%	150	32.8%	216	22.0%	93	44.3%	474	16.0%	112
	None or unknown	13.7%	110	15.0%	3,573	9.7%	163	1.8%	12	32.0%	135	20.5%	219	22.2%	156
	Prior HE	42.5%	342	14.1%	3,362	69.1%	1,166	6.8%	45	16.8%	71	11.5%	123	21.1%	148
TUNDRA	1	14.8%	119	16.3%	3,878	16.7%	282	7.9%	52	21.1%	89	18.9%	202	18.4%	129
	2	21.6%	174	21.9%	5,205	21.2%	357	16.7%	110	27.3%	115	26.2%	280	26.8%	188
	3	22.0%	177	22.2%	5,283	23.7%	400	20.1%	132	23.2%	98	20.3%	217	21.7%	152
	4	23.0%	185	24.7%	5,884	23.7%	400	31.2%	205	19.7%	83	20.4%	218	18.4%	129
	5	17.3%	139	13.5%	3,201	13.1%	221	22.5%	148	7.8%	33	13.5%	144	13.5%	95

Table 2.1: Continuation data

		First Degree									Integrated Masters			Other Undergraduate								
		Apprentice			Full Time			Part time			Full Time			Apprentice			Full Time			Part time		
		Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap
Age on Entry	Mature	468	88.9	-9.3	10615	82.3	-4.5	2077	67.4	-5.0	145	84.8	-0.3	290	91.7	6.3	612	78.8	-2.7	693	81.0	0.3
	Young	167	98.2		13229	86.8		192	72.4		471	85.1		48	85.4		711	81.4		192	80.7	
Disability status	Disability declared	59	89.8	-1.7	3382	85.4	0.6	228	61.4	-7.1	65	81.5	-3.9	30	83.3	-8.2	207	80.7	0.6	44	72.7	-8.6
	No disability declared	576	91.5		20462	84.8		2041	68.5		551	85.5		308	91.6		1116	80.1		841	81.3	
Ethnicity	Asian	50	94.0	3.5	4793	85.8	-0.2	264	61.4	-10.2	319	84.3	-7.2	37	91.9	1.2	252	78.6	-3.1	74	89.2	7.9
	Black	18	94.4	3.9	5214	82.3	-3.7	363	61.2	-10.4	106	80.2	-11.3	40	90.0	-0.7	242	77.7	-3.9	40	65.0	-16.3
	Mixed	23	100.0	9.5	1458	82.9	-3.1	103	56.3	-15.3	21	81.0	-10.5	20	90.0	-0.7	72	81.9	0.3	27	74.1	-7.2
	Other				488	84.0	-2.0	21	57.1	-14.5	26	80.8	-10.7				26	73.1	-8.6			
	Global Majority	93	95.7	5.2	11953	83.8	-2.2	642	54.8	-16.8	472	83.1	-8.4	99	90.9	0.2	592	78.4	-3.2	133	71.4	-9.9
	White	539	90.5		11578	86.0		1487	71.6		141	91.5		237	90.7		713	81.6		733	81.3	
FSM	Eligibility Unknown	478	89.1	-8.8	11757	82.7	-5.2	2098	67.5	-6.7	198	86.4	2.1	291	91.8	7.7	677	79.3	-2.9	706	80.9	-5.4
	Eligible	13	100.0	2.1	4168	85.1	-2.7	43	60.5	-13.7	144	84.7	0.4				241	79.3	-3.0	33	57.6	-28.7
	Not Eligible	144	97.9		7919	87.9		128	74.2		274	84.3		44	84.1		405	82.2		146	86.3	
Gender	Female	241	90.0	-2.1	15075	86.3	3.9	1573	68.2	1.2	362	85.4	0.7	257	90.3	-2.3	568	83.1	5.1	551	83.7	7.4
	Male	393	92.1		8762	82.3		696	67.0		254	84.6		81	92.6		754	78.0		334	76.3	
IMD	IMD1	104	90.4	-2.7	12081	83.0	-7.4	890	62.2	-14.5	317	85.5	-3.6	143	87.4	-4.9	631	76.5	-8.1	268	75.7	-7.5
	IMD2	98	89.8	-3.3	4682	86.0	-4.4	433	64.2	-12.5	118	82.2	-6.9	72	91.7	-0.6	264	86.0	1.4	188	83.5	0.3
	IMD3	144	92.4	-0.8	2965	86.0	-4.4	341	71.3	-5.4	81	86.4	-2.7	55	92.7	0.4	168	83.3	-1.3	151	82.1	-1.1
	IMD4	158	90.5	-2.6	2392	86.8	-3.6	333	76.9	0.2	54	83.3	-5.8	42	97.6	5.3	155	79.4	-5.3	159	83.6	0.4
	IMD5	131	93.1		1711	90.4		270	76.7		46	89.1		26	92.3		104	84.6		119	83.2	
	IMD12	202	90.1	-1.8	16763	83.8	-3.5	1152	56.7	-8.5	435	84.6	-1.6	215	88.8	-5.5	895	79.3	-2.9	397	73.3	-0.1
	IMD345	433	91.9		7068	87.3		782	65.2		181	86.2		123	94.3		427	82.2		372	73.4	
	A-levels	106	96.2		4786	92.0		114	73.7		273	91.9		27	100.0		118	91.5		116	88.8	

| | | First Degree | | | | | | | | | Integrated Masters | | | Other Undergraduate | | | | | | | | |
| | | Apprentice | | | Full Time | | | Part time | | | Full Time | | | Apprentice | | | Full Time | | | Part time | | |
		Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap
Quals on entry	Access or foundation courses	68	85.3	-10.9	3742	85.7	-6.3	343	54.5	-19.2	49	83.7	-8.3	67	85.1	-14.9	177	83.6	-7.9	238	81.5	-7.3
	BTEC	98	98.0	1.7	8711	83.8	-8.2	216	62.5	-11.2	224	78.1	-13.8	72	91.7	-8.3	640	77.3	-14.2	160	75.6	-13.2
	None or unknown	99	84.8	-11.4	3369	77.4	-14.6	270	62.6	-11.1	21	81.0	-11.0	121	91.7	-8.3	267	83.9	-7.6	205	77.1	-11.7
	Prior HE	264	90.9	-5.3	3236	83.7	-8.3	1326	72.6	-1.1	49	81.6	-10.3	51	90.2	-9.8	121	71.1	-20.5	166	84.3	-4.5
TUNDRA	1	91	93.4	3.1	3746	84.5	0.0	379	66.5	-0.9	54	83.3	0.1	71	90.1	-0.5	248	79.8	-0.1	151	77.5	-10.4
	2	142	90.1	-0.1	5160	85.0	0.4	526	70.9	3.5	102	88.2	5.0	86	90.7	0.1	327	82.6	2.7	241	80.5	-7.4
	3	136	92.6	2.4	5324	85.1	0.5	529	69.2	1.8	124	88.7	5.5	83	94.0	3.4	255	79.6	-0.3	203	81.8	-6.1
	4	145	90.3	0.1	5948	84.6	0.0	530	64.3	-3.1	199	82.4	-0.8	64	87.5	-3.1	292	79.1	-0.8	172	79.7	-8.2
	5	113	90.3		3255	84.6		279	67.4		125	83.2		32	90.6		189	79.9		107	87.9	

Table 2.2: Continuation split data

Continuation split 1	Continuation split 2	Continuation split 3	Continuation split 4	Continuation Rate
IMD12	Mature	Global Majority	A-levels	85.2%
			BTEC	77.9%
			None or unknown	73.2%
		White	A-levels	90.0%
			BTEC	82.9%
			None or unknown	76.5%
	Young	Global Majority	A-levels	92.3%
			BTEC	85.3%
			None or unknown	82.8%
		White	A-levels	92.3%
			BTEC	82.1%
			None or unknown	73.2%
IMD345	Mature	Global Majority	A-levels	88.2%
			BTEC	82.4%
			None or unknown	72.9%
		White	A-levels	90.5%
			BTEC	86.3%
			None or unknown	79.2%
	Young	Global Majority	A-levels	93.4%
			BTEC	87.6%
			None or unknown	89.0%
		White	A-levels	92.8%
			BTEC	85.7%
			None or unknown	83.1%

Table 2.3: Completion data

| | | First Degree | | | | | | | | | Integrated Masters | | | Other Undergraduate | | | | | | | | |
| | | Apprentice | | | Full Time | | | Part time | | | Full Time | | | Apprentice | | | Full Time | | | Part time | | |
		Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap
Age on Entry	Mature	32	78.1	-21.9	9,382	78.1	-4.7	2,330	72.8	3.5	132	85.6	-7.4	79	93.7	18.7	816	72.5	-1.9	892	77.2	-4.4
	Young	20	100.0		14,435	82.9		293	69.3		403	93.1		12	75.0		1,212	74.4		277	81.6	
Disability status	Disability declared				2,811	81.4	0.4	232	60.3	-10.7	42	90.5	-0.8				257	76.3	3.0	44	70.5	-8.1
	No disability declared	48	87.5		21,006	81.0		2,351	71.1		493	91.3		87	92.0		1,771	73.3		1,125	78.6	
Ethnicity	Asian				4,950	80.4	-3.5	299	63.9	-8.8	312	90.7	-2.6				430	69.3	-7.2	105	79.0	-0.2
	Black				4,431	76.5	-7.4	424	66.7	-6.0	70	94.3	1.0				365	71.2	-5.2	60	71.7	-7.5
	Mixed				1,293	74.8	-9.1	118	63.6	-9.2	14	78.6	-14.7				103	73.8	-2.7	32	75.0	-4.2
	Other				395	75.4	-8.4	21	57.1	-15.6	25	88.0	-5.3				39	53.8	-22.6			-79.2
	Global Majority	11	81.8	-5.7	11,069	78.0	-5.9	862	65.1	-7.6	421	90.7	-2.5	14	92.9	0.9	937	69.9	-6.6	164		-79.2
	White	40	87.5		12,379	83.9		1,686	72.7		104	93.3		75	92.0		1,062	76.5		926	79.2	
FSM	Eligibility Unknown	34	79.4		12,005	79.0		2,396	70.3		219	89.5		79	93.7		1,081	74.1		1,040	77.5	
	Eligible				3,595	77.0	-8.7	46	60.9	-9.3	120	90.0	-3.9				325	67.7	-8.4	21	81.0	-4.2
	Not Eligible	17	100.0		8,217	85.7		141	70.2		196	93.9		12	75.0		622	76.0		108	85.2	
Gender	Female	19	89.5	4.6	14,700	84.6	9.4	1,820	70.3	0.5	283	91.9	1.4	62	93.5	7.3	827	80.4	11.4	571	79.9	3.1
	Male	33	84.8		9,112	75.2		763	69.7		252	90.5		29	86.2		1,200	69.0		598	76.8	
IMD	IMD1	12	75.0	-9.6	11,380	77.5	-11.1	1,007	64.9	-14.2	270	90.7	1.6	28	78.6	-21.4	955	71.1	-4.5	354	73.7	-5.7
	IMD2				4,623	82.4	-6.2	484	67.4	-11.8	104	92.3	3.2	16	100.0	0.0	413	76.8	1.1	246	82.9	3.5
	IMD3				3,193	83.3	-5.3	395	72.2	-7.0	65	90.8	1.6	21	95.2	-4.8	275	74.5	-1.1	193	78.8	-0.6
	IMD4	12	91.7	7.1	2,625	85.2	-3.4	392	78.3	-0.8	50	94.0	4.9	15	93.3	-6.7	224	76.8	1.2	211	79.1	-0.3
	IMD5	13	84.6		1,987	88.6		302	79.1		46	89.1		11	100.0		160	75.6		165	79.4	
	IMD12	18	83.3	-4.9	16,003	78.9	-6.4	1,491	65.7	-10.6	374	91.2	-0.1	44	86.4	-9.4	1,368	72.8	-2.8	495	78.6	-3.3
	IMD345	34	88.2		7,805	85.3		1,089	76.3		161	91.3		47	95.7		659	75.6		503	81.9	
	A-levels	14	100.0		5,786	91.3		152	79.6		276	96.7					179	92.2		121	80.2	

		First Degree									Integrated Masters			Other Undergraduate								
		Apprentice			Full Time			Part time			Full Time			Apprentice			Full Time			Part time		
		Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap
Quals on entry	Access or foundation courses				3,406	81.6	-9.7	422	60.7	-18.9	32	81.3	-15.5	13	84.6	84.6	238	78.2	-14.0	377	79.8	-0.4
	BTEC				9,040	76.9	-14.4	248	57.3	-22.3	152	84.2	-12.5	22	90.9	90.9	1,070	70.3	-21.9	283	79.5	-0.7
	None or unknown	17	70.6	-29.4	2,525	71.2	-20.1	331	60.4	-19.2	22	81.8	-14.9	42	90.5	90.5	401	73.3	-18.9	236	73.7	-6.5
	Prior HE				3,060	81.3	-10.0	1,430	76.4	-3.2	53	92.5	-4.3	10	100.0	100.0	140	69.3	-22.9	152	77.6	-2.6
TUNDRA	1				3,639	82.5	1.6	406	69.7	0.9	47	91.5	0.4	25	92.0	92.0	359	73.8	2.8	200	80.5	1.9
	2	12	91.7	0.0	5,005	81.0	0.1	609	72.7	3.9	67	95.5	4.5	20	80.0	80.0	461	73.1	2.1	269	79.2	0.6
	3	11	90.9	-0.8	5,226	82.2	1.3	620	68.7	-0.1	106	89.6	-1.4	25	96.0	96.0	406	76.4	5.3	303	77.9	-0.7
	4	13	69.2	-22.4	6,053	79.0	-1.9	599	69.1	0.3	178	89.9	-1.2	14	92.9	92.9	500	73.2	2.2	247	76.1	-2.5
	5	12	91.7		3,452	80.9		311	68.8		123	91.1					290	71.0		145	78.6	

Table 2.4: Completion split data

IMD Quintile	FSM eligibility	Ethnicity Group	Highest Qualification on entry	Completion rate
IMD12	Eligibility Unknown	Global Majority	A-levels	86.4%
			Access or foundation courses	78.7%
			BTEC	72.9%
			None or unknown	70.1%
			Prior HE	77.1%
		White	A-levels	89.8%
			Access or foundation courses	83.3%
			BTEC	80.0%
			None or unknown	66.3%
			Prior HE	82.1%
	Eligible	Global Majority	A-levels	91.2%
			Access or foundation courses	73.7%
			BTEC	70.9%
			None or unknown	69.7%
			Prior HE	72.5%
		White	A-levels	90.0%
			Access or foundation courses	81.4%
			BTEC	74.7%
			None or unknown	64.7%
			Prior HE	43.8%
	Not Eligible	Global Majority	A-levels	89.6%
			Access or foundation courses	80.2%
			BTEC	78.3%
			None or unknown	75.6%
			Prior HE	71.4%
		White	A-levels	92.6%
			Access or foundation courses	88.6%
			BTEC	80.2%
			None or unknown	69.9%

IMD Quintile	FSM eligibility	Ethnicity Group	Highest Qualification on entry	Completion rate
			Prior HE	79.6%
IMD345	Eligibility Unknown	Global Majority	A-levels	92.4%
			Access or foundation courses	77.9%
			BTEC	72.9%
			None or unknown	76.9%
			Prior HE	80.1%
		White	A-levels	87.4%
			Access or foundation courses	84.9%
			BTEC	80.2%
			None or unknown	75.8%
			Prior HE	88.7%
	Eligible	Global Majority	A-levels	90.2%
			Access or foundation courses	86.7%
			BTEC	70.8%
			None or unknown	50.0%
		White	A-levels	87.8%
			Access or foundation courses	88.9%
			BTEC	76.7%
			Prior HE	83.3%
	Not Eligible	Global Majority	A-levels	96.3%
			Access or foundation courses	84.1%
			BTEC	79.1%
			None or unknown	87.5%
			Prior HE	76.5%
		White	A-levels	93.7%
			Access or foundation courses	87.4%
			BTEC	83.3%
			None or unknown	78.0%
			Prior HE	90.1%

Table 2.5: Attainment data

		First Degree						Integrated Masters					
		Apprentice			Full Time			Part time			Full Time		
		Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap
Age on Entry	Mature	184	97.3	-0.3	6,691	72.4	3.3	1,506	51.9	-29.0	119	80.7	-7.8
	Young	42	97.6		8,988	69.1		110	80.9		433	88.5	
Disability status	Disability declared	20	90.0	-8.1	2,649	71.5	1.3	136	57.4	3.8	90	93.3	7.8
	No disability declared	206	98.1		13,030	70.3		1,480	53.6		462	85.5	
Ethnicity	Asian	16	100.0	2.6	2,997	63.8	-16.5	169	43.8	-17.3	310	89.0	-0.9
	Black	6			2,726	56.4	-23.8	127	38.6	-22.5	64	76.6	-13.4
	Mixed	11	90.9	-6.5	772	70.7	-9.5	54	46.3	-14.8	12	100.0	10.1
	Other				229	57.6	-22.6	10	10.0	-51.1	26	76.9	-13.0
	Global Majority	33	97.0	-0.4	6,724	61.4	-18.9	360	41.4	-19.7	412	86.7	-3.3
	White	192	97.4		8,467	80.3		1,155	61.1		119	89.9	
FSM	Eligibility Unknown	187	97.3		7,582	71.2		1,531	52.3		192	82.3	
	Eligible	1			2,259	62.8	-9.7	9			124	83.9	-8.1
	Not Eligible	38	97.4		5,838	72.6		76	85.5		236	91.9	
Gender	Female	78	98.7	2.1	10,441	72.4	5.8	1,120	46.3	-24.9	331	88.8	5.1
	Male	147	96.6		5,235	66.6		496	71.2		221	83.7	
IMD	IMD1	41	95.1	-3.0	7,174	64.8	-14.8	477	47.4	-13.3	279	87.1	4.6
	IMD2	33	100.0	1.9	3,107	71.2	-8.4	316	49.1	-11.6	106	86.8	4.3
	IMD3	42	97.6	-0.5	2,202	75.6	-4.0	257	58.4	-2.3	66	87.9	5.4
	IMD4	57	96.5	-1.6	1,795	78.7	-1.0	311	59.5	-1.1	61	86.9	4.4
	IMD5	53	98.1		1,395	79.6		254	60.6		40	82.5	
	IMD12	74	97.3	-0.1	10,281	66.8	-10.9	793	48.0	-11.4	385	87.0	0.8
	IMD345	152	97.4		5,392	77.7		822	59.5		167	86.2	
	A-levels	23	100.0		3,994	80.9		92	90.2		337	91.4	

		First Degree						Integrated Masters					
		Apprentice			Full Time			Part time			Full Time		
		Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap
Quals on entry	Access or foundation courses	10	100.0	0.0	2,367	72.8	-8.1	110	78.2	-12.0	34	85.3	-6.1
	BTEC	19	94.7	-5.3	5,283	61.9	-19.0	79	74.7	-15.5	106	77.4	-14.0
	None or unknown	22	100.0	0.0	1,398	71.5	-9.4	88	76.1	-14.1	25	80.0	-11.4
	Prior HE	152	96.7	-3.3	2,637	69.5	-11.4	1,247	46.2	-44.0	50	80.0	-11.4
TUNDRA	1	26	88.5	-9.2	2,508	72.6	3.4	266	50.0	-7.3	47	87.2	-1.8
	2	54	100.0	2.4	3,442	72.5	3.2	382	51.8	-5.4	79	89.9	0.9
	3	55	98.2	0.6	3,507	72.1	2.9	378	54.0	-3.3	119	84.0	-5.0
	4	48	97.9	0.3	3,838	66.5	-2.7	354	56.2	-1.1	187	85.0	-4.0
	5	42	97.6		2,124	69.2		213	57.3		109	89.0	

Table 2.6: Attainment split data

IMD Quintile	FSM eligibility	Ethnicity Group	Highest Qualification on entry	Attainment rate
IMD12	Eligibility Unknown	Global Majority	A-levels	70.7%
			Access or foundation courses	62.0%
			BTEC	51.4%
			None or unknown	63.3%
			Prior HE	61.7%
		White	A-levels	85.0%
			Access or foundation courses	80.8%
			BTEC	79.9%
			None or unknown	84.8%
			Prior HE	78.3%
	Eligible	Global Majority	A-levels	75.0%
			Access or foundation courses	56.9%
			BTEC	51.6%
			None or unknown	53.2%
			Prior HE	52.4%
		White	A-levels	86.4%
			Access or foundation courses	65.4%
			BTEC	65.0%
			None or unknown	76.5%
			Prior HE	61.5%
	Not Eligible	Global Majority	A-levels	73.7%
			Access or foundation courses	60.5%
			BTEC	55.2%
			None or unknown	57.1%
			Prior HE	48.6%
		White	A-levels	86.4%
			Access or foundation courses	83.9%
			BTEC	69.2%
			None or unknown	78.9%

IMD Quintile	FSM eligibility	Ethnicity Group	Highest Qualification on entry	Attainment rate
			Prior HE	69.4%
IMD345	Eligibility Unknown	Global Majority	A-levels	70.5%
			Access or foundation courses	65.1%
			BTEC	61.6%
			None or unknown	78.1%
			Prior HE	68.8%
		White	A-levels	91.8%
			Access or foundation courses	88.3%
			BTEC	79.7%
			None or unknown	88.1%
			Prior HE	81.3%
	Eligible	Global Majority	A-levels	82.1%
			BTEC	48.4%
			None or unknown	54.5%
			Prior HE	60.0%
		White	A-levels	82.5%
			Access or foundation courses	71.4%
			BTEC	73.4%
			Prior HE	77.8%
	Not Eligible	Global Majority	A-levels	76.6%
			Access or foundation courses	76.0%
			BTEC	57.5%
			None or unknown	72.1%
		White	A-levels	85.9%
			Access or foundation courses	80.0%
			BTEC	74.0%
			None or unknown	68.2%
			Prior HE	78.9%

Table 3.1: Progression data

| | | First Degree | | | | | | | | | Integrated Masters | | | | | | Other Undergraduate | | | | | |
| | | Apprentice | | | Full Time | | | Part time | | | Full Time | | | Apprentice | | | Full Time | | | Part time | | |
		Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap
Age on Entry	Mature	34	94.1	94.1	2,482	73.5	13.3	458	86.4	5.9	38	80.7	-3.2	77	94.7	-4.8	132	72.0	17.1	193	70.8	-9.8
	Young				3,382	60.2		48	80.5		161	83.9		17	99.5		96	54.9		42	80.6	
Disability status	Disability declared				1,056	63.9	-2.4	47	78.4	-8.3	36	75.0	-10.1				39	69.2	5.4	17	51.7	-22.5
	No disability declared	32	93.8		4,808	66.3		459	86.7		163	85.1		88	97.6		189	63.8		218	74.2	
Ethnicity	Asian				1,129	55.9	-14.5	62	77.8	-11.7	104	87.2	7.9	10	100.0	4.3	42	45.2	-27.9	28	64.3	-10.0
	Black				1,096	64.4	-6.0	39	72.9	-16.5	29	78.2	-1.1				36	66.7	-6.5	11	62.2	-12.1
	Mixed				301	65.9	-4.5	15	80.0	-9.5							16	56.3	-16.9			
	Other				82	48.0	-22.4				10	76.8	-2.5									
	Global Majority				2,608	60.4	-10.0	120	75.5	-13.9	147	84.4	5.1	23	95.3	-0.3	97	54.6	-18.5	50	65.7	-8.6
	Unknown				65	62.6																
	White	34	94.1		3,191	70.4		380	89.5		50	79.3		71	95.7		128	73.2		184	74.3	
FSM	Eligibility Unknown	36	94.4		2,779	72.2		462	86.6		62	84.9		77	94.7		141	68.8		196	71.2	
	Eligible				816	55.6	-6.2				47	83.0	0.7				27	51.9	-9.3			
	Not Eligible				2,269	61.8		38	83.8		90	82.3		16	99.5		60	61.1		33	81.3	
Gender	Female	14	92.9	-3.3	3,886	66.8	2.7	345	82.9	-9.4	133	82.2	-3.1	66	93.7	-6.3	106	64.8	0.3	179	68.2	-18.4
	Male	26	96.2		1,976	64.0		161	92.3		66	85.4		28	100.0		121	64.5		56	86.6	
IMD	IMD1	10	100.0	0.0	2,637	62.0	-6.0	161	80.8	-9.3	99	82.2	-3.6	33	96.7	-3.3	110	61.2	-21.3	75	61.9	-17.4
	IMD2				1,177	69.9	1.9	98	85.5	-4.5	37	80.2	-5.5	20	94.6	-5.4	41	58.5	-24.0	54	69.7	-9.6
	IMD3				843	68.5	0.5	81	91.9	1.8	27	80.3	-5.4	18	94.4	-5.6	31	71.0	-11.6	42	87.1	7.8
	IMD4				694	69.1	1.1	83	86.1	-4.0	22	95.5	9.7	12	91.7	-8.3	25	68.0	-14.5	35	76.7	-2.6
	IMD5	10	100.0		511	68.0		82	90.1		14	85.7		11	100.0		21	82.5		29	79.3	
	IMD12	16	100.0	8.3	3,814	64.4	-4.1	259	82.6	-6.7	136	81.6	-5.2	53	95.9	0.8	151	60.5	-12.7	129	65.2	-16.3
	IMD345	24	91.7		2,048	68.6		246	89.3		63	86.8		41	95.1		77	73.2		106	81.5	
	A-levels				1,571	66.5		37	89.2		122	86.4					18	77.8		29	85.1	

| | | First Degree | | | | | | | | | Integrated Masters | | | Other Undergraduate | | | | | | | | |
| | | Apprentice | | | Full Time | | | Part time | | | Full Time | | | Apprentice | | | Full Time | | | Part time | | |
		Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap	Count	%	Gap
Quals on entry	Access or foundation courses				836	71.8	5.3	33	69.7	-19.5	15	66.7	-19.7	12	100.0	100.0	52	68.6	-9.2	69	57.7	-27.4
	BTEC				1,923	57.7	-8.8	28	78.0	-11.2	42	74.6	-11.7	20	99.6	99.6	96	58.0	-19.8	32	86.2	1.1
	None or unknown				507	69.6	3.2	35	85.7	-3.5				43	92.8	92.8	30	62.2	-15.6	53	77.0	-8.2
	Prior HE	26	96.2		1,027	73.5	7.0	373	87.6	-1.6	14	100.0	13.6	11	90.9	90.9	32	73.9	-3.9	52	72.4	-12.8
TUNDRA	1				947	68.3	6.8	83	89.0	4.8	26	73.1	-7.1	18	99.6	9.6	39	55.5	-7.1	42	67.7	-10.6
	2	12	91.7		1,274	67.0	5.5	122	86.9	2.7	30	85.5	5.3	25	92.0	2.0	65	65.1	2.4	64	74.7	-3.6
	3	10	90.0		1,367	67.7	6.2	116	86.2	2.1	34	87.3	7.1	27	96.0	6.0	37	70.3	7.6	57	74.8	-3.5
	4				1,381	64.1	2.5	109	82.1	-2.1	67	84.6	4.4	14	100.0	10.0	62	67.7	5.1	44	65.5	-12.7
	5				792	61.6		68	84.1		37	80.2		10	90.0		25	62.7		24	78.3	

Table 3.2: ABCS Progression data

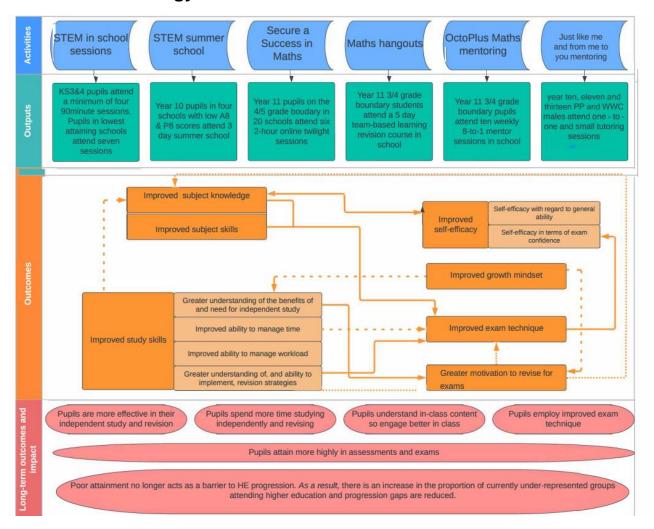|		2017	2018	2019
		Progression rate	Progression rate	Progression rate
ABCS	1	52.4%	50.1%	57.4%
	2	61.2%	64.7%	59.1%
	3	65.6%	65.2%	67.1%
	4	78.8%	74.9%	68.5%
	5	87.5%	85.1%	89.8%

Table 3.3: Progression split data

IMD Quintile	FSM eligibility	Ethnicity Group	Highest Qualification on entry	Progression rate
IMD12	Eligibility Unknown	Global Majority	A-levels	59.8%
			Access or foundation courses	69.1%
			BTEC	59.8%
			None or unknown	66.2%
			Prior HE	69.1%
		White	A-levels	72.9%
			Access or foundation courses	80.8%
			BTEC	62.7%
			None or unknown	85.7%
			Prior HE	78.3%
	Eligible	Global Majority	A-levels	59.7%
			Access or foundation courses	41.7%
			BTEC	47.7%
			None or unknown	71.3%
			Prior HE	56.3%
		White	A-levels	61.4%
			BTEC	61.4%
	Not Eligible	Global Majority	A-levels	62.5%
			Access or foundation courses	47.0%
			BTEC	56.2%
			None or unknown	51.9%
			Prior HE	45.6%
		White	A-levels	71.9%
			Access or foundation courses	65.8%
			BTEC	52.1%
			None or unknown	72.4%
			Prior HE	78.9%
IMD345	Eligibility Unknown	Global Majority	A-levels	57.1%
			Access or foundation courses	67.7%

IMD Quintile	FSM eligibility	Ethnicity Group	Highest Qualification on entry	Progression rate
			BTEC	64.3%
			None or unknown	58.8%
			Prior HE	66.6%
		White	A-levels	74.0%
			Access or foundation courses	86.7%
			BTEC	71.2%
			None or unknown	78.5%
			Prior HE	84.7%
	Eligible	Global Majority	A-levels	69.2%
			BTEC	41.7%
		White	A-levels	58.3%
			BTEC	63.8%
	Not Eligible	Global Majority	A-levels	57.2%
			BTEC	46.7%
			None or unknown	53.3%
		White	A-levels	69.0%
			Access or foundation courses	45.7%
			BTEC	65.1%
			None or unknown	54.1%
			Prior HE	70.8%

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

Intervention Strategy 1.1

Assumptions

There is a need to focus interventions on Maths and Science in order to raise attainment as the attainment gaps in these subjects are particularly significant.

There are large attainment gaps in Maths and Science:

- According to Education in England Annual Report 2020, Maths has a large attainment gap (17.5) compared to other subjects
- STEM was chosen as the area of focus as in the 2020 education in England Annual Report, 'science subjects have disadvantage gaps of over 12 months.

Disadvantaged pupils are less likely to continue these subjects as they make academic choices

- Disadvantaged pupils are 15 per cent more likely to take combined science than non-disadvantaged peers and 50 per cent less likely to take dual or triple sciences at GCSE. The report notes that it is surprising that the disadvantage gaps at dual/triple sciences are not larger. Education in England: Annual Report 2020 - Education Policy Institute (epi.org.uk).

Sustained engagement activity (dosage effect) has a positive impact (Burgess, Horton, Moores, 2021).

Maths and Science are often mainstays of HE entry requirements.

- Schools struggle to provide additional support for pupils due to staffing issues
- Schools in the area have struggled to recruit high quality science teachers (evidence through University of Wolverhampton's work in their institute of education).

A consultation led by Aspire to HE with schools in the Black Country, Telford and The Wrekin found that schools felt that Maths and Sciences had the most prevalent attainment gaps.

This led to the development of the STEM Response team to support practical science sessions and experiments in local secondary schools. The SRT currently operates within one of the country's most deprived areas where expectations and potentials aspirations around STEM may be low. Communities within the Black Country region of the West Midlands are well within the top 10 most deprived areas as measured by the index of multiple deprivation. Research has shown that socio-economically disadvantaged students are two and a half times less likely to study Triple Science at GCSE compared to the most advantaged (Moote *et al.*, 2020).

The Stem Response Team aims to address inequalities by providing opportunities to increase the science capital of those who engage in their activities, thus improving results and attainment, by enhancing science-related knowledge. This changes personal attitudes and contact with the world of STEM and those that work there forming networks that benefit future careers. Y11 workshops can be linked to follow on from pupils taking part in the STEM Summer school in Y10.

More consultation and feedback will be required with the schools we are delivering activity with to confirm these are the main challenges and any tailored support required per educational institution. This will be collated as part of wave 1.

Our evaluation of access activities aligned to attainment raising activity are underpinned by a theory of change (TOC) and informed by research on effectiveness in approaches being used. Our evaluation measures have also been informed by the self-assessment tool and we have striven to work collaboratively with Aspire to HE and CFEY to provide robust evaluation and reporting using a range of measures to effectively analyse and track impact over time. All activity will be tracked through the Higher Education Access Tracker (HEAT) so that long term impact can be assessed. We will be using types 1, 2 and 3 in terms of method of evaluation to ensure we have a robust approach.

Each activity will have a dedicated mapped evaluation programme (example below). We will also be piloting the Toolkit for Access and Participation Evaluation (TAPE) (Horton, 2023) for the 'from me to you' mentoring programme.

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Data Type	Tool	Data to be collected	Purpose	When
Quantitative	Higher Education Access Tracker Data (HEAT)	Name, Surname, DOB, School/College, Home Postcode	Can link various datasets to open data i.e. Postcode - deprivation data. School - FSM data, attainment data, etc. Planning tool as well as measuring impact	Collected at first session or before
Quantitative	HEAT HESA Data	Can link students to HE application	Track HE app, impact of programme	Not until 18 month after

Data Type	Tool	Data to be collected	Purpose	When
		(18 month lag), can see which HE		they enter HE, 2+ years PLUS 18 months so not useful YET
Quantitative	WLV Application Data	Can see if students have applied to WLV (once they are Yr13+)	Value on investment, Track HE app, impact of programme	Not until they enter HE - so 2+ years affter programme end
Qualitative	Qualitative Toolkit developed by The Centre for Education and Youth (CfEY) (External agency)	Parts of toolkit described below however please note this has not been fully developed yet	Qualitative data will provide insights. Analysis to be run by CfEY	Various different points
Qualitative and Quantitative	Baseline and End Point Surveys (QR Codes) (CfEY)	Knowledge, feelings, aspirations, etc., at start of programme and end	Measure success and impact	Start and end of programme
Qualitative	Focus Groups with students/teachers (CfEY)	Behavioural, emotional, aspirational changes	Measure success and impact	End of programme
Qualitative	Focus Groups with mentors (CfEY)	Noticed behavioural, emotional, aspirational changes in students	Measure success and impact	End of programme
Planning	Theory of Change	Will be devloped by CfEY	Pull out evaluation elements of the programme, links to Attainment Raising	Start of programme
Quantitative	FE Diagnostic Tool	Attitudes to HE - additional baseline and endpoint	Provides a quick snapshot of how pupils feel about HE, provides 4 categories (HE maybe, HE hopeful, HE confident, HE sceptic). Simple but effective tool to measure where pupils are up to.	Start, end and mid-point if desired.
Quantitative	NOT CONFIRMED, may have access to Attainment Data/Year 10 Data etc	Attaiment Results - either individual or await published results	Measure attainment raising impact	If individual - progress throughout, if not, start and end whole school data.

Intervention Strategy 2.1

Shorter-term outcomes have been indicated in the following table.

Activity	Short-term Outcomes	Longer-term Outcomes
Completion of pre-entry online course	Increased knowledge of: • the terminology used in higher education • the way in which learning, teaching and assessment is conducted at the University • academic integrity • where, and how, to develop academic skills and digital competencies • supporting the development of personal mental health and wellbeing • dealing with cost pressures and knowing where to access financial support and advice if required	Articulation of skills and competencies gained Reduction in anxiety and potential imposter syndrome Reduction in number of academic misconduct cases Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey
Completion of a pre-course study day for students intending to complete a Foundation Year	Demonstration of commitment to course Increased knowledge of: • the terminology used in higher education • the way in which learning, teaching and assessment is conducted on the course An opportunity for students to decide whether the course, and study at the University, is appropriate for them	Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates
As part of a revised induction process, scheduling specific sessions to promote the University's support services for students (i.e., financial, mental health and wellbeing)	Awareness of support services available Increased engagement with the support services by the target groups of students	Higher attainment rates in the target group of students through being able to engage in, and complete, their studies successfully Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates
Targeted Academic Coaches (ACs) Scheme, providing dedicated support to Level 3 and 4 students. Targeting to be determined through responses to Independent Learner Profile (ILP)	ACs ensuring that particular groups of students, identified through responses to the ILP, are engaging and attending their course	Students more likely to submit assignments throughout their course, and hence develop their assessment literacy skills Increased sense of belonging for students with their broader course team

Activity	Short-term Outcomes	Longer-term Outcomes
		Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates
Induction between academic levels	Increased understanding of the difference between academic levels and expectations for the next level (e.g., differences in the standard of work submitted) Appropriate management / development of students' expectations	Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates
Targeted Personal Tutoring Scheme (from Level 5)	Targeted advice provided to students Recognition of role models, where possible	Improved mental wellbeing, through reduction in anxiety relating to academic activities Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates
Scaffolded transition from Academic Coaches to Personal Tutors	Understanding of the difference between an AC and a PT Supported hand-over from AC to PT All students know, and have met, their PT prior to semester 2 of Level 5	Supporting students to become independent learners Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates
Use of formative assessment	Earlier engagement with, and understanding of, the assessment task Reduction in anxiety associated with assessment submission	Fewer instances of academic misconduct owing to procrastination to meet an assessment deadline Reduction in non-submissions Reduction in extenuating circumstances claims Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey
Choice of assessment, allowing students to choose the most appropriate way of demonstrating that they have met the module learning outcomes	Reduced stress and anxiety associated with assessment activities Development of accessible assessment tasks	Students able to demonstrate, to their full potential, how they have met the module learning outcomes Students able to use authentic examples in completion of the assessment tasks (i.e., relating to factors such as cultural identity;

Activity	Short-term Outcomes	Longer-term Outcomes
		development of employability and entrepreneurial skills) Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey
Diverse feedback mechanisms	Increased awareness by students as to when they are receiving feedback Feedback is appropriate for the assessment task being undertaken Appropriate balance of feedback on the assessment task itself, and providing information about how similar tasks could be improved in the future	Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey
Meaningful embedding and application of the *Inclusive Framework: curriculum design and delivery* Auditing of modules against principles and carrying out inclusivity 'Health checks'	Enhanced engagement with the curriculum by target student groups	Decolonisation of the curriculum Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates Increase in year-on-year positive responses to questions within the 'Teaching on my Course' scale in the National Students' Survey

Assumptions

Gaps in attainment at module and course level can be determined by internal data and form part of the University's Continuous Monitoring and Improvement (CMI) process. As part of this, Module Leaders and Course / Programme Leaders will be identifying modules where there are issues relating to attainment and these will be identified as part of the CMI process and appropriate actions put in place that align with the activities in the APP or where there is evidence that other activities may have a positive impact on reducing the gaps.

The diversity of the Academic Coaches allows our target groups of students to relate to the Coaches and view them as role models.

In relation to the on-going implementation of the *Inclusive Framework: curriculum design and delivery*, we will be monitoring the use of existing activities to enhance students' assessment literacy such as the student-led 'What's my assignment?' unpacking activities. In particular, we will be working with the target student groups to determine that this activity is taking place at key times (i.e., start of the academic year and when new assignment types are introduced).

The University will be conducting a review of academic integrity, funded internally by our Wolverhampton Learning & Teaching Awards scheme. Part of this review will involve an evaluation

of recordings made at academic misconduct hearings, to identify whether there are particular issues that arise in relation to the target student groups and why they have been identified as submitting work that does not meet our academic integrity policy. As part of this work, we will continue to keep up-to-date with national and international developments in this area, such as the availability of adaptive artificial intelligence. The recommendations from this work will continue to underpin the advice and guidance that we provide to students and members of staff.

We will continue to monitor the impact of the cost-of-living crisis throughout the APP, and will respond accordingly – working with our Students' Union – to support our students wherever possible (e.g., cut-price meals, free hot drinks, availability of the hardship fund, re-distribution of pre-loved items such as kitchenware).

The development of resources for families is based on the work of the OfS-funded PACE project, which produced 'A Thank You to our Friends and Family' video for nursing students to share with families as they are starting their course. Given that our data suggest that many of our students are first in family into higher education, resources such as this will be important to help families to understand the nature of higher education.

Intervention Strategy 2.2

Activity	Short-term Outcomes	Longer-term Outcomes
Completion of a pre-course study day for students intending to complete a Foundation Year	Demonstration of commitment to course Increased knowledge of: • the terminology used in higher education • the way in which learning, teaching and assessment is conducted on the course An opportunity for students to decide whether the course, and study at the University, is appropriate for them	Increased rates of continuation and completion
Development of the Individual Learner Profile (ILP) to include questions regarding self-efficacy	Identification of students who may be at risk of non-continuation or non-completion Signposting students to appropriate 'student success' activities within the University (e.g., Skills for Learning)	Increased rates of continuation and completion
Completion of pre-entry online course	Increased knowledge of • the terminology used in higher education • the way in which learning, teaching and assessment is conducted at the University • academic integrity • where, and how, to develop academic skills and digital competencies	Articulation of skills and competencies gained Reduction in anxiety and potential imposter syndrome Increased rates of continuation and completion

Activity	Short-term Outcomes	Longer-term Outcomes
	• supporting the development of personal mental health and wellbeing • dealing with the cost of living and knowing where to access financial support and advice if required	
As part of a revised induction process, scheduling specific sessions to promote the University's support services for students (i.e., financial, mental health and wellbeing)	Awareness of support services available Increased engagement with the support services by the target groups of students	Higher attainment rates in the target group of students through being able to engage in, continue and complete their studies Increased rates of continuation and completion
Targeted Academic Coaches Scheme, providing dedicated support to Level 3 and 4 students. Targeting to be determined through responses to Independent Learner Profile (ILP)	ACs ensuring that particular groups of students, identified through responses to the ILP, are engaging and attending their course	Increased sense of belonging for students with their broader course team Increased rates of continuation and completion
Induction between academic levels	Increased understanding of the difference between academic levels and expectations for the next level (e.g., differences in the standard of work submitted) Appropriate management / development of students' expectations	Increased rates of continuation and completion
Targeted Personal Tutoring Scheme (from Level 5)	Targeted advice provided to students Recognition of role models, where possible	Improved mental wellbeing, through reduction in anxiety relating to academic activities Increased rates of continuation and completion
Scaffolded transition from Academic Coaches to Personal Tutors	Understanding of the difference between an AC and a PT Supported hand-over from AC to PT	All students know, and have met, their PT prior to semester 2 of Level 5 Supporting students to become independent learners Increased rates of continuation and completion
Use of formative assessment	Earlier engagement with, and understanding of, the assessment task Reduction in anxiety associated with assessment submission	Fewer instances of academic misconduct owing to procrastination to meet an assessment deadline Reduction in non-submissions Reduction in extenuating circumstances claims Increased rates of continuation and completion Increase in year-on-year positive responses to questions within the

Activity	Short-term Outcomes	Longer-term Outcomes
		'Assessment and Feedback' scale in the National Students' Survey
Choice of assessment, allowing students to choose the most appropriate way of demonstrating that they have met the module learning outcomes	Reduced stress and anxiety associated with assessment activities	Students able to demonstrate, to their full potential, how they have met the module learning outcomes Students able to use authentic examples in completion of the assessment tasks (i.e., relating to factors such as cultural identity; development of employability and entrepreneurial skills) Increased rates of continuation and completion Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey
Diverse feedback mechanisms	Increased awareness by students as to when they are receiving feedback Feedback is appropriate for the assessment task being undertaken Appropriate balance of feedback on the assessment task itself, and providing information about how similar tasks could be improved in the future	Increased rates of continuation and completion Increase in year-on-year positive responses to questions within the 'Assessment and Feedback' scale in the National Students' Survey
Use of learner analytics	Identification of students who may be at risk of non-continuation or non-completion during their course, and who may require additional targeted interventions	Increased rates of continuation and completion
Peer support scheme	Supporting transition to higher education Confidence-building Enhanced study skills	PASS Leaders gain recognition through award of digital badges Increased confidence of supported students Increased rates of continuation and completion
Investigate hybrid approaches to teaching	Increased engagement through flexible approaches to course delivery	Increased rates of continuation and completion Increase in year-on-year positive responses to questions within the 'Teaching on my Course' scale in the National Students' Survey
Meaningful embedding and application of the *Inclusive Framework: curriculum design and delivery* Auditing of modules against principles and carrying out inclusivity 'Health checks'	Enhanced engagement with the curriculum by target student groups	Decolonisation of the curriculum Improved year-on-year module submissions from the target group of students Improved year-on-year module pass rates

Activity	Short-term Outcomes	Longer-term Outcomes
		Increase in year-on-year positive responses to questions within the 'Teaching on my Course' scale in the National Students' Survey

Assumptions

The following points are in addition to the assumptions for IS 2.1, many of which will also apply to helping students to continue to engage with their curriculum and therefore support them in their continuation and completion.

The University's annual belongingness survey, run in partnership with the Students' Union, identifies recommendations for supporting and enhancing students' engagement, belongingness and self-confidence. We will continue to run this survey on an annual basis and will develop and implement activities that support the recommendations identified by the analysis of survey results.

We will evaluate the appointment of three new paid Senior Wellbeing Champion roles, to oversee our student volunteer Wellbeing Champions, in summer 2023, and the activities undertaken by this group. Where the data are available, we will evaluate the impact on the APP target student groups and determine any impact on continuation and completion.

Intervention Strategy 3.1

Activity	Short-term Outcomes	Longer-term Outcomes
Embedding of employability into the curriculum	Employability skills and graduate attributes contextualised for the discipline Increased awareness of graduate attributes that have been developed Articulation of graduate attributes and skills that have been developed	Increased awareness of the recruitment markets relating to the discipline Increased progression rates for targeted student groups entering professional employment or further study
Tailored career mentoring Expansion of existing activity	Identification of personal strengths and development needs Identification of appropriate networks Development and clarification of career trajectory	Higher levels of success for target student groups at application and interview Increased progression rates for target student groups entering professional employment or further study
Tailored CEW offer for specific groups of students (e.g., BTEC, Global Majority, disability, apprenticeships) New activity	Increased sense of confidence Recognition, and development, of employability skills	Increased awareness of the recruitment markets Higher levels of success for target student groups at application and interview Increased progression rates for target student groups entering professional employment or further study
Bootcamps Enhancement of existing activity	Increased sense of confidence Increased self-efficacy Support for mental wellbeing	Higher levels of success for target student groups at application and interview

Activity	Short-term Outcomes	Longer-term Outcomes
	Identification of relevant employers Development of employability skills	Increased progression rates for target student groups entering professional employment or further study
That's Me! Existing activity (OfS-funded project)	Development of communities of practice Identification of relevant networks Practical experience	Higher levels of success for target student groups at application and interview Increased progression rates for Global Majority students entering further study

Assumptions

From previous work undertaken with the Centre for Recording Achievement (CRA), it is known that the explicit recognition of knowledge and skills can help students to articulate these attributes more readily in an interview or application situation. The issuing of digital badges will be through the University's virtual learning environment, with a pilot year in 2023/24 to evaluate students' perception, and awareness, of the acquisition of these badges and what they represent.

The other activities will be aimed specifically at the target student groups; however, these students will need to engage with these activities in order to benefit from the resources and input provided. The element of selection for some of these activities (i.e., students participating in mentoring may have been more likely to succeed in their progression rates) will be taken into account during the evaluation.

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

Provider name: University of Wolverhampton

Provider UKPRN: 10007166

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

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

Table 3b - Full-time course fee levels for 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	9250
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree		N/A	11100
Sandwich year		N/A	1850
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	Bournemouth and Poole College, The	10000820	9250
First degree	Cheshire College South and West	10005972	9250
First degree	Serco Limited	10005752	9250
Foundation degree	City of Wolverhampton College	10007578	9250
Foundation degree	South & City College Birmingham	10005967	9250
Foundation degree	South Staffordshire College	10023526	9250
Foundation degree	Telford College	10006549	9250
Foundation year/Year 0	*	*	*
HNC/HND	Cheshire College South and West	10005972	9250
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	6935
Foundation degree		N/A	6935
Foundation year/Year 0		N/A	6935
HNC/HND		N/A	6935
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	6935
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	Bournemouth and Poole College, The	10000820	6935
First degree	Cheshire College South and West	10005972	6935
First degree	Serco Limited	10005752	6935
Foundation degree	Bournemouth and Poole College, The	10000820	6935
Foundation degree	City of Wolverhampton College	10007578	6935
Foundation degree	Sandwell College	10005669	6935
Foundation degree	South Staffordshire College	10023526	6935
Foundation degree	Telford College	10006549	6935
Foundation degree	The London Early Years Foundation	10020936	6935
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	Birmingham Metropolitan College	10006442	6935
Postgraduate ITT	Borough of Telford and Wrekin	10006547	6935
Postgraduate ITT	Bournemouth and Poole College, The	10000820	6935
Postgraduate ITT	City of Wolverhampton College	10007578	6935
Postgraduate ITT	Dudley College of Technology	10007924	6935
Postgraduate ITT	Sandwell College	10005669	6935
Postgraduate ITT	Telford College	10006549	6935
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 Wolverhampton

Provider UKPRN: 10007166

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 OfS 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	£798,000	£805,000	£815,000	£823,000
Financial support (£)	NA	£1,640,000	£1,640,000	£1,640,000	£1,640,000
Research and evaluation (£)	NA	£150,000	£160,000	£170,000	£180,000

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 (£)	£85,000	£85,000	£85,000	£85,000
Access activity investment	Post-16 access activities (£)	£83,000	£85,000	£90,000	£93,000
Access activity investment	Other access activities (£)	£630,000	£635,000	£640,000	£645,000
Access activity investment	**Total access investment (£)**	**£798,000**	**£805,000**	**£815,000**	**£823,000**
Access activity investment	*Total access investment (as % of HFI)*	**2.4%**	**2.4%**	**2.4%**	**2.4%**
Access activity investment	*Total access investment funded from HFI (£)*	**£798,000**	**£798,000**	**£798,000**	**£798,000**
Access activity investment	*Total access investment from other funding (as specified) (£)*	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£1,010,000	£1,010,000	£1,010,000	£1,010,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£630,000	£630,000	£630,000	£630,000
Financial support investment	**Total financial support investment (£)**	**£1,640,000**	**£1,640,000**	**£1,640,000**	**£1,640,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**5.0%**	**4.9%**	**4.8%**	**4.7%**
Research and evaluation investment	Research and evaluation investment (£)	£150,000	£160,000	£170,000	£180,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.5%	0.5%	0.5%	0.5%

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

Provider name: University of Wolverhampton

Provider UKPRN: 10007166

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 decrease failure rates at interview for nursing applicants from IMD 1 and 2 backgrounds to the University and close the gap between IMD quintile 1 and 2 students and IMD quintile 3, 4 and 5 students.	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	Our internal data has highlighted that, of those rejected at interview stage, 79.7% are from IMD quintile 1 or 2 postcode areas (internal data from 2022 entry), with 1.92% of all applicants from these backgrounds failing at interview stage compared to 0.74% for IMD quintiles 3, 4 and 5 highlighting the need for additional support for these	No	Other data source (please include details in commentary)	2022-23	Percentage points	1.92	1.63	1.33	1.04	0.74
To maintain strong access rates for IMD quintiles 1 and 2 in line with performance over the past 5 cycles through the delivery of targeted attainement raising activity.	PTA_2	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	The Access and participation data dashboard shows that we have consistently remained well above benchmark for access for IMD 1 and 2 quintile cohorts. Our progressive access offer, including the delivery of attainment raising activity, will aim to maintain this rate above the 70.1% baseline figure for 2021-22.	Yes	The access and participation dataset	2021-22	Percentage	70.1	70.1	70.1	70.1	70.1
	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 eliminate the awarding gap for students who enter higher education with BTEC qualifications	PTS_1	Attainment	Other	Other (please specify in description)	N/A	The data demonstrate a gap in attainment between students who enter higher education with BTEC qualifications and those who enter with A-Levels. The baseline data and milestones present the gap between these groups.	No	The access and participation dataset	2021-22	Percentage	20.63	17.5	14.3	11	8
To eliminate the awarding gap for Global Majority students	PTS_2	Attainment	Ethnicity	Other (please specify in description)	White	The data demonstrate a gap in attainment between Global Majority students and white students. The baseline data and milestones present the gap between these groups.	No	The access and participation dataset	2021-22	Percentage	15.69	13	10.6	8	5.5
To eliminate the awarding gap for Black students	PTS_3	Attainment	Ethnicity	Black	White	The data demonstrate a gap in attainment between Black students and white students. The baseline data and milestones present the gap between these groups.	No	The access and participation dataset	2021-22	Percentage	24.62	20.7	17	13	9
To eliminate the awarding gap for IMD1 students	PTS_4	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	The data demonstrate a gap in attainment between IMD 1 and IMD 5 students. The baseline data and milestones present the gap between these groups.	No	The access and participation dataset	2021-22	Percentage	13.55	11.5	9.5	7.5	5.5

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 eliminate the awarding gap for IMD2 students	PTS_5	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 2	IMD quintile 5	The data demonstrate a gap in attainment between IMD 2 and IMD 5 students. The baseline data and milestones present the gap between these groups.	No	The access and participation dataset	2021-22	Percentage	13.81	11.7	9.7	7.6	5.5
To improve the completion rates for students who enter higher education with BTEC qualifications	PTS_6	Completion	Other	Other (please specify in description)	N/A	The data demonstrate a gap in attainment between students who enter higher education with BTEC qualifications and those who enter with A-Levels. The baseline data and milestones present the completion rates.	No	The access and participation dataset	2020-21	Percentage	71.78	73.8	75.9	78	80
To improve the completion rates for mature students	PTS_7	Completion	Age	Mature (over 21)	Young (under 21)	The data demonstrate that continuation rates for students who are aged 21 and over at the time of entry to higher education are lower than those of students aged under 21 at the time of entry. The baseline data and milestones present the	No	The access and participation dataset	2017-18	Percentage	77.1	77.8	78.5	79.2	80
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression 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 the progression rates for Global Majority students	PTP_1	Progression	Ethnicity	Other (please specify in description)	White	The data demonstrate a gap in progression between Global Majority students and white students. The baseline data and milestones present the progression rates.	No	The access and participation dataset	2020-21	Percentage	67.51	69	71.5	73	75
To improve the progression rates for students entering higher education with BTEC qualifications	PTP_2	Progression	Other	Other (please specify in description)	N/A	The data demonstrate a gap in progression between students who enter higher education with BTEC qualifications and those who enter with A-Levels. The baseline data and milestones present the progression rates.	No	The access and participation dataset	2020-21	Percentage	63.89	66.5	69.5	72.5	75
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														