

UNIVERSITY OF BRIGHTON

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

The mission of the University of Brighton (UoB) is to realise potential and shape futures through high-quality practical, practice-based learning and teaching, research, and knowledge exchange. Our goal is to ensure that the University of Brighton is a wholly inclusive institution, where students are empowered to fulfil their potential, to achieve their academic and career goals, and to make a positive difference to their communities, irrespective of background. Our current Strategy *Practical Wisdom* is underpinned by our core institutional values of Inclusivity, Sustainability, Creativity and Partnership. We have an Education and Student Experience Enhancement Plan, regularly reviewed and approved annually by our Academic Board. The plan includes evidence-based actions to strengthen student outcomes and experience, ensuring that equality of opportunity is embedded in all we do.

Our provision

The University of Brighton is situated on three campuses within the City of Brighton and Hove, we were awarded a Teaching Excellence Framework (TEF) Silver in 2023 and are a member of the University Alliance mission group, a network of the UK's leading professional and technical universities. The University has a diverse portfolio organised across seven academic Schools - Applied Sciences; Architecture, Technology and Engineering; Art and Media; Business and Law; Humanities and Social Science; and Education, Sport and Health Sciences; and the joint, with the University of Sussex, Brighton and Sussex Medical School (BSMS). We are committed to Equality, Diversity and Inclusion (EDI) as evidenced by our Athena Swan Silver institutional award in 2021, with all academic schools holding Silver and Bronze school-level awards, and BSMS achieving a Gold. We were awarded a Race Equality Charter (REC) Bronze award in 2019 and are also a proud Stonewall Diversity Champion.

Our comprehensive undergraduate provision supports nearly 14,000 undergraduate (UG) students (2021-22) and our strong professional and vocational focus is evidenced by Professional, Statutory and Regulatory Bodies (PSRBs) recognition for 153 undergraduate courses. In 2021-22, 22% of our full-time undergraduates were aged 21 years and over; 29.4% had a declared disability; of which 11.6% had mental health conditions; 21.8% were minority ethnic and 26.8% were from IMD Quintile 1 or Quintile 2. 34.6% entered with BTECs, Access or other L3 qualifications. In 2021-22, 4,252 (31%) of our UG students received a bursary, and 29% of our UG students commuted 15+ miles into their main campus base. Additionally, we had 370 students enrolled on UG degree apprenticeship programmes (2021-22); of these 30.5% were from IMD Quintile 1 or Quintile 2.

The University has a strong commitment to developing diverse pathways into higher education as evidenced by our range of types of provision. Our degree apprenticeship offer has grown significantly over the last few years to the point that we now offer a total of 18 different programmes for over 600 students. Our current Technical Education and Apprenticeship Strategy sets out our plans to ensure the sustainability and growth of this provision. The majority of our Apprenticeship students are studying Health and Social Care subjects and compared to our full- and part-time undergraduate students, are more likely to be aged 31 and over on entry, have no declared disability, be White, and from an IMD Q1 or Q2 area.

Apprentices can study a range of courses and levels, including Business and management, ACCA Professional Accountancy, Data Analytics, Construction, engineering and the built environment and

Education, as well as our well-established programmes in Health, Science and Social Care, including, Nursing, Social Worker, Physiotherapist and Advanced Clinical Practitioner.

The University has also recently been selected as one of only eight institutions in England to deliver the undergraduate teacher degree apprenticeship (TDA) pilot. This will offer a high-quality alternative route for people to become qualified teachers from 2025/26, starting with secondary and then expanding in the future into primary education.

In addition to these opportunities, the University of Brighton has, from 2024/25, offered a number of new suites of Kitemarked Higher Technical Qualifications (HTQs), available across different subject areas including; Software Designer; Cyber Security Technologist; Data Analyst; Business Developer, Assistant Practitioner and Construction Site Supervisor. HTQs are available on our campuses as well as through the recently approved Institute of Technology.

Our newly appointed Head of Apprenticeships (from June 2024) will commence work on refreshing our technical education strategy and ensuring the continued success of our apprenticeship and technical education provision and developing our approach to the Lifelong Learning Entitlement.

Partnership

Partnership with students is at the heart of our approach to ensuring success, and we work with students in a number of ways. We collaborate closely and constructively with the Brighton Students' Union (BSU) to enhance the student experience and student outcomes. Addressing differential outcomes has been a significant focus of working with BSU to date. This includes work relating to commuter students, students repeating a stage of study, minority ethnic students, and our welcome, induction and transition framework, *Belong at Brighton*. The University also provides financial support to the BSU *Pantry*, an on-campus Food Bank, to support student cost of living. BSU representatives contribute to all major university committees and strategic steering and working groups, and a comprehensive student representation and engagement system is in operation at school level.

Partnership is also exemplified through our role as an HE partner within the consortium for the new Sussex and Surrey Institute of Technology, with a focus on the provision of degree apprenticeships in construction and the built environment, and HTQs in Digital Technologies and Top Up Degrees in Engineering. This provision, directly informed and co-designed by industry through employer partnerships, aims to provide students with the high-level technical skills required by local and regional employers. We are committed to further developing strategic partnership working with regional colleges to strengthen the regional skills eco-system and meet the needs of learners and employers. This presently includes a Strategic Partnership Agreement with Chichester College Group to enhance progression pathways, credit transfer, and joint developments that respond to the changing policy and qualifications landscape.

The University is the sponsor of the University of Brighton Academies Trust (UoBAT), a network of 14 infant, primary and secondary academies in Sussex, comprising 7,700 learners and 1,200 staff. With the University's assistance, the academies all support each other, and their learners, to excel. UoBAT is the largest multi-academies trust in Sussex, and the relationship between the Trust and the University is a mutually beneficial one supporting both in achieving strategic aims. The Trust highlights the ability to draw on the experience of education experts from across the University and the range of external contacts they can access, while the University benefits from the opportunities to host placements for trainee teachers, inputs from expert practitioners, and collaborative research and knowledge exchange projects. The location of a number of UoBAT schools in areas of deprivation also supports the University's strategic values of partnership and inclusivity. The University of Brighton is committed to widening access to higher education and the close links the

different schools of the University have with the Trust ensure that children have opportunities to engage in enrichment activities that support future applications to higher education. Since 2023 a senior member of the University's School of Education, Sport and Health Sciences has been seconded to work directly with the Trust for two days a week as the Professional Development, Research and Partnership Coordinator. In this role the member of staff has initiated and promoted a number of projects that support outcomes for learners, staff experience and widen awareness of higher education opportunities.

The University is an active member of, and host institution for, the Sussex Learning Network (SLN), which directs the regional Uni Connect programme. SLN is a partnership of further education colleges, higher education institutions and local authorities, working collaboratively to increase engagement in education for people of all ages who are less likely to transition and progress through educational pathways. Through the Uni Connect programme, we work collaboratively to improve participation in HE for disadvantaged learners aged 11 - 19.

The universities involved in Uni Connect have established a Sussex Regional Strategic Outreach Group. Together the group has developed resources (e.g. Regional Risk Register – which provides details about the barriers to learning in our region) which enable a data driven assessment of gaps in equality of opportunity across the region and supports decision-making as to where collaboration can be most impactful in supporting young people on their educational journey, and where efficiencies can be made by working together on meeting regional targets. The collaborative effort also enables coordinated partnerships to be established with schools and colleges, with shared oversight of what outreach activity is happening and where, enabling a planned spread of resource across all areas of the region.

Through the work of the Regional Strategic Outreach Group, we have identified the progression of learners eligible for Free School Meals (FSM) to higher education as a risk to equality of opportunity across the region that, as a partnership, we feel needs to be addressed collectively and as such have worked to agree a joint target and activities to address this (see Risks 2, 3 & 4).

Brighton & Sussex Medical School (BSMS) established in 2002, is a partnership between the Universities of Brighton and Sussex. The University has a longstanding collaborative programme with Sussex to address equality of opportunity in access to medicine. This includes, amongst a variety of other outreach initiatives such as BrightIdeas; Hub Schools; virtual work experience; and monthly lectures; BrightMed, the award-winning longitudinal programme for year 9-12 students that live or study in Sussex. On successful completion of the programme - which involves supporting students to understand and develop the required skills for a career in medicine, attendance at Saturday sessions, a residential summer school, and the submission of an evidence portfolio - BrightMed students that meet the academic requirements are offered a guaranteed interview and a reduced offer. It is part of the UK WPMED scheme and recognised by six other institutions offering medicine.

Risks to equality of opportunity

The University carried out an assessment of performance using a number of different data sets to identify gaps in student access, continuation, completion, attainment, and progression rates based upon characteristics including: ABCS quintile, age on entry, disability type, ethnicity, free school meal eligibility, IMD quintile, POLAR quintile, sex and TUNDRA quintile. In addition, two-way intersections of the above characteristics were analysed to ensure that any risks for smaller populations of students were identified. A summary of this analysis is provided in Annex A. The key risks to equality of opportunity identified through our analysis to be addressed in this plan are:

Risk: Access

Risk 1: students from IMD Q1 have lower rates of access at the University of Brighton population, compared to students from other IMD quintiles, particularly IMD Q5.

Our experience working with students from IMD Q1 as well as existing evidence from academic literature suggests that this divergence from IMD Q5 levels of access is due to several underlying factors including a difference in knowledge and skills needed to progress to higher education (EORR 1), limited information and guidance about higher education options (EORR 2), and perceptions that higher education is not “for students like them” (EORR 3). Deficits in academic outcomes and skills may also be exacerbated by the ongoing cost of living crisis – driving more students into paid work instead of education – and disproportionate impact of the coronavirus pandemic on lower income families (EORR 9). Furthermore, students from IMD Q1 areas may also be at a disadvantage when it comes to interviews and writing personal statements despite having similar academic achievement to other students. Together, these barriers can lead to lower access rates for students from IMD Q1 areas despite similar academic ability (EORR 4).

Risks 2, 3 & 4: students in East Sussex (2), West Sussex (3), and Brighton and Hove (4) who were eligible for Free School Meals (FSM) have lower rates of progression into higher education than students who were not eligible for FSM.

Similar to Risk 1, our understanding of the experience of FSM-eligible students from the local area as well as the existing literature suggests that these students face lower rates of knowledge and skills needed to progress to higher education (EORR 1), information and guidance about higher education options (EORR 2), and perceptions that higher education is not for students from low-income backgrounds (EORR 3). FSM progression to higher education is a significant issue across the region as progression among FSM students in all three areas are below the national average.

Risk: Success

Risk 5: there is a gap in continuation rates between students from IMD Q1 and IMD Q5.

Our own institutional knowledge and sector evidence, whilst not conclusive, indicate that in common with Risks 1 - 4 those disparities in prior educational attainment, which were exacerbated during the COVID-19 pandemic, alongside type of Level 3 qualification, may also contribute to the continuation rate gap (EORR 6, EORR 9). Additionally, research focusing on a sense of belonging amongst students from low socio-economic backgrounds suggests that institutional cultures and students' self-confidence could also be a factor, leading to these students not accessing relevant support (EORR 7). Financial hardship is also a significant factor for IMD Q1 students (EORR 10). Our analysis demonstrates, when considering the intersection of IMD quintile and sex, that male IMD Q1 students have a wider gap in continuation to their Q5 peers than female IMD Q1 students.

Risk 6: there is a gap in completion rates between students from IMD Q1 and IMD Q5.

The causes of the gaps in completion rates between students from IMD Q1 and those from Q5, are likely to be replicated in the factors in Risk 5: financial, academic support, prior educational achievement and a sense of belonging. Our analysis also demonstrates, when considering the intersection of IMD quintile and sex, that male IMD Q1 students have a wider gap in completion to their Q5 peers than female IMD Q1 students.

Risk 7: there is a gap in attainment rates between students from IMD Q1 and IMD Q5.

The causes of the gaps in attainment rates between students from IMD Q1 and those from Q5, are likely to be replicated in the factors in Risk 5 and Risk 6: financial, academic support, prior educational achievement and a sense of belonging.

Risk 8: students who report a mental health condition have significantly lower completion rates than students who report no disability.

Our own institutional knowledge and sector evidence indicates that the reasons for this are complex and multifaceted and can include the challenges related to the transition to higher education, balancing work and study to address the cost of living (EORR 10) and the increased stress around assessment and examinations (EORR 8).

Risk 9: Black students have a significantly lower ‘good degree’ attainment rate than students from all other ethnicities, particularly White students.

Our own institutional knowledge and sector evidence indicate that the factors contributing to the differential degree outcomes for Black students are still in the processes of being understood, with research indicating a number of factors are, potentially, impacting on the Black student experience of higher education. These include a lack of sense of belonging, a curriculum which is not representative of all students, and barriers to accessing personal and academic support (EORR 6, EORR 7). Additionally, Black students at Brighton are more likely to be from IMD Q1 areas and therefore risks around IMD Q1 students’ prior educational achievement and non-A level pre-entry qualification and financial pressures (EORR 10) also contribute to Black students’ outcomes.

Risk 10: Students from lower household income backgrounds, including those who are care experienced and/or estranged have a lower rate of completion when compared to students from higher household income backgrounds.

Our institutional analysis of student’s outcomes with a household income of less than £25,000, and the evidence from the OfS Equality of Opportunity Risk Register (EORR 10), indicates that “cost pressures may affect these students’ ability to complete their course”.

Risk: Progression

Risk 11: students aged 25 and under on commencement of their course have lower rates of progression into highly skilled employment or further study when they graduate compared to older students.

Both age groups ‘Young (under 21)’ and ‘21 to 25 years’ have significantly lower rates of progressing into highly skilled employment or further study than all other age groups. Based on the literature, and our knowledge of the student experience at Brighton, this is likely due to younger students being less likely to have significant professional work experience which can put them at a disadvantage when applying and succeeding in positions that reflect their qualification levels (EORR 12). Younger students may also be unable to engage with extra-curricular activities aimed at supporting career progression due to having to take on part time jobs to support themselves financially whilst studying (EORR 10, EORR 7). Finally, the coronavirus pandemic deeply impacted on young people including undermining their ability to gain work experience prior to coming to university and affected availability of placements whilst at university (EORR 9).

Objectives

Our vision is to ensure that the University of Brighton is a wholly inclusive institution, where students succeed irrespective of background. To address the risks identified in our assessment of performance, we have articulated seven objectives at institutional level, with a further three objectives in collaboration with our partners in our Uni Connect, the University of Sussex and the University of Chichester.

Objective 1: raise our institutional access rate for IMD Q1 students from 11.7% to 13.7%.

We will do this by working in collaboration with school and college partners to target students from IMD Q1 areas with interventions at key educational junctures that support students through their education journey. Our introduction of a contextual offers policy from 2024/25 will further support access to the University.

Objectives 2, 3 & 4: raise rates of progression into higher education for FSM students across the Uni Connect region by 2029-30: in East Sussex from 16.9% to 21.9%, West Sussex from 18.1% to 23.1%, and Brighton and Hove from 21.2% to 26.2%.

We will do this by continuing our work with the Uni Connect to identify “cold spots” in delivery and providing coordinated support to students in target areas.

Objective 5: raise continuation rates for students from IMD Q1 from 89% to 91%.

We will do this by a holistic approach which supports students’ experience across the lifecycle fostering a sense of belonging, providing academic skills development opportunities which are both a whole institution approach and targeted, and through providing additional financial support.

Objective 6: raise completion rates for students from IMD Q1 from 80.5% to 83.5%.

We will do this by a holistic approach which supports students’ experience across the lifecycle fostering a sense of belonging, providing academic skills development opportunities which are both a whole institution approach and targeted, and through providing additional financial support.

Objective 7: raise good degree attainment rates for students from IMD Q1 from 70.3% to 74.3%.

We will do this by a holistic approach which supports students’ experience across the lifecycle fostering a sense of belonging, providing academic skills development opportunities which are both a whole institution approach and targeted, and through providing additional financial support.

Objective 8: raise completion rates of students who report a mental health condition from 77.5% to 80.5%.

We will do this by supporting students across the lifecycle, embedding wellbeing in the curriculum and proactively reaching out to students whose attendance and engagement data indicates they are at risk of non-completion.

Objective 9: raise good degree attainment rates for Black students from 58% to 66%.

We will do this by introducing a targeted peer mentoring scheme which has benefits for both mentors and mentees and addresses barriers to success for our cohort of Black students who are more likely to be commuters, come from IMD Q1 and less likely to enter the university with an A-level qualification. We will also strengthen our approach to an inclusive curriculum and transition into the University.

Objective 10: raise completion rates of students from lower household income backgrounds from 64.5% to 67.7%.

We will do this by providing a financial support package to students from lower household income backgrounds, which includes students who are care experienced and/or estranged.

Objective 11: raise rates of progression into highly skilled employment or further study among younger students from 74% to 78%.

We will do this by improving our engagement with younger students and supporting final year students and recent graduates. We will also develop a cess to professional mentoring, access to live opportunities, and a graduate package of activity which includes career guidance support. We will build an industry specific mentoring programme for younger students to gain insight into professional areas, targeting fields that are of interest to our younger students, and where the data demonstrates that we have greater gaps in outcomes.

Intervention strategies and expected outcomes

We have developed five themed intervention strategies (IS) that support multiple objectives. Each intervention strategy includes a variety of evidence-informed activities aimed at addressing the risks and objectives identified above. Note that some activities may support goals across intervention

strategies. Where this crossover occurs, we recorded the activity in the intervention strategy that best aligns with the main goals of the activity; other intervention strategies supported by the activity are referenced in the relevant column.

Intervention strategy 1: access and participation support for students from low participation backgrounds

Objectives and Targets

Objective 1: raise our institutional access rate for IMD Q1 students from 11.7% to 13.7%.

Objectives 2, 3 & 4: (*collaborative target with Uni Connect, University of Sussex and University of Chichester*) raise rates of progression into higher education for FSM students across the Uni Connect region by 2029-30: in East Sussex from 16.9% to 21.9%, West Sussex from 18.1% to 23.1%, and Brighton and Hove from 21.2% to 26.2%.

Risks to equality of opportunity

Intervention strategy 1 aims to mitigate the risks to the equality of opportunity 1– 4 and 9 for those coming from IMD Q1 areas and in receipt of FSM.

Activity	Inputs	Outcomes	Cross intervention strategy?
New Contextual admissions Development and implementation of contextual admissions policy to support under-represented students' access into University by making contextual offers which recognise personal circumstances or characteristics.	Staff time Admissions staff and associated systems	Short Term Increased support for applicants to access HE Long Term Reduction in the IMD Q1 and Q5 access gap at UoB	
Existing and developing Pre-16 Schools programme (Years 7-11) A sustained programme of activities to increase university knowledge and awareness as well as increase aspiration to progress to HE. - Education pathways Assemblies & talks - GCSE options support - University game – university experience	Staff time Ambassador time Relationship management with partner schools Transport costs Resources costs Student ambassadors	Short Term Increased knowledge about the benefits of HE Increased knowledge of course choice available at HE Increased knowledge of different HE institutions Increased knowledge of academic life at HE Long Term Increased application and enrolment to HE including at UoB	

sessions led by student ambassadors • Campus visits • Post 16 options talks for students (degrees and degree apprenticeships) • Post 16 options talk for parents (degrees and degree apprenticeships) • Budgeting activity to demystify university funding		Reduction in the IMD Q1 and Q5 access gap at UoB	
Existing and developing Saturday Clubs Range of subject Saturday clubs for students from IMD Q1 areas (schools may use FSM as a proxy) to raise awareness of university subjects and HE, and support attainment raising.	Staff time Transport costs Resources costs Student ambassadors Senior Evaluation Officer/ Senior Data Analyst	Short Term Increased knowledge about the benefits of HE Increased knowledge of academic life at HE Increased knowledge about student life in HE Long Term Increased application and enrolment to HE including at UoB Reduction in the IMD Q1 and Q5 access gap at UoB	

New Skills, attainment and confidence raising activities A new suite of activities designed in collaboration with local partners to help support attainment raising in schools: • Primary reading comprehension project • Year 7/8 reading project • Year 10 Growth mindset project • Revision skills sessions • Study skills sessions • Decoding exam questions sessions	Staff time Ambassador time Relationship management with partner schools Transport costs Resources costs Academic time for development and evaluation of pilots Student ambassadors	Short Term Increased motivation Increased sense of belonging Increased social self-efficacy Increased reading score Increased attendance at school/college Increased communication skills Long Term Increased Key Stage 3 attainment Increased application and enrolment to HE including at UoB Reduction in the IMD Q1 and Q5 access gap at UoB	
Existing and developed Post-16 IAG College Programme A suite of IAG talks and activities to increase HE knowledge, and support applications and transition to university, which includes • education pathways talks (degrees and apprenticeships), UCAS application, finance and personal statements • 1:1 personal statement support • 1:1 interview support • University library access for local college partner students.	Staff time Ambassador time Relationship management with partner colleges Student ambassadors	Short Term Increased intention to attend higher education Increased knowledge on the application process for HE Increased confidence to successfully apply to HE Increased application to HE Increased sense of belonging Long Term Increased application and enrolment to HE including at UoB Reduction in the IMD Q1 and Q5 access gap at UoB.	

Existing and developing Summer Schools A programme of residential and online summer schools to provide opportunities for students to explore their options and experience university life at Brighton	Staff time Ambassador time Transport costs Costs for halls Costs for activities Resources costs Academic time for development Student ambassadors Senior Evaluation Officer/ Senior Data Analyst	Short Term Increased knowledge of HE Increased motivation Increased sense of belonging Increased social self-efficacy Increased confidence to succeed in HE Increased intention to attend HE Long Term Increased application and enrolment to HE including at UoB Reduction in the IMD Q1 and Q5 access gap at UoB	
Existing Subject explorers Delivery of a range of subject-specific interventions to help young people increase their understanding of studying particular subjects at university and at Brighton.	Staff time Ambassador time Transport costs Resources costs Academic time for development Student ambassadors	Short Term Increased capacity to make informed decisions about HE Increased knowledge of course choice available at HE Increased knowledge of academic life at HE Increased knowledge of attainment needed to enter HE Long Term Increased application and enrolment to HE including at UoB Reduction in the IMD Q1 and Q5 access gap at UoB.	

Existing BrightMed Longitudinal programme for students in years 9-12 that live or study in Sussex Students are introduced to the concept of medicine and what doctors do as well as helping to develop their soft skills e.g. group work, presentation skills, debating. In the later years there is a focus on how to apply to medicine and what to consider when choosing a medical school. In years 9 & 10 students attend five sessions that run on Saturdays, Year 11 & 12 have four Saturday sessions. In year 12 students attend a three-night, four-day residential summer school.	Brighton and Sussex Medical School (BSMS) funded Head of EPD/Senior Evaluation Officer/ Senior Data Analyst	Short Term Increased capacity to make informed decisions about HE, particularly medical school Increased knowledge of course choice available at HE, particularly medical school Increased knowledge of academic life at HE, particularly medical school Increased knowledge of attainment needed to enter HE, particularly medical school Long term Increased application to HE, particularly medicine and BSMS Increased enrolment in HE, particularly medicine and BSMS	
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Existing and new Uni Connect Support Services - delivered by Uni Connect Delivery of a programme of activities for learners eligible for FSM focussing on reducing outreach “cold spots”, including: provision of 1:1 IAG support to learners eligible for FSM through Get Career Confident Programme; delivery of a CPD programme for Careers Advisors focused on supporting FSM learners focussed on raising aspirations and raising awareness of outreach opportunities.	Uni Connect programme funded Head of EPD/Senior Evaluation Officer/ Senior Data Analyst	Short Term Increased knowledge of higher education Increased motivation Increased social self-efficacy Increased confidence to succeed in higher education Increased intention to attend higher education Long Term Increased application to HE including Uni Connect universities Increased enrolment in HE including Uni Connect universities Reduction in the IMD Q1 and Q5 access gap across East Sussex, West Sussex, and Brighton and Hove.	
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Total cost of activities and evaluation for intervention strategy: £3,928,682

Summary of evidence base and rationale

Our programming and interventions draw on around 20 years of experience engaging with students at the University of Brighton and the surrounding area as well as a growing body of evidence demonstrating the impact of early interventions to promote access and participation in higher education. We have drawn on existing research that finds that early reading interventions for under-16s can make significant impact on reading level which can then drive higher scores later in students' academic journey (OfS, 2022; Peter, Spiess & Zambre, 2018; McGuigan, McNally, & Wyness, 2016; TASO Evidence Summary: Aspiration Raising Activities, 2024; Lindo, Weiser, Cheatham, & Allor, 2018; Nickow, Oreopoulos, & Quan, 2020). However, we are aware that some of the evidence for interventions like Saturday Schools and Summer Schools require further investigation to determine the necessary components for impact on access and participation and we aim to support this evidence base through our own evaluations. For more detailed information on the evidence base we used to develop our strategy, see Annex B.

Evaluation

Our evaluation of IS 1 will focus on developing enhanced theories of change and process evaluations for all of the activities. We will also aim to produce Type 2 level evidence for the majority of programmes where feasible, using pre and post surveys to estimate the persistence of any impacts over the course of the APP. We will focus on developing a rigorous evaluation of our new literacy programme that will mirror the University of Bournemouth's Books and Stories programme to see if we can replicate the positive results of that intervention. This evaluation may include Type 3 evidence

using a waitlist design if interest exceeds available places and if we determine random selection into the programme to be ethical. We will work with the evaluation team at the University of Sussex to jointly plan an evaluation of our joint Medical School's access to medicine intervention BrightMed. We will also aim to pursue a joint evaluation project with our Uni Connect partners on activities to support our collaborative target (**Objectives 2, 3 & 4**). For more detail about the evaluation plans for each of the activities, see Annex B.

Intervention Strategy IS 2: support across student lifecycle for IMD Q1 students

Objectives and Targets

Objective 5: raise continuation rates for students from IMD Q1 from 89% to 91%.

Objective 6: raise completion rates for students from IMD Q1 from 80.5% to 83.5%.

Objective 7: raise good degree attainment rates for students from IMD Q1 from 70.3% to 74.3%.

Risks to equality of opportunity

Intervention strategy 2 aims to mitigate the risks to the equality of opportunity 6 – 10 for those from IMD Q1 areas.

Activity	Inputs	Outcomes	Cross intervention strategy?
Existing Belong at Brighton (conversion and transition) Communication and engagement activity which commences at offer making stage and then links into the academic transition at the point of enrolment Activities include: • Online drop in and events • UniBuddy online engagement platform	Part of IS1 in supporting students access into the University	Short Term • Increased ability to focus on academic and extra-curricular activities • Greater sense of belonging at UoB • Peer network development Long Term Increase in • continuation • attainment • completion among IMD Q1 students	IS1

Existing and Developing Belong at Brighton (academic transition) A comprehensive, longitudinal whole institution approach to academic transition at course level which starts at the point of student enrolment, designed to meet the specific transition needs of the target group. The programme includes: • course level areas on the VLE • Pre-entry academic taster activities • Study Skills Self-Assessment and a suite of on-line resources • Welcome week • Extended induction • Activities designed and led by Student Engagement Partners • Welcome back activities for Level 5 and 6 students	Staff time Director of Education and Students Project coordinator in Evaluation and Policy Department Student Engagement Leads (x6) Academic Skills tutors (x7) Head of Student Academic Success BSSH Coordinator Student Engagement Partners (2 students per school) Senior Evaluation Officer/Senior Data Analyst Skills audit software (£12,500 over 4 years)	Short Term • Increase in belonging • Increase in university knowledge • Increase in metacognition skills Long Term Increase in • continuation • attainment • completion among IMD Q1 students	IS 3, IS 4
Existing Belong at Brighton Extra Curriculum enhancement activities at course/cohort level which provide opportunities for social interaction and engagement.	£140,000 (£35,000 per year) Belong at Brighton Extra fund Staff time Director of Education and students Student Engagement Leads (x6) L&T Hub Coordinator Student Engagement Partners (students per school)	Short Term Increased sense of belonging in HE Stronger peer bonds Long Term Increased continuation	
Existing and Developing Brighton Student Skills Hub (BSSH)	Staff time	Short Term Increased metacognitive skills	IS 3, IS 4

• Embedded academic skills in the curriculum targeted at courses with higher populations of IMD Q1 students and male students. • Writing Advisory Service: non subject specific feedback on writing style and structure. • English for Academic Purposes to support home fee status students from non-English speaking backgrounds. • Targeted programme of skills development and support to align with In-Year Module Retrieval. • Programme of support for students undertaking summer referral/deferral assessments and those repeating a level of study/ returning from intermission. • BSSH writing/study groups embedded in the curriculum targeted at courses with higher populations of IMD Q1/Q1 male students. • Supplementary Maths and Statistics support targeted at courses with higher populations of IMD Q1 and male students. • 1:1 Academic Success tutorials	Director of Education and Students Head of Student Academic Success Academic Skills Tutors x 7 BSSH Coordinator Senior Evaluation Officer/Senior Data Analyst	Increase student academic skills (responding to feedback) Increase student confidence in academic ability Learning to recover from academic setbacks Long Term Increased continuation, attainment, and completion	
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New Peer community groups/peer mentoring in targeted courses with higher populations of IMD Q1 students and male students.	Staff time Head of Student Academic Success Peer Mentoring Coordinator (Skills Hub) Senior Evaluation Officer/Senior Data Analyst.	Short Term Increased sense of belonging in HE Stronger peer bonds Improved mental health Long term Increased continuation	
Existing & Developing In Year Module Retrieval (IYMR) Retrieval of a failed assessment task up to week 17 (mark capped at 40%) using feedback to improve the existing assessed work.	Staff time Head of Student Academic Success Academic Skills tutors (x7) Senior Evaluation Officer/Senior Data Analyst	Short Term Increased student academic skills (responding to feedback) Increased student confidence in academic ability Learning to recover from academic setbacks Long Term Increased continuation, attainment, and completion	IS 3, IS 4
Existing Attendance and Engagement Policy A programme of proactive contact to support students whose attendance and engagement data indicates they could be at risk of non-continuation.	Staff time Director of Education and Students Student Engagement Leads (x6) Head of EPD/Senior Evaluation Officer/Senior Data Analyst	Short Term Reduce barriers to students accessing support services to stay and continue Students gain self-efficacy and skills Increased access to support services Long Term Increased continuation and completion Students are proactively engaged with and supported and signed posted effectively	
Existing Student Support and Guidance Tutors (SSGTs) are part of the Student Wellbeing Team	Staff time – SSGTs	Short Term Increased sense of belonging in HE Stronger peer bonds	IS 3, IS 4

and work within the academic schools. SSGTs provide guidance relating to health, wellbeing and self-care, personal issues including isolation, loneliness and homesickness, anxiety, bullying and harassment, motivation, procrastination, and time-management.	SSGT activities £1440 per year (£5760)	Improved mental health Long term Increased continuation and completion	
Existing Brighton Students' Union (BSU) Academic Societies Working in partnership with the BSU to support ongoing engagement with societies and the further development of Academic Societies.	Funding to the Brighton Students' Union £75,000 per year (£300,000) Head of EPD/Senior Evaluation Officer/ Senior Data Analyst	Short Term • Increased sense of belonging in HE • Stronger peer bonds • Improved mental health Long term Increased continuation and completion	

Total cost of activities and evaluation for intervention strategy: £6,299,618

Summary of evidence base and rationale:

Our rationale for this intervention strategy is that lower rates of continuation, attainment, and completion among IMD Q1 students are the result of differing educational experiences, expectations, support, and mentorship prior to and upon arriving at university. Our multi-faceted intervention strategy aims to bridge gaps with activities supported by rigorous evidence (where it exists) and our own experience working with students. Specifically, we draw on some established practices and our own internal evidence that suggests impact on intermediate and some long-term success outcomes. We also reviewed evidence from research that establishes the value of transition programmes (Thompson, Pawson, & Evans, 2021), and embedded skills modules (Bohemia et al., 2007). A detailed summary of the evidence for each activity is provided in Annex B.

Evaluation

Our evaluation of the activities in Intervention Strategy 2 will focus on developing enhanced theories of change for all programmes and testing the links between activities, intermediate outcomes (feelings of belonging in HE, metacognitive skills), and long-term outcomes (continuation, attainment, completion) for a set of high priority activities. Our empirical evaluations will focus on producing and publishing Type 2 evidence though we will strive to produce Type 3 evidence for at least one activity where quasi experimental or experimental designs are feasible and ethical. A summary of our evaluation plan for each activity is provided in Annex B.

Intervention Strategy IS 3: supporting students with mental health conditions

Objectives and Targets

Objective 8: raise completion rates of students who report a mental health condition from 77.5% to 80.5%.

Risks to equality of opportunity

Intervention strategy 3 aims to mitigate the risks to the equality of opportunity 6 – 9 and 11 for students with a declared mental health condition.

Activity	Inputs	Outcomes	Cross intervention strategy?
<i>New and developing</i> Staff mental health training Training in student wellbeing, Mental Health, Suicide Prevention, safeguarding and cause for concern processes for all academic staff and professional service staff who provide frontline student contact.	Staff time Student Wellbeing team (plus SSGT costs in IS2) Internal training resources and support	Short Term Increased confidence among staff in supporting students with mental health conditions Higher referral rates for students in need of mental health support Long Term Higher completion rates for students with mental health conditions.	IS2
<i>Existing</i> LGBTQ+ Uni-Amex Mentoring Mentoring for LGBTQ+ students by LGBTQ+ staff at American Express where students are supported and benefit from seeing successful role models who share similar experiences and understand the challenges students may face.	Staff Time Careers Mentoring Coordinator in Careers and Employability Team (costs in IS6)		IS 6

Developing Wellbeing Champions Module The provision of a wellbeing module for all students which protects their own mental wellbeing and introduces strategies for supporting friends with their mental health	Staff time Student Wellbeing Promotion & Development Lead (costs in IS2) Wellbeing Champions (£20,000 over 4 years)	Short Term Greater awareness of mental health services among at risk groups Long Term Higher completion rates for students with mental health conditions	
New Inclusive Learning and Teaching Toolkit A dedicated wellbeing resources section of the toolkit drawn from good practice across the sector and the institution which enables staff to build wellbeing and resilience into the curriculum through its design, delivery, and assessment strategies.	Staff time Learning and Teaching Hub Academic Developers (costs in IS2) Head of Learning and Teaching Hub (costs in IS2) Learning and Teaching Hub administrative support (costs in IS2)	Short Term Staff knowledge and skills to implement inclusive curriculum and assessment strategies Changes to curriculum design that reflects tenants of toolkit Greater staff sensitivity to needs of students with mental health conditions Long Term Higher completion rates for students with mental health conditions.	IS4 and IS2

Existing BSU societies Societies for students with autism, neurodivergence, and LGBTQ+ providing spaces for students to join groups with a shared identity to connect with peers, build connections and engage in relevant activities, leading to a supportive community.	Funding to the Brighton Students' Union (see IS2) Head of EPD/Senior Evaluation Officer/ Senior Data Analyst	Short Term Increased sense of belonging among participants Greater awareness of mental health services among at risk groups Long Term Higher completion rates for students with mental health conditions.	IS4
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Total cost of activities and evaluation for intervention strategy: £1,127,720 (over 4 years)

Summary of evidence base and rationale

Our rationale for this intervention strategy is that lower rates of completion among students with a mental health condition can be addressed by providing greater support. Our intervention strategy components aim to provide holistic services to these students as they pursue their academic studies as well as targeted training and support for staff and other students who can support them. We have drawn on rigorous evidence in the literature (where it exists) and our own experience working with students. Specifically, we draw on some established practices and our own internal evidence that suggests impact on intermediate and some long-term success outcomes as well as evidence from research like Pointon-Haas et al. (2023) synthesis of the existing evidence and TASO's Student Mental Health Evidence Toolkit. A detailed summary of the evidence for each activity is provided in Annex B.

Evaluation

Our evaluation of the activities in Intervention Strategy 3 will focus on developing enhanced theories of change for all programmes and testing the links between activities, intermediate outcomes (feelings of belonging in HE, metacognitive skills, mental health and wellbeing), and long-term outcomes (completion among students with mental health conditions) for a set of high priority activities. Our empirical evaluations will focus on producing and publishing Type 2 evidence though we will strive to produce Type 3 evidence for at least one activity where quasi experimental or experimental designs are feasible and ethical. A summary of our evaluation plans for each activity is provided in Annex B.

Intervention Strategy IS 4: supporting Black students across the student lifecycle

Objectives and Targets

Objective 9: raise good degree attainment rates for Black students from 58% to 66%.

Risks to equality of opportunity

Intervention strategy 4 aims to mitigate the risks to the equality of opportunity 6, 7 and 9 for black students.

Activity	Inputs	Outcomes	Cross intervention strategy?
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New Black Student Peer Mentoring A peer mentoring scheme for black (UK fee status) students which aims foster a sense of belonging by creating a supportive environment by pairing level 5 and 6 black mentors with black mentees from level 4 and Integrated Foundation Year. Expected numbers, up to 80 student mentees. Mentees are invited to a series of group sessions to support academic skills and personal development. Mentors receive ongoing support through a series of wellbeing workshops, which also incorporate key skills to support level 5/6 attainment. Mentors are paid for their time to mitigate the cost-of-living risk and to enable full participation in the programme and extended programme of workshops.	Paid student mentorship to include training, ongoing support and development and mentor meetings. Staff time Student Mentoring Coordinator (Costs in IS 2) Head of EPD/Senior Evaluation Officer/ Senior Data Analyst	Short Term Increased sense of belonging (mentees) Increase in leadership and other skills (mentors) Increase in mental health and wellbeing (mentees) Reduced financial stress (mentors) Increase in academic confidence and skills (mentors/mentees) Long Term Increase in rates of attainment (mentors/mentees) Increase in rates of continuation (mentors/mentees) Increase in rates of completion (mentors/mentees)	IS2, IS5
New Inclusive Learning and Teaching Toolkit Builds on the work from our 2019-2025 APP, drawing together the resources which have been developed to support an inclusive curriculum, in partnership with students, into a toolkit. Professional development workshops to embed the Toolkit in practice.	Staff time Learning and Teaching Hub Academic Developers (costs in IS2) Head of Learning and Teaching Hub (costs in IS2) Learning and Teaching Hub administrative support (costs in IS2)	Short Term Improved awareness and understanding of students from various backgrounds Long Term Improvements in attainment, continuation and completion	IS3

Established Equality, Diversity and Inclusion (EDI) resources for students The provision of an EDI course for all students to develop and increase knowledge and awareness across all protected characteristics.	Staff time Student Experience and Equalities Manager BSSH coordinator (costs in IS2)	Short Term Increase in students' inclusive mindsets and understanding Increased sense of belonging for all students Long Term Improvements in attainment, continuation, and completion	IS2, IS3
Established Professional Identity Match Mentoring is offered through the Employability Team where students are matched with a professional mentor who shares a racial identity and is trained to support them in working towards their employability and outcomes goals, and achievement of their degree.	Staff time Social Mobility and Mentoring Manager (costs in IS6) Mentoring Officer (costs in IS6) Training for mentors and mentees £9,000 per year (£36,000 over 4 years) Head of EPD/Senior Evaluation Officer/ Senior Data Analyst	Short Term Increase in self-confidence in the workplace Enables the development of professional networks, facilitates connections with industry Long Term Provide mentees with positive role models, leading to improved attainment	IS5

Total cost of activities and evaluation for intervention strategy: £533,424

Summary of evidence base and rationale

We developed activities for IS 4 with the goal of providing Black students with a variety of activities to increase their chances of achieving a 'good degree'. These activities were designed with robust evidence as well as from our own experience. Our peer mentoring scheme, for example, was developed this year and influenced by similar programmes successfully implemented at other universities such as the University of Manchester's 10/10 programme. We also carefully considered research like TASO's Approaches to Addressing the Ethnicity Degree Awarding Gap by Andrews et al. (2023) and de Bie (2022) which highlights the importance of a whole University approach to increasing access and success among historically marginalised groups. A full breakdown of the sources we drew upon to develop IS 4 can be found in Annex B.

Evaluation

Our evaluation of the activities in Intervention Strategy 4 will focus on developing enhanced theories of change for all programmes and testing the links between activities, intermediate outcomes (feelings of belonging in HE, metacognitive skills, professional skills), and long-term outcomes (attainment among Black students as well as continuation and progression as secondary – though high priority -- outcomes) for a set of activities. Our empirical evaluations will focus on producing and publishing Type 2 evidence though we will strive to produce Type 3 evidence for at

least one activity where quasi experimental or experimental designs are feasible and ethical. A summary of our evaluation plans for each activity is provided in Annex B.

Intervention Strategy IS 5: Financial Support for economically disadvantaged students

Objective and Targets

Objective 10: increase the completion rates for students from lower income households, which includes care experienced and estranged students.

Risks to equality of opportunity

Intervention strategy 5 aims to mitigate the risks to the equality of opportunity risk 10 (cost pressures)

Activity	Inputs	Outcomes	Cross intervention strategy?
Existing and Developing IMD Q1 student ‘package’ - UoB Cash Bursary to students who meet the eligibility criteria set out in provision of information to students (page 38) - Students in receipt of a bursary will be offered a package of support including: - Guaranteed interview for paid Student Ambassador/Student Partner role(s) through the Employment Hub - Technology Loan Scheme - Academic Skills interventions (see intervention strategy 2) - Careers focused mentor in level 5 - Care leavers and estranged students are guaranteed year-round university accommodation	Finance/bursary payment support £1,921,000 per year (£7,684,000 over 4 years) Student Support fund £330,000 per year (£1,320,000) Academic skills tutor x 7 (costs in IS2) Campus Employment co-ordinator (costs in IS6) Head of EPD/Senior Evaluation Officer/ Senior Data Analyst (costs in IS2)	Short Term Increase in students’ - sense of belonging - academic confidence - work life balance - inclusion in university community - life satisfaction Long Term Increase in - continuation - attainment - completion Amongst students with lower household incomes	IS 6, IS 2

Total cost of intervention strategy: £9,004,000

Summary of evidence base and rationale:

Our rationale for this intervention strategy is that financial pressures contribute to lower rates of completion among students from lower household incomes, which includes care leavers and estranged students. Our bursary support package aims to support students financially and also provide opportunities for further paid work at the university and a range of academic and career support with activities. We have drawn on our own evaluation of financial support which suggests impact on student completion and also sector evidence (Taylor, van Eyk, & Syme, 2020, TASO and Office for Student 2020). A detailed summary of the evidence for each activity is provided in Annex B.

Evaluation

Our evaluation of the activities in Intervention Strategy 5 will focus on developing a Theory of Change and testing the links between financial support package and intermediate outcomes (feelings of belonging in HE, metacognitive skills), and long-term outcomes (continuation, attainment, completion). Our empirical evaluations will focus on producing and publishing Type 2 evidence though we will strive to produce Type 3 evidence for at least one activity where quasi experimental or experimental designs are feasible and ethical. A summary of our evaluation plan for each activity is provided in Annex B.

Intervention Strategy IS 6: highly skilled employment or further study support for young students

Objective and Targets

Objective 11: raise rates of progression into highly skilled employment or further study among younger students from 74% to 78%.

Risks to equality of opportunity

Intervention strategy 6 aims to mitigate the risks to the equality of opportunity 7, 8, 10 and 12 for students who are under 25.

Activity	Inputs	Outcomes	Cross intervention strategy?
Mentoring programmes existing and new Professional Mentoring (existing) Targeted mentoring programmes for students from under-represented backgrounds Industry Specific Mentoring (new) 1:1 mentoring relationships will be	Staff time Social Mobility and Mentoring Manager Mentoring Coordinator Head of EPD/Senior Evaluation Officer/ Senior Data Analyst	Short Term Increase in confidence and knowledge about work sectors of interest Increase in ability to pursue personal and professional goals Develop professional networks Long Term Increase in continuation and progression to highly	IS2, IS3, IS4

developed for specific subject areas where the data reveal that younger students are performing significantly below mature students. Mentees will be matched with professionals from an industry that aligns with their preferred future career sector. We will work with the university Alumni team to source appropriate mentors.		skilled employment or further study.	
Existing Placements, internships and volunteering opportunities	Staff time Careers and Employability team	Short Term Increased confidence through gaining work experience. Long Term Increase in progression to highly skilled employment or further study	
Existing and developing Access to employer presentations and drop-ins on campus Career guidance to support younger students Targeted support for a group who may be more uncertain about their career pathway. Targeted support to develop and embed more live brief activities (Developing)	Staff time Employability and Enterprise Projects Manager Career Development Adviser	Short Term Students gain understanding of employer requirements. Students are equipped to make effective career decisions, and understand their skills Increased confidence built through authentic assessment. Long Term Increase in progression to highly skilled employment or further study.	

Focus on subject areas with higher numbers of younger students.			
New Graduate Careers Programme Programme supports transition into the workplace/further study for recent graduates who have not yet secured a positive outcome.	Staff time Career Development Adviser/ Coach	Short Term Access to guidance and opportunities for new graduates. Long Term Increase in progression to highly skilled employment or further study.	
New Development of a skills audit framework tailored around our Brighton Graduate Attributes Developing digital resources that increase reach and engagement.	Resources for Target Connect platform. Staff time Graduate intern IT Systems Coordinator Head of EPD/Senior Evaluation Officer/ Senior Data Analyst	Short Term Students understand and improve their skills, qualities and attributes to enhance their employability Long Term Increase in progression to highly skilled employment or further study.	
Existing Alumni Scholarship Scholarship to provide a 20% discount on postgraduate fees for students who remain at UoB for postgraduate study		Short Term Students are encouraged progress to further study at the UoB. Long Term Increase in progression to further study	
Existing Student Jobs Hub We have developed the Hub to provide a central point to advertise job	Staff time Coordinator role for on-campus employment	Short Term More job opportunities on campus enabling younger students to gain work experience Long Term	IS2, IS3, IS4

opportunities for students. Students are supported to find and apply for opportunities and to gain a better understanding of how their part time work benefits their wider employability.		Increase in progression to highly skilled employment	
Existing Support for students who want to start up their own business or work freelance	Staff time Careers and Employability team	Short Term Students supported to start up their own business or work in a freelance capacity. Long Term Increase in progression to highly skilled work through self-employment	

Total cost of activities and evaluation for intervention strategy: £1,667,996

Summary of evidence base and rationale

Intervention Strategy 6 draws on existing evidence around progression from higher education for young people as well as our institutional knowledge of best practices. To develop our programming, we looked at existing research as well as best practices from other universities in the UK. For example, we looked at a range of studies and existing mentoring programmes to develop our new industry specific mentoring programme such as Capstick et al. (2019) and Bowman et al. (2020) which suggest that mentoring programmes can improve successful outcomes. We also examined research that evaluated Information, Advice, and Guidance (IAG) for progression such as Whiston et al., (2017) and Office for Students (2019), noting that the specific ingredients necessary to produce positive outcomes from IAG remain unclear. Our evaluation strategy will seek to pin down these components further and evaluate their relative importance in the future.

Evaluation

Our evaluation of the activities in Intervention Strategy 6 will focus on developing enhanced theories of change for all programmes and testing the links between activities, intermediate outcomes (confidence in career prospects, networking and job market skills), and long-term outcomes (progression among younger students) for a set of high priority activities. Our empirical evaluations will focus on producing and publishing Type 2 evidence though we will strive to produce Type 3 evidence for at least one activity where quasi experimental or experimental designs are feasible and ethical. A detailed summary of our evaluation plans for each activity is provided in Annex B.

Whole provider approach

Overview

Our whole provider approach is enshrined in our 'Practical Wisdom' Strategy and is fundamental to delivering successful outcomes for all students. We understand our students – their diverse backgrounds and entry qualifications – and we deliver an education and student experience that meets students where they are throughout the whole student lifecycle. This deep understanding of our students informs all academic and professional services provision, enabling students to travel a significant distance from their diverse starting points, and to fulfil future ambitions.

We deliver provision across a range of levels, including apprenticeships and foundation year programmes. Our Curriculum Design Framework is underpinned by the principles of inclusive and transition pedagogy, applied practice-based learning and assessment, digital learning, employability and enterprise, and research informed teaching. All courses are designed in line with this framework, ensuring that our students' prior educational experiences, their entry points into higher education and their future career ambitions are prioritised.

The ongoing development of our people plays a key role in embedding our whole provider approach to student success. Our Learning and Teaching Hub (L&T Hub) foregrounds the APP and its associated activities to the cohorts of staff undertaking the PGCAP (Post Graduate Certificate in Academic Practice). The PGCAP introduces the participants to the various data dashboards which includes both APP and wider student experience and outcomes data and supports them to understand the context in which they are working as new academic members of staff. Regular 'Talking about Teaching' sessions take place which consider educational approaches which support successful student outcomes. Communities of Practice (CoP), convened by the L&T Hub, have been developed to consider the experiences of different demographics of students, an example of this is a CoP which considers the experiences of students with a Mental Health condition.

Supporting student success across the lifecycle

Our whole provide approach supports students across the lifecycle, beginning with our well-established programme of outreach activity. This raises awareness of educational opportunity, supports aspiration and attainment, and provides information advice and guidance and subject experiences. Our outreach engagement is delivered from primary through to post-16 with targeted activity in 33 schools and colleges located in predominantly IMD Q1 postcodes in East Sussex, West Sussex and Brighton & Hove; this includes 5 of the primary schools and the 3 secondary schools in the University of Brighton Academies Trust. Through this targeted activity we typically deliver 350 activities each year.

Once at Brighton, students benefit from a whole provider approach to enabling student success, which is led by our *Brighton Achieves* Steering Group. The Group works to deliver our institutional strategic priority of *enabling all of our students to succeed and achieve their goals, and strengthening student engagement in their own learning and in shaping the wider student experience*. The Brighton Achieves group brings together academic and professional services stakeholders from across the institution, under the leadership of the Director of Education and Students. This approach ensures that there is a consistent approach to implementing University policies, recent examples of which include the Attendance and Engagement Policy, the Personal Tutoring Policy, and our academic transition framework *Belong at Brighton*.

Belong at Brighton is our longitudinal approach to student transition, spanning from acceptance of an offer through to the end of the first semester. The aim of the programme is to improve students' sense of belonging. At course level this is delivered through a consistent, university-wide framework with welcome activities focused on active student engagement. The course-level framework was developed in 2020 from existing discipline-based approaches, and considered recommendations made in the ethnicity degree awarding gap institutional research to make induction processes more

inclusive. The framework includes pre-entry academic activities for new students and a welcome week programme for all students and access to online resources to further support their transition into the university. An extended course-level induction programme for level 4 and Integrated Foundation Year (IFY) students provides a timetabled, non-curriculum touchpoint with course teams, which introduces support for student continuation, completion, and progression such as Student Money Advice, the SSGT, and the *Brighton Works* programme.

Launched in 2021, our Student Potential Fund secures philanthropic donations from our alumni, staff, former staff, governors, businesses, and friends of the university. The Fund provides scholarships for students from low-income backgrounds, and those of black or black-mixed heritage. It also provides experience and employability grants for students from under-represented groups to enhance their studies, employability skills, or their capacity to participate in societies or sports.

The University monitors student attendance and engagement with the Virtual Learning Environment (VLE) and intervenes where students are considered at risk of non-continuation. An engagement dashboard is used to support the implementation of the attendance and engagement policy, enabling the identification of students at risk and enabling appropriate support to be offered. "Checking-in" emails are sent which aim to motivate students with low engagement, signposting the student to the full range of academic and pastoral support.

We also take a whole provider approach to supporting students' employability and career ambitions. The *Brighton Works* strand of our strategy aims to *empower our students in terms of their employability and the confidence and capacity to make a difference*. This workstream is delivered through the Brighton Works Steering Group which, is constituted of academic employability leads from across the schools, and key professional service staff involved in the development and delivery of the strategic plans related to employability. Key areas of work at institution-level include the development and implementation of the new Brighton Graduate Attributes and our approach to placement opportunities. Through Brighton Works and the Careers and Employability department we also offer a range of well-developed, long standing professional mentoring schemes: identity match mentoring (for Minority Ethnic Students), LGBTQ+ mentoring working in collaboration with the American Express LGBTQ+ network, the Men in Primary scheme, and our general mentoring programme 'momentum.'

Student support and wellbeing

Throughout their time with us, we provide students with pastoral care that supports their success and wellbeing. The Brighton Student Skills Hub (BSSH) supports the development of students' academic study skills, for both academic writing and maths and statistic, with designated BSSH tutors in each school offering 1:1 tutorials and group workshops (both co-curricular and embedded in the curriculum) and a Writing Advisory Service, where students submit work for general feedback from a BSSH tutor on structure, clarity, and writing style. Short courses are also run for students, UK domiciled and international, who speak English as a second or other language to develop their academic writing skills. Royal Literary Fund Fellows are also available to students seeking to develop further their academic writing. The BSSH also hosts online study skills resources which have seen ~40,000 visits to the landing page since its launch in March 2021 and is widely promoted to students through targeted communication campaigns. New entrants are also introduced to the BSSH through sessions delivered within their Belong at Brighton extended induction programme.

Student Support and Guidance Tutors (SSGTs) are a key part of our whole institution approach to supporting the continuation and completion of our students by offering support to all students, with a particular focus on those from under-represented groups. SSGTs are part of the central Student Wellbeing service and support students with a range of matters, including mental health and

wellbeing, referring on to further support where required. Each subject area has a dedicated SSGT with a unique knowledge of their subject area and focuses on enabling students to navigate challenges that may arise, whilst continuing with their learning and achieving their potential. SSGT led wellbeing workshops are developed and delivered within the curriculum with the SSGT working in partnership with the Course Leader; examples include building resilience, managing exam stress, and giving oral presentations. SSGT workshops are also developed in collaboration with other teams, including the BSSH and Careers and Employability, as part of our approach to embedding wellbeing to support student achievement and employability.

Support for our disabled students is provided by our specialist Disability and Dyslexia team. We have a higher proportion of full-time undergraduate students with a reported disability (22%), cognitive or learning difficulties (8.5%), and with declared mental health conditions (8.1%) than the sector (all OfS registered providers). Students with declared disabilities can access a Learning Support Plan (LSP) and additional support funded by the Disabled Student Allowance. Each year we fund access to dyslexia screening and diagnosis for around 600 students. The implementation of our Learning and Teaching Inclusive Practice and Accessibility policy, and our institutional focus on inclusive practice within the curriculum further supports our students' different learning needs taking a whole institution approach. We have introduced Blackboard Ally, a tool which works with the VLE, this enables students to view and download course materials in a variety of accessible formats that support different learning needs and requirements. It is widely promoted to students, including those with LSPs and those commuting to university as a tool to support a range of contexts.

We provide bespoke support for students who are care-experienced or estranged from their families. We were signatories of the StandAlone pledge (2017) and are also a signatory of the Care Leavers Covenant (2020) and follow sector best practice to proactively support this group of students, this includes an enhanced bursary offer, and dedicated and targeted academic and pastoral support from the Skills Hub and the Student Support and Guidance. We are also a member of the National Network for the Education of Care Leavers (NNECL).

Along with a number of other higher education institutions in the sector, the University is responding to the various recommendations of the HE Mental Health Implementation Taskforce, including considering its intention to register for the University Mental Health Charter (UMHC) over the next year. Whilst the necessary preparatory work is undertaken to ensure all of our mental health and wellbeing services and processes are in alignment with the UMHG principles and recommended practices, a related review will be conducted with the aim of ensuring the University will also be in a position to meet the commitments required to sign-up to the Disabled Students' Commission, Disabled Student Commitment, joining a number of other institutions and organisations pledging to make the step changes necessary to create a more inclusive higher education environment for everyone.

Equality, diversity and inclusion

Our Equality Diversity and Inclusion (EDI) governance structure ensures there is an integrated, proactive approach to equality, diversity and inclusion that meets the University's public sector equality duties. We have two institutional wide EDI Committees which take forward the work which includes the external equalities initiatives Athena Swan Charter Mark, the Race Equality Charter Mark, Stonewall Workplace Equality Index. The EDI Oversight Committee is responsible for steering and overseeing the university's EDI Strategic Plan and institutional equality objectives as part of the University Strategy and commitment to our core value of inclusivity. The EDI Delivery Committee oversees the implementation of the EDI Strategic Plan and institutional objectives ensuring that there is a consultative, collaborative, and coordinated approach to implementing the EDI Strategy and its

associated objectives and action plans. The APP objectives related to students with protected characteristics are embedded in EDI strategic plan and progress against milestones and narrative commitments are reported to the oversight committee. Members of the University Executive Board are senior champions and sponsors for different protected characteristics.

There is alignment between our APP and the sections of our Race Equality Charter (REC) action plan which relate to student experience and student outcomes. We achieved REC Bronze in 2019 and are currently working towards a new submission in spring 2025. The intervention strategies in our APP which relate to improving the degree awarding outcomes for our black students are replicated as actions in our REC plan. The co-chairs of the REC steering group work closely with the Director of Education and Students, who also sits on the REC oversight group and the EDI oversight committee to ensure that there is joined up thinking in the development of actions and activities which support the outcome of Minority Ethnic students.

Governance and oversight

We have strategically embedded the oversight and direction of our access and participation activities within our formal governance structures, under the leadership of the PVC Education and Students. Our APP activity is overseen by our Access and Participation Plan Oversight Group (AAPOG), the University's Education and Student Experience Committee and Academic Board, all of which include representation from the Students' Union. The delivery, monitoring and evaluation of APP is undertaken by various implementation groups, respectively leading on access, success, progression and evaluation. Furthermore, oversight of APP targets is embedded at the highest levels of the organisation via regular progress reports to the University's Executive Board and Board of Governors. We also operate an annual quality assessment process, which drives improvement in outcomes aligned to the Office for Students registration conditions (B3 baselines for student outcomes).

Student consultation

The student voice has informed the development of our APP in three ways: firstly, via a student consultation event that engaged students in the design of our intervention strategies; secondly, through Students' Union representation on the APP Writing Group and at key decision-making committees; and thirdly, through the University's longstanding culture of recognising the value of students as active partners and co-creators in the development, delivery and evaluation of our APP activities.

The APP student consultation event with students selected to be representative of the schools including BSMS and of the APP target groups, began with an outline of the University's areas for priority focus. Students were invited to review and contribute to the development of the proposed activities, including prioritisation of some of the initiatives. The students were able to select which target groups and proposed intervention strategies they provided feedback on to ensure that students were able to contribute their own lived experience to the development of activities; an example of the impact this event has had on the development of the intervention strategy is the proposal for a mentoring scheme for black students. A conceptual outline was presented to the students, who then provided substantial feedback on how best to operate such a scheme and to make it engaging and valuable to both the mentor and mentee. Our BSU Sabbatical Officers also provided feedback and review of the Black Students' Mentoring scheme activity and will be working in partnership with the University to promote engagement with this new offer.

Both staff and student members of our Students' Union are represented on all of our Access and Participation Plan related Groups, including the APP Oversight Group and the Evaluation Group.

This has enabled the student voice to inform the entire development process for the plan, from the analysis of risk, to the selection of areas of focus, to the design of intervention strategies.

In more general terms, the University collaborates closely with its students across all APP activity. We provide 'APP funding' to our Brighton Students' Union (BSU) to deliver activities and campaigns to support the delivery of our APP objectives; these include academic societies which aim to foster a wider sense of belonging to a course and subject community, and societies for students who identify with particular characteristics, for example the African, Caribbean Society, LGBTQ+ Society, Neurodivergent society, all of which are relevant to our APP identified target groups. The BSU also provide students with vital information through the Cost-of-Living Information Hub, which includes access to The Pantry foodbank, campus food vouchers and the BSU Student Advice Centre. The BSU also regularly hold 'Give it a Go' sessions, which seek to engage students in a range of extracurricular activities. The BSU undertake evaluations to demonstrate the impact their activities have on students' outcomes, with a focus on the APP groups.

Students are employed across the University to support a wide range of activities, some of which have a direct impact on our access and participation intervention strategies. Student Engagement Partners work closely with our School-based Student Engagement leads on interventions and activities which support continuation and completion, for example in welcome week, the Student Engagement Partners in one School designed and delivered an orientation event using the ActionBound App, the digital trail guided students around campus and added in 'selfie prompts' to increase student engagement, prizes were awarded for the winners, feedback gathered identified the impact of peer led activity in facilitating opportunities for new students to settle in, get involved and make friends. The Student Engagement Partners have also contributed to the development of activities in the Intervention Strategies, these include the academic transition framework, Belong at Brighton, making recommendations to strengthen the programme and make it engaging for our new students. They have also worked in partnership with the university to conduct the evaluation of the Belong at Brighton, conducting focus groups alongside university staff, leading to recommendations for enhancement. They have also developed the approach to our Belong at Brighton Extra, an initiative which provides funding for course-level curriculum enrichment activities designed to develop students' sense of belonging and sense of community and connection to their course cohort.

As we implement the interventions set out in our APP, we will continue to work with our Student Engagement Partners on the development and delivery of activities to support continuation and completion, and ensure that they continue to be engaged in the evaluation and dissemination of the relevant activities.

Evaluation of the plan

This section outlines the University's plans to continue to strengthen and implement high quality evaluations.

Development of an Evaluation Strategy and Monitoring and Evaluation Framework

The evaluation work of the University is overseen by its Education and Student Experience Evaluation Group, chaired by the Head of the Evaluation and Policy Department (EPD). Members include APP practitioners, our Senior Evaluation Officer (SEO), data analysts, academics, staff members of our BSU and the BSU VP Education. The Group has developed, and the University has adopted, an overarching Evaluation Strategy, which incorporates guidelines from the Centre for Transforming Access and Student Outcomes in Higher Education (TASO) for best practice in evaluation in higher education. The main objective of the strategy is to enable the University to build a robust evidence base about the impact of our interventions on the student experience and student outcomes. The strategy sets out our three main areas of action that will enable us to achieve this

including; increasing the quality and level of evaluations; increasing the dissemination of our evaluation outcomes, and further promoting collaborative evaluation and institutional research. We aim to make this evidence base available to key decision-making stakeholders at the University, and others internally, to share good practice and the enhancement of what works. We will also work to make this evidence available externally to colleagues outside of the University to contribute to the increasing interest in building an evidence base in the sector. To these ends, the University has taken a range of steps to enhance our evaluation capacity, quality, and output, outlined in the section below.

The University's Monitoring and Evaluation Framework (MEF) was initially designed by the Evaluation and Policy Department in 2016/17 and has continually developed to ensure the quality of our evaluation activity and the impact of its outputs is enhanced annually. The MEF provides an overview of the key elements that each programme evaluation should consider and include. The annual MEF process is overseen by the Evaluation Group and ensures that our APP activities are reviewed and evaluated, and outcomes shared to enhance practice for future years or re-focus activity where necessary to progress performance against our objectives.

Self-assessment of internal capacity for evaluation

To ensure resources are targeted towards strengthening any gaps in our evaluation capacity, the Evaluation Group undertook an updated review making use of the OfS evaluation self-assessment tool. This process has allowed the identification of areas of success and continued improvement. While we found that our evaluation capacity was advanced across four indicators (strategic context; evaluation design, evaluation implementation and learning from evaluation) and emerging in only one (programme design), we identified areas for further improvement across all. As such, we will continue to work to:

1. Strengthen the link between evaluation and decision-making
 - a. Develop stronger ties between evaluation feedback and institutional planning and decision-making
2. Consolidate existing resources and upskill staff
 - a. Create a stronger University network of academics, students, and professional services colleagues to enhance our overall evaluation capabilities
 - b. Provide staff with opportunities to enhance their evaluation skills and understanding
 - c. Engage more students in evaluation design and implementation
3. Connect programming with and contribute to existing research and academic literature
 - a. Increase connection between programme design, planning, and the existing evidence base
 - b. Publish results of evaluation activities to influence practice across the sector and contribute to sector evidence base
4. Enhance theories of change and data collection
 - a. Develop more advanced theories of change for programmes to better identify short- and medium-term indicators of success or areas for improvement
 - b. Increase familiarity with and use of validated scales particularly for more short and medium-term outcomes.

We will continue to conduct this self-assessment on biennial basis to check whether our efforts to strengthen evaluation capacity are making a difference and or where further focus might be needed. We outline our strategies for meeting these key goals in the next four years in the subsections below.

Steps to strengthen evaluation capacity

As part of our continued efforts to strengthen our evaluation capacity, we have recently recruited a new SEO with a background in academic research as well as evaluation science. In this position, the SEO, with support from the EPD, will take steps to address the gaps in our evaluation capacity outlined above.

1 Incorporate evaluation into decision-making

To ensure our evaluation results are more impactful, we will develop stronger links between decision makers' timelines and publication of results. To do this, we will work to improve both the timeliness of dissemination, and increased access to as well as enhanced understanding of evaluation outputs including publishing interim results that focus on intermediate outcomes for a number of the APP programmes.

2 Consolidate existing resources and up-skill staff

In the next four years, we will work to broaden our network of staff who are engaged with the evaluation of APP initiatives, with the aim of creating a Brighton What Works Network. The SEO will work with colleagues across the University to build connections with staff and students who are interested in education research and evaluation practices and who could support and enhance our internal network of evaluation expertise and support our evaluation strategic objectives of increasing the volume and quality of evaluations and improving dissemination of the results.

Another aim of our Evaluation Strategy is to work to further develop a culture of evaluation. To support staff to improve their knowledge and skills, the SEO will lead the development and execution of regular workshops on best practices for implementation and evaluation with the goal of upskilling our current staff and engaging the academic community and professional service colleagues involved in delivering initiatives with our internal efforts to evaluate APP interventions. These sessions will have a specific focus on matching evaluation designs, data, and analysis with the types of programmes offered at the University, highlighting the most rigorous types of evidence (Type 3, causal) but also acknowledging the complexity of mechanisms between intervention and outcome in the higher education space.

Building on this work, we will also continue our efforts to encourage the use of validated scales - such as the TASO Access and Success Questionnaire (ASQ). We will provide training and guidance on use and where scales like the ASQ do not fit the needs of new programmes, the SEO will work with staff to identify validated scales that can better support their evaluations. To this end, the SEO will develop the Brighton Evaluation Measures (BEM) catalogue of all measures currently in use at the University with a bank of suggested measures that colleagues can select from when developing evaluation strategies. By doing this, we will streamline the measures used across the university and enhance our ability to implement meaningful evaluations that capture impact overtime and across cohorts. Additionally, the SEO will hold weekly 'Office Hours' to provide a space for more direct support and one-off conversations about evaluation design, implementation, and analysis.

We will also endeavour to increase involvement of our students as we design, implement, and analyse the results of our evaluations. We will work closely with our partners in the BSU to ensure our selection of which programmes to more closely evaluate align with the interests and needs of the student body. We will also meet with student representatives as we design and implement our evaluation strategies particularly when we develop enhanced theories of change. We will also strive to include students as evaluation partners where possible. This will not only encourage a stronger student perspective when it comes to analysing the results but also will provide students with experience in evaluation design and implementation.

3 Connect programming with and contributing to existing research

Increasing connections with academics at the University will dovetail with renewed efforts to increase the peer-reviewed publications that come from our internal evaluations. The SEO is well versed in publishing in academic journals and will work with staff and collaborators inside and outside of the University, including colleagues in our Research and Knowledge Exchange Department, to advance our existing evaluations and future evaluations into appropriate journals.

We will continue to work towards our Evaluation Strategy objective of increasing the reach of our evaluation outputs through connecting and working with others in the sector, building for example on our experience during 2022/23 of working with TASO and SQW, an independent education evaluator, on the evaluation of our student mentoring programme. Members of the Evaluation Group are well connected to sector evaluation and related networks, including for example membership of; TASO's Sector Network and Gaps in the Student Experience Theme Working Group; the FACE APP Special Interest Group, HEAT and the UK & Ireland Higher Education Institutional Research (HEIR) Network, all of which ensure colleagues are kept up to date and connected to the best current advice and guidance to inform and enhance our practices.

4 Enhanced theories of change and data availability

One key area for improvement in our evaluation structure is to develop greater capacity to assess short- and medium-term outcomes in our success and progression focused programmes' ToC. Because longer term outcome data like graduate outcomes, completion, and degree attainment take time to capture, improving our ability to accurately measure shorter-term outcomes will enhance our ability to make necessary programme changes while we can still have an impact. To do this we will focus on two streams of effort. First, we will work on developing enhanced ToC for our programmes. At present, all programmes have a high-level ToC which outlines the central expected relationships between inputs, outputs, and outcomes. During this Plan, we will endeavour to develop more complex understandings of how our programmes work and map those causal chains with measurable indicators. We will take guidance from TASO's Theory of Change project as well as internal expertise from our SEO and programme leaders.

This dovetails with our second stream of effort which aims to improve existing measures presently utilised across the University in evaluations. We will leverage the growing body of evidence developed by TASO and other university partners to identify useful and validate short-term scales (like the Access and Success Questionnaire (ASQ)) to improve our annual assessment of programmes. The Brighton Evaluation Measures catalogue will also include existing measures so programme leaders can more easily determine which measures will work best for their programme's short- and long-term outcomes as well as intermediary relationships identified in the ToC.

Table 1 summarises our planned evaluations across the intervention strategies over the life of this Plan. Note that we intend to develop Type 1 evidence for all programmes but will prioritise activities we have selected for Type 2 and 3 evidence collection to ensure our data collection and analysis is informed by a clear theory of change and process evaluation.

Table 1: summary of planned evaluation activities 2025/26 - 2028/29

	Type 1	Type 2	Type 3
IS1 Access	• Growth mindset project	• Summer Schools • Saturday Clubs	• The Reading Project

	• Pre-16 programme • Post-16 programme	• Subject Explorers • Contextual Admissions • Uni Connect Activities	
IS2 IMD Q1 Continuation, Completion, Attainment	• Financial, academic, and peer support for Q1 students • BSU Academic Societies • Student Support and Guidance Tutors (SSGTs)	• Belong at Brighton (conversion, transition, Belong at Brighton Extra) • Brighton Student Skills Hub • Peer Community Groups and Mentoring • In Year Module Retrieval	• Attendance and Engagement Policy
IS3 Students with Mental Health Conditions Completion	• Staff Mental Health Training • BSU Societies • Inclusive Learning and Teaching Toolkit • Wellbeing Champions Module	• LGBTQ+ Uni-Amex Mentoring	
IS4 Black Student Attainment	• Inclusive Education and Student Experience Toolkit • Race Equality Staff Development Course	• Peer mentoring scheme for Black students • Professional identity match mentoring	
IS 5 Financial Support	• Interview for paid Student Ambassador/Student Partner role(s) through the Employment Hub • Technology Loan Scheme • Academic Skills interventions • Careers focused mentor in level 5 • Care leavers and estranged students are guaranteed year-round university accommodation	• UoB Cash Bursary	
IS6 Young Student Progression	• Information, advice, and guidance (IAG) for employment and employability	• Mentoring (Professional Mentoring; Industry Specific Mentoring) • Placements, internships, and volunteering opportunities	

		• Graduate Careers Advisor • Live brief activities in subject areas on graduate attributes	
Total	18	17	2

This wide range of institutional evaluation developments will complement the work we will undertake to deliver on the detailed evaluation plans contained in our intervention strategies. Together, these efforts will ensure we meet the University's evaluation aims and objectives, as well as contributing to the work across the sector.

Provision of information to students

The University of Brighton provides clear, accessible, and timely advice and information to prospective and current students on tuition fees and financial support. We do this by providing up to date information to UCAS and the Student Loans Company for publication on their applicant-facing services and through our own communication channels, including advice and guidance services and web, email and social media communications.

Our financial support package is designed to support students from under-represented groups in higher education, specifically from households with income up to £25k, as well as dedicated bursary support for students who are estranged from their families or care experienced. In addition to these bursaries, our financial support package also includes the Student Support Fund, designed to support students most in need and facing particular financial hardship who are UK domiciled and in receipt of the maximum statutory funding. We will continue to evaluate the impact of our financial support package across the student lifecycle using the evaluation tools available to inform decisions about maintaining or changing our future financial support package.

The financial support package comprises the **University of Brighton Bursary**, a cash bursary of £500 for each year of study, paid in two instalments each year, is available to students with a residual household income up to £25,000 and who have been assessed as eligible for the full Student Finance England undergraduate loans funding package, and who meet the additional criteria that are set out on our Student Fees and Finances information pages on our website. Additionally, cash bursaries of £1,000 in each year of study are available as part of our institutional commitment to support **Care Leavers** and those **estranged** from their families. The Care Leaver's bursary – £1,000 for each year of study paid in two instalments - is for students resident in England, under the age of 25, who have been in the care of, or have been given accommodation by, their local authority for a period of at least 13 weeks since the age of 14 and were in care on or after their 16th birthday. Students who are under a Special Guardianship Order or in supported housing including Foyer accommodation are also eligible for the Care Leaver's bursary. The Estranged student's bursary - £1,000 in each year of study paid in two instalments- is for eligible students who are under 25 and who are not care leavers but who are permanently out of contact with their parent(s). Our Student Fees and Finances information pages on our website set out the full eligibility criteria details. Students on part time courses who meet the criteria receive a pro rata cash bursary [Bursaries for UK / Home undergraduate students \(brighton.ac.uk\)](https://www.brighton.ac.uk/study/fees-and-finances/bursaries-for-uk-home-undergraduate-students)

Our expert Student Advice Service is available for support on finance-related issues and our Money Matters blog [Student Advice Service - Money Matters \(brighton.ac.uk\)](https://www.brighton.ac.uk/study/fees-and-finances/money-matters) is regularly updated with the latest information and advice.

The University of Brighton website is the most comprehensive source of information about funding and fees. Advice is organised by year of entry and by student situation, enabling students to determine what fees and financial support package applies to them from the point of initial enquiry. Our Tuition Fee Policy, and current Access and Participation Plans, are published in full alongside other relevant policies and advice on student finance, disability and learning support.

Tuition fee and course cost information is provided on individual course webpages. Within the 'fees and finance' section of the website, fee information is provided alongside advice on Brighton's financial support package which clearly states eligibility criteria and the levels of financial support offered in each year of study. Specific advice content is provided for under-represented and non-traditional groups including students from low-income households and student parents. Additionally, we proactively engage with care experienced and disabled students to ensure they are aware of the specific support available to them.

We make use of email, blogs, social media, online and on campus events to signpost and target financial advice and information at key points in the applicant and student journey. For example, the benefits of sharing and updating information on household income, care or disability status with us to determine financial support eligibility are consistently communicated to both prospective students and their supporters. Expert advisers support our applicant events, appear in advice videos, run a range of activities for current students and manage the well-established 'money matters' blog.

We use digital analytics and survey feedback to inform development, content and timing of our communications and events.

Our outreach and student recruitment teams deliver student finance advice presentations and interactive activities to students in our partner schools and colleges, at summer schools, taster days and applicant events and online through webinars.

Our student ambassadors share their first-hand experience of accessing support and managing their finances whilst living in Brighton at our events, through presentations, blogs, and social media and through Unibuddy and call campaigns. Our ambassadors are also trained to signpost our support services.

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

The University carried out an assessment of performance to identify risks to equality of opportunity across the student lifecycle: access, continuation, completion, attainment and progression based upon characteristics including: ABCS quintile, age on entry, disability type, ethnicity, free school meal (FSM) eligibility, IMD quintile, POLAR quintile, sex and TUNDRA quintile. IMD and POLAR quintiles refer to English 2019 IMD quintiles and POLAR4 quintiles respectively. Analysis was undertaken for disaggregated disability categories and ethnicity groups, rather than higher levels of aggregation. In addition, two-way intersections of characteristics were analysed to ensure that any risks for smaller populations of students were identified.

The primary data source for this analysis was the OfS Access and Participation Data dashboard and associated individualised APP dataset, which was cross-referenced with internal data where appropriate, as well as the OfS National Equality of Opportunity Risk Register (EORR). Additional datasets, including a range of internal student record data, HESA data, and household income and bursary data from the Bursary Administration Service (BAS) were used for analysis of student outcomes by household income and for those in receipt of care leavers and estranged student's bursaries. In addition, for the collaborative access objectives, data from the 'Widening Participation in Higher Education' government data release were used to assess progression rates into HE for students who were eligible for free school meals in local authorities in the Sussex region.

Full-time undergraduate (FT UG) students made up 94% of our APP population, compared to 2% part-time undergraduates and 3% undergraduate apprenticeship students. As the latter two populations are small, it is more difficult to find meaningful and significant trends when analysing data for characteristic groups within these populations. As such, the primary focus of our assessment of performance was the full-time undergraduate population of students, with brief summaries of the data for our part-time undergraduates and undergraduate apprenticeship population data included separately below. The scope of this assessment of performance does not necessarily reflect the full scope of the student populations who will be targeted, or benefit from, our interventions set out in this plan.

In the APP dataset rates for, and gaps between, student characteristic groups were analysed for significance with 95% confidence intervals, in terms of performance in both the latest academic year (Year 6) and 4-year aggregates. Risks were prioritised in terms of the size of the gap to the overall sector rate, the size of the gap between characteristic groups, and the denominator size of the groups. Only populations with a denominator above the OfS-recommended threshold of 23 students were considered in this analysis. Unless otherwise specified, all figures quoted below refer to 4-year aggregates for full-time undergraduates. Data for part-time undergraduates and apprenticeship students are summarised in separate sections.

Intersection groups were analysed for each of the success and progress indicators, comparing all possible intersections of eight characteristics (those listed above minus ABCS quintiles, which already account for multiple characteristics) to the overall FT UG institutional rate. Due to the very large amount of intersection groups included in this analysis, only a selection of key findings are referred to in this summary, where appropriate.

Access

Unless otherwise specified, all figures quoted below refer to 4-year aggregates for full-time undergraduates. Data for part-time undergraduates and apprenticeship students are summarised in separate sections.

ABCS quintile: the University's Access rates were above the sector for all but Q5, which was a significant 6.8% points below the sector rate. The Q1 rate was significantly below Q5, however, by 18.6% points.

Age on entry: the University was above sector for the younger age groups Young (under 21) and 21 to 25 years, and was significantly below for all of the other older age groups, as well as the overall 'Mature (aged 21 and over)' grouping, which was 4.5% points below the sector rate. For Mature students, the largest gap to the sector occurred in the most recent 2021-22 year (Year 6).

Disability type: the 75.7% Access rate for students with no known disability was a significant 7.6% points below the sector. All individual disability types were above the sector rates, with significant gaps for several of these. Brighton's overall Access rate for students with a declared disability has grown notably over the six years of data.

Ethnicity: the Access rates for Asian and Black students were significantly below the sector by 7.4% points and 4.6% points respectively, with annual gaps having widened over the six years of data. In addition, the 'ABMO' aggregate rate of all non-White ethnicities was 10.7% points below the sector.

FSM eligibility: the Access rate for FSM-eligible students was significantly below the sector by 2.7% points, while that for non-FSM-eligible students was significantly above the sector by the same margin.

IMD quintile: Access rates for Q1 and Q2 students were significantly below the sector, by 10.1% points and 1.8% points respectively. The rate for 18-year-old Q1 students was also significantly below the sector, by 6.7% points. The gap between Q1 and Q5 rates was also significant at 13.3% points. The Q1 Access rate did not notably change over the six years of data.

POLAR quintile: In terms of significant gaps, Brighton's POLAR Q1 Access rate was 1.3% points above the sector rate, while the Q3 rate was 1.5% points below the sector. None of the other three quintiles were significantly different to the sector and there was little notable change over the six years of data. However, the gap between Q1 and Q5 was a significant one, at 16.3% points.

Sex: the Access rate for male students was significantly below the sector rate by 3.3% points, while the rate for female students conversely was significantly above the sector by 3.3% points.

TUNDRA quintile: the Access rates for TUNDRA Q1, Q2 and Q3 were all significantly above the sector, while the rate for Q5 was significantly below the sector by 6.1% points. The gap between Q1 and Q5 was also significant, at 8.8% points.

Continuation

Unless otherwise specified, all figures quoted below refer to 4-year aggregates for full-time undergraduates. Data for part-time undergraduates and apprenticeship students are summarised in separate sections.

ABCS quintile: Q1 and Q2 students showed Continuation rates significantly above the sector, while Q4 and Q5 students were significantly below the sector rates. In addition, there were significant gaps for almost every comparison between quintiles – the largest was between Q1 and Q5 at 7.5% points.

Age on entry: the Continuation rate for Young (under 21) students was a significant 1.6% points below the sector at 90.8%, while that for Mature (aged 21 and over) students was a significant 3.9% points above the sector at 87.6%, with all age sub-groups of Mature students showing rates above the sector. However, the gap between Young and Mature students was significant at 3.3%.

Disability type: most disability types showed no significant variation to the sector Continuation rates, except students with cognitive or learning difficulties, who were 1.7% points below the sector at 89.9%. None of the comparison gaps between disability types were significant.

Ethnicity: White students had a Continuation rate of 89.9%, a significant 1% point below the sector. Asian, Black and Other ethnicity students had rates significantly above the sector by 2.4%, 5.5% and 4.6% points respectively. As such the 'ABMO' aggregation of ethnicity groups was also significantly above the sector rate. White students were significantly below 'ABMO' students and Asian students, with gaps of 1.6% and 2.7% points respectively.

FSM eligibility: students who were not eligible for free school meals had a Continuation rate 1.6% points below the sector – a significant gap. The gap between eligible and non-eligible students was also significant, with FSM-eligible students continuing at a rate 3.2% points below their non-eligible peers.

IMD quintile: compared to the sector, IMD Q1 student Continuation was significantly higher, by 3.1%, while Q4 and Q5 rates were significantly below by 2% and 2.1% points respectively. Amongst the quintiles, all groups were significantly below Q5, including Q1 by 2.8% points.

POLAR quintile: students from Q2, Q4 and Q5 all had Continuation rates significantly below the sector. The Q1 rate was also below the sector by 1.2% points but this gap was not statistically significant. Q1 students were however significantly below Q3, Q4 and Q5, including a 3.2% point gap between Q1 and Q5.

Sex: male students had a significantly lower Continuation rate than female students, with a 3.5% point gap in rates. Neither group of students showed significant variation to the sector rate.

TUNDRA quintile: all quintiles were below the sector rates, with significant gaps for Q2, Q3, Q4 and Q5. Q1 students were significantly below Q4 and Q5 by 2.1% and 2.6% points respectively, and Q2 were significantly below Q5 by 2.2% points.

Intersections: among the large (denominator with 1,000 or more students) intersection groups who were significantly below the overall FT UG Continuation rate of 90.1% were IMD Q1 males (3.9% points below) and a number of other intersections of male students.

Low household income, care leavers and estranged student bursary holders: the continuation rates of students from low household income (£25k) and or in receipt of a Care Leaver's/Estranged student bursary have been lower than students from higher household income backgrounds by 2.5% in the most recent year of analysis, and 0.7% and 1.0% in previous years (low household income up to £25k vs higher household income £42.6k and above).

Completion

Unless otherwise specified, all figures quoted below refer to 4-year aggregates for full-time undergraduates. Data for part-time undergraduates and apprenticeship students are summarised in separate sections.

ABCS quintile: students from Q2, Q3, Q4 and Q5 all had Completion rates significantly below the sector. In addition, every comparison between quintiles showed significant gaps, with higher rates for each higher quintile, hence the largest gap was between Q1 and Q5 – 18.9% points.

Age on entry: the Completion rate for Young (under 21) students was a significant 3.8% points below the sector, while that for Mature (aged 21 and over) students was a significant 2.7% points above the sector. Several of the sub-groups of Mature students were also significantly above the sector. However, the Mature rate of 82.9% was a significant 3.3% points lower than the 86.2% rate for Young students.

Disability type: students with cognitive or learning difficulties and mental health conditions were significantly below the sector by 3% and 4.6% points respectively. Students with no declared disability were also significantly below the sector, by 2% points. The rate for students with no declared disability was also significantly above that for students with a declared disability by 3.2% points. Amongst the disability types, only students with a mental health condition had a significantly lower rate than students with no disability – by 8.4% points.

Ethnicity: the Completion rates for Mixed ethnicity and White students were significantly below the sector rates by 2.6% and 3.2% points respectively, while the rate for Asian students was a significant 2% points above the sector. There were a number of significant gaps between groups, including for Black students, whose rate was below that for Asian, White and Other ethnicity students.

FSM eligibility: the rate for students eligible for FSM was a significant 7.4% points lower than that for students who were not eligible for FSM. Both groups were significantly below their respective sector rates.

IMD quintile: all quintiles had Completion rates below the sector, with the differences for Q3, Q4 and Q5 being significant. Almost all comparisons between quintiles showed significant gaps, with increasing rates from Q1 (80.5%) up to Q5 (88.4%). As such, the 7.9% point gap between Q1 and Q5 was the largest significant difference.

POLAR quintile: the rates for Q2, Q3, Q4 and Q5 were all significantly below the sector, with larger gaps for each higher quintile. The Q5 rate was significantly above all other quintiles, most notably Q1 – a gap of 3.3% points.

Sex: female student Completion was 1% below the sector comparison, while the male student rate was 3.9% points below the sector comparison. The rate for males was a significant 8% points below that of females.

TUNDRA quintile: all quintiles were significantly below the sector. Q1 was significantly below Q2, Q3 and Q5.

Intersections: several of the intersection groups furthest and significantly below the overall FT UG Completion rate of 85.4%, included intersections of students with mental health conditions. The intersection group of IMD Q1 students with a mental health condition had the joint-lowest rate of these groups with 67.6%.

Low household income, care leaver's or estranged student bursary holders: the completion rates of students from low household income (£25k) and or in receipt of a Care Leaver's/Estranged student bursary have been lower than students from higher household income backgrounds by 6.4% in the most recent year of analysis, and 10.5% and 7.9% in previous years (low household income up to £25k vs higher household income £42.6k and above).

Attainment

Unless otherwise specified, all figures quoted below refer to 4-year aggregates for full-time undergraduates. Data for part-time undergraduates are summarised in separate sections.

Age on entry: the Attainment rate for Young (under 21) students was significantly below the sector, by 3.9% points, while that for Mature (age 21 and over) students was 4.2% points above the sector. However Young students were significantly above Mature students, by 2.2% points. Comparing sub-groups of Mature students, those aged 41 to 50 were significantly below Young students, those aged 21 to 25, and those aged 26 to 30.

Disability type: almost all disability types, as well as students with no known disability, had Attainment rates significantly below the sector. The largest gap to the sector was for students with social or communication impairments (9.5% points). Students with no known disability had an Attainment rate significantly above students with cognitive or learning difficulties and students with social or communication impairments by 4% and 13% points respectively. The latter group was quite small with only around 100 students across four years.

Ethnicity: almost all ethnicity groups were significantly below the sector rates, with the largest gap being for Black students (-6.1% points). There were many significant gaps amongst ethnicity groups: Black students were significantly below all other ethnicities, with the largest gap being to White students (22.9% points); while White students were significantly above all other ethnicities.

FSM eligibility: the Attainment rate for students who were eligible for FSM was a significant 8.1% points lower than for those who were not eligible for FSM. The latter group however were significantly below the sector rate by 3.6% points.

IMD quintile: the rates for students from Q3, Q4 and Q5 were all significantly below the sector rate. There were many large gaps among quintiles, with significantly higher rates for each higher quintile (except between Q4 and Q5). The largest gaps between quintiles were therefore Q1 vs. Q4 (10.3% points) and Q1 vs. Q5 (11.7% points).

POLAR quintile: all quintiles had Attainment rates below the sector comparison, although only the gaps for Q4 and Q5 were significant (3.5% and 6.8% points respectively). Q1 was significantly below Q3, Q4 and Q5, with the latter being the largest gap among quintiles at 4.2% points.

Sex: the Attainment rate for female students was a significant 5.2% points above that for male students. Both groups were significantly below their sector comparisons: female students by 1.8% points and male students by 3.5% points.

TUNDRA quintile: all quintiles had Attainment rates below the sector comparison, with significant gaps for Q3, Q4 and Q5. Q1 was significantly below Q2, Q3 and Q4, while Q5 was significantly above Q2, Q3 and Q4.

Intersections: nine of the ten intersection groups which were furthest and significantly below the overall FT UG Attainment rate of 78.2% were intersections of Black students.

Low household income, care leaver's and estranged student bursary holders: the 'good degree' attainment rates of students from low household income (£25k) and or in receipt of a Care Leaver's/Estranged student bursary have been lower than students from higher household income backgrounds by 9.4% in the most recent year of analysis, and 13.6% and 13.8.% in previous years (low household income up to £25k vs higher household income £42.6k and above).

Progression

Unless otherwise specified, all figures quoted below refer to 4-year aggregates for full-time undergraduates. Data for part-time undergraduates and apprenticeship students are summarised in separate sections.

ABCS quintile: all quintiles had Progression rates above the sector rates, with Q1 and Q2 having rates significantly above the sector, by 4.8% and 3.5% points respectively. There were many large gaps among quintiles, with significantly higher rates for each higher quintile (except between Q2 and Q3). The largest gap was between Q1 and Q5 (18.1% points).

Age on entry: Mature (age 21 and over) students, and all sub-groups of Mature students, had Progression rates significantly above the sector. Young (under 21) students were significantly below Mature students by 7.9% points, and almost all sub-groups of Mature students. Students aged 21 to 25 were also significantly below most of the other Mature student sub-groups.

Disability type: students with no known disability had a Progression rate a significant 2.5% points above the sector comparison, while students with cognitive or learning difficulties were also significantly above the sector, by 4.4% points. Amongst comparison groups, the rate for students with no known disability was significantly above that for students with a mental health condition (by 4.6% points).

Ethnicity: the Progression rates for Asian, Black and White students were all significantly above the sector comparisons, by 7.7%, 4.9% and 1.7% points respectively. No ethnicity groups were below the sector comparisons and there were no significant gaps between ethnicity groups.

FSM eligibility: students who were eligible for FSM had a Progression rate 2.6% points above the sector, although this was not a significant gap. Students who were not eligible for FSM however were a significant 1.4% points above the sector comparison. FSM-eligible students were a significant 5.7% points lower than their non-FSM-eligible peers.

IMD quintile: most IMD quintiles had Progression rates above the sector comparison, including Q1 who were a significant 6.6% points above the sector. Amongst quintiles, there were a handful of significant gaps: the rate for Q3 was above Q1, Q2 and Q4.

POLAR quintile: the Progression rate of 76.5% for Q1 students was a significant 9% points above the sector comparison. By contrast the Q5 rate of 74.1% was 2.1% points below the sector. Amongst

quintiles, the only significant gaps were: Q1 4.5% points higher than Q2, and Q1 4.8% points higher than Q3.

Sex: male student Progression was a significant 2.7% points above that of female students. Both groups were significantly above the sector comparison, male students by 3.1% points and female students by 2.4% points.

TUNDRA quintile: the only significant difference to the sector was for Q1 students, whose 75.7% was higher than the other four quintiles and was 7.6% points above the sector comparison. None of the gaps between quintiles were significant.

Intersections: five out of the ten largest intersection groups which were significantly below the overall FT UG Progression rate of 75.3% were intersections of Young (under 21) students. Three of these ten were intersections of female students.

Part-time students

As already noted, part-time students account for 2% of our total undergraduate population in the APP dataset and as such were not the primary focus for prioritisation of risks. However, a review of our performance was conducted, and highlighted the extremely positive, and above sector, outcomes across all stages of the lifecycle for our part-time students. Unless otherwise specified, all figures quoted below refer to 4-year aggregates.

Several characteristic groups had Access rates which were significantly below the sector, although the aggregated 4-year denominator was small in many cases. Groups with significantly low Access rates included: students aged under 21 (4% points below) and students aged 21 to 25 (6.9% points below) on entry; IMD Q1 students (9.6% points below); White students (7.7% points below); Male students (14.3% points below).

For Continuation, the overall rate of 75.4% was a significant 10.8% points above the sector rate of 64.6%. The overall Completion rate of 78.4% was similarly significantly above the sector, by 20.5% points – the sector rate being 57.9%. The Attainment rate of 78% was a significant 8.9% points above the sector rate of 69.1%, and the Progression rate of 90.5% was a significant 10.1% points above the sector. For each of these indicators, a range of student characteristic groups were significantly above their sector comparisons, while none were significantly below the sector.

In terms of comparisons between characteristic groups, the following gaps were significant, albeit mostly based upon small 4-year aggregated denominators:

- Access: the IMD Q1 student rate was 6.4% points below the Q5 rate (10.7% vs. 17.1%).
- Continuation: the ABCS Q2 rate of 52.8% was below the Q3, Q4 and Q5 rates by 31.6%, 22.2%, and 24.6% points respectively.
- Continuation: the 64.9% rate for students aged 26 to 30 was below that of those aged 21 to 25, 31 to 40, and 51 and over, by 16.5%, 17%, and 22.2% points respectively.
- Continuation: the 70.6% rate for students aged 41 to 50 was below that of those aged 31 to 40, and 51 and over, by 11.2% and 16.5% points respectively.
- Completion: the 73.6% rate for students aged 21 to 25 was below that of those aged 26 to 30, 31 to 40, and 41 to 50, by 10.5%, 9.6%, and 9.9% points respectively.
- Completion: the 52.5% rate for students aged 51 and over was below that of those aged 21 to 25, 26 to 30, 31 to 40 and 41 to 50, by 21.1%, 31.6%, 30.7%, and 31% points respectively.

- Attainment: the 66.7% rate for students aged 21 to 25 was below that of those aged 31 to 40, and 41 to 50 by 16% and 19.7% points respectively.

There were no significant gaps between characteristic groups for Progression.

Apprenticeship students

As already noted, Apprenticeship students account for just 3% of our total undergraduate population in the APP dataset, and as such were not the primary focus for prioritisation of risks. However, a review of our performance was conducted, and above sector rate comparisons were found for Continuation and Completion, together with good overall rates for Progression (89.3%). Unless otherwise specified, all figures quoted below refer to 4-year aggregates.

Amongst Apprenticeship students, a number of characteristic groups had Access rates significantly below the sector rate, although many of these had a small 4-year aggregated denominator. Denominators for POLAR and TUNDRA quintiles are particularly small. Groups with significantly low Access rates included: Young students (aged under 21 – 12.7% points below) and students aged 21 to 25 (5.7% points below) on entry; IMD Q1 students (5.5% points below); Black students (2.8% points below); and male students (28.3% points below).

The overall Continuation rate of 94.7% was significantly above the sector rate by 6.8% points. Several student characteristic groups were significantly above the sector rate, but none were significantly below. Similarly, many student characteristic groups were significantly above the sector rate for Completion, while no groups were below the sector rate. The overall Completion rate of 89.1% was a significant 17.3% points above the sector. There was no Attainment data for Apprenticeship students. For Progression, none of the student characteristic groups were significantly above or below the sector rate – many of these groups were fairly small, owing to Graduate Outcomes survey response rates. The overall Progression rate of 89.3% was 1.4% points below the sector.

Across the four indicators with available data, only two characteristic group comparisons had a significant gap: the Access rate for IMD Q1 students was 5.7% points below the rate for Q5 students (12.0% vs. 17.7%) and the Continuation rate for ABCS Q2 students was 5.6% points below the rate for Q3 students (92.3% vs. 97.9%).

Given the focus throughout our Plan on IMD Q1 students, including access to the University, a new area for increased attention will be on improving rates of IMD Q1 entrants to our apprenticeship provision, and has been highlighted in our Access intervention strategy.

Areas of risk for targeting

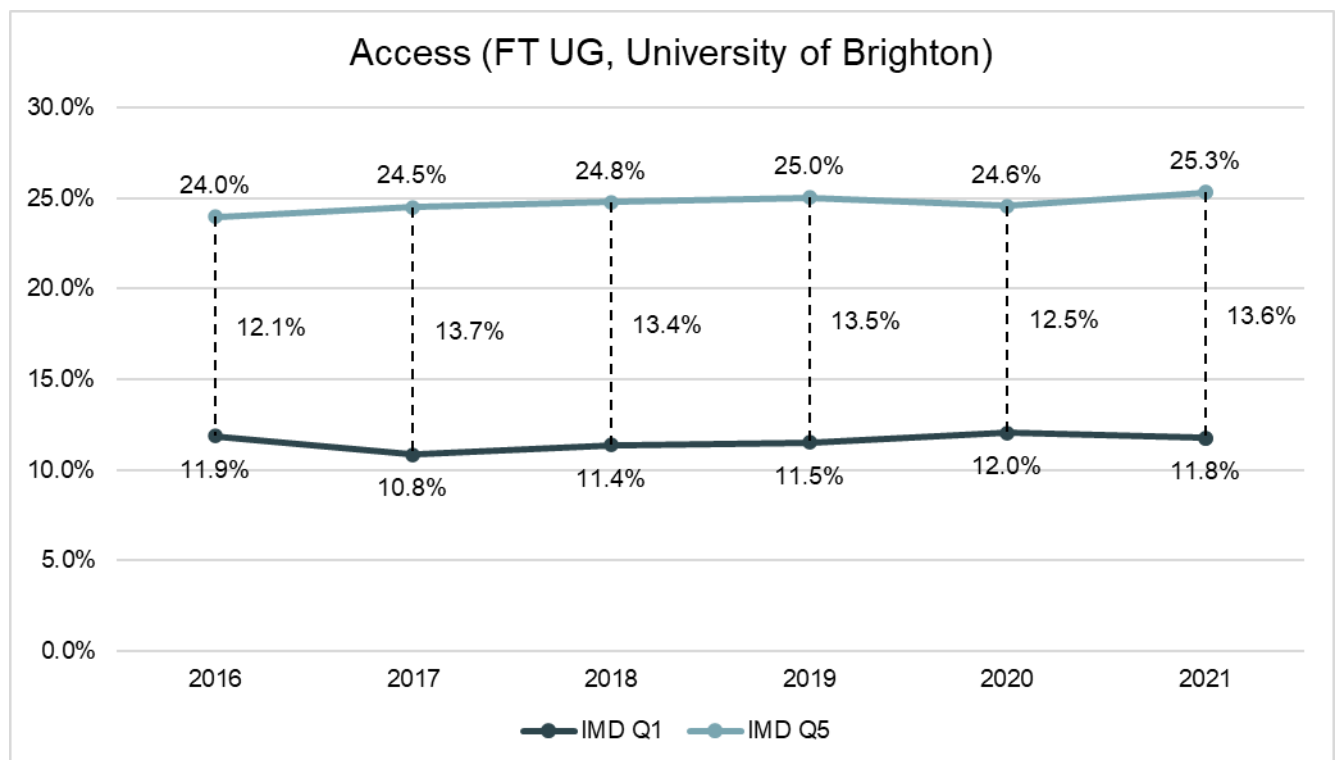
Unless otherwise specified, all figures quoted below refer to 4-year aggregates for full-time undergraduates.

In identifying areas of risk, it was decided that at least one target would be set for each stage of the student lifecycle in the Access and Participation dataset, in order to account for the range of risks to equality of opportunity evident across the student lifecycle.

Amongst the range of quintile- and area-based characteristic groups that could have been chosen as target groups, IMD quintiles were preferred to ABCS, POLAR and TUNDRA quintiles due to the

size of gaps identified across a number of indicators and the clearer links to risks to equality of opportunity.

In terms of **Access**, **IMD Q1 students** have been identified as a key area of focus and target group due to the significant and large gap to the sector Access rate: the University's 4-year aggregate rate of 11.7% was 10.1% points below the sector rate of 22.8%, and this gap was even wider for 2021-22 (Year 6) at 11% points (11.8% vs. 21.9%). This gap to the sector rate was also the largest of any single characteristic group. The significant and large gap between IMD Q1 and Q5 rates has been persistent over the past six years: the 4-year aggregate gap was 13.3% points, but the gap for 2021-22 (Year 6) was wider at 13.6% points.



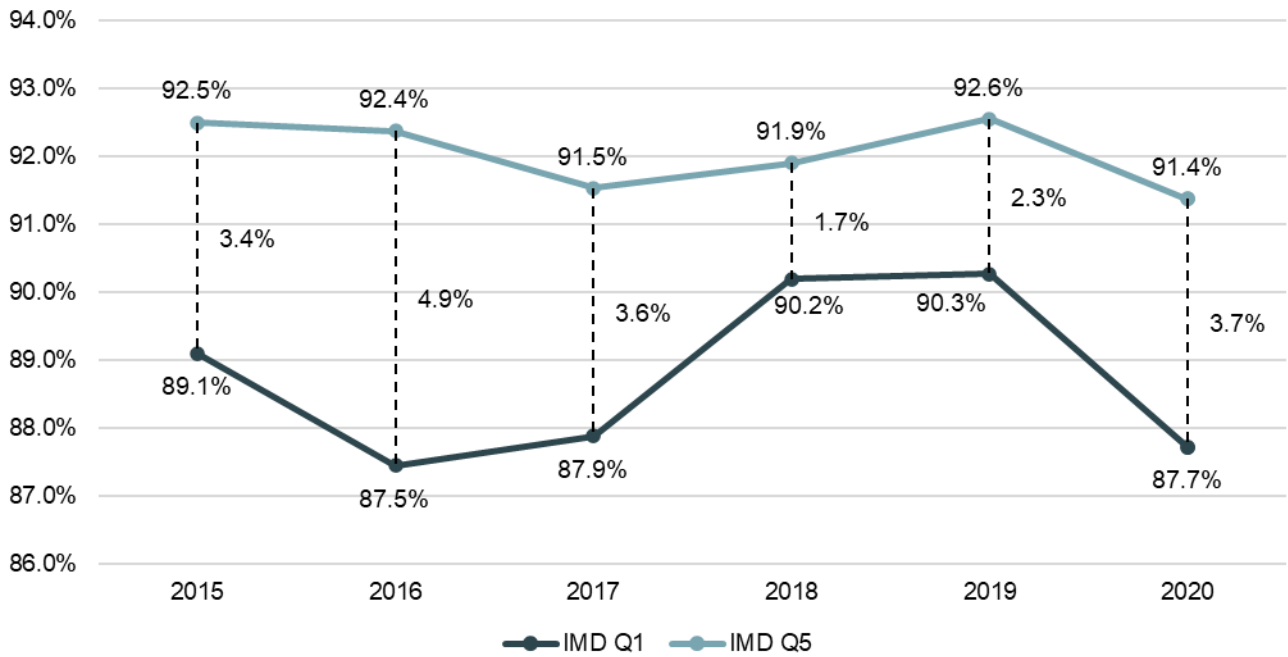
IMD Q1 students were also identified as an area of focus and target group across all three success indicators. For **Continuation**, there was a significant gap in rate to Q5 students, and significant gaps for intersections amongst this group to students in higher quintiles, including IMD Q1&2 male students compared to other intersections of IMD quintile and sex.

For **Completion**, IMD Q1 students had significant gaps to all other quintile groups, and one of the lowest rates out of all characteristic groups. In addition, the rate for IMD Q1&2 male students was significantly below that of other intersection groups of IMD quintile and sex.

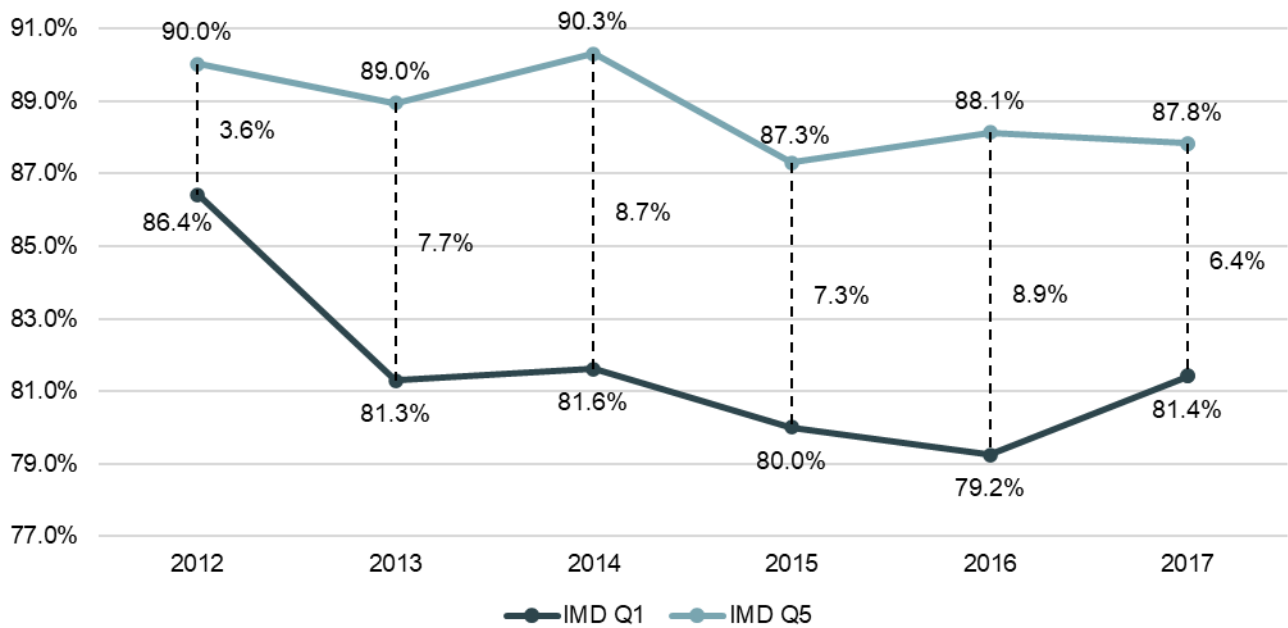
In terms of good degree **Attainment** rates, there were many large gaps amongst IMD quintiles, with IMD Q1 students being significantly below all other IMD quintiles and having one of the lowest rates of all characteristic groups.

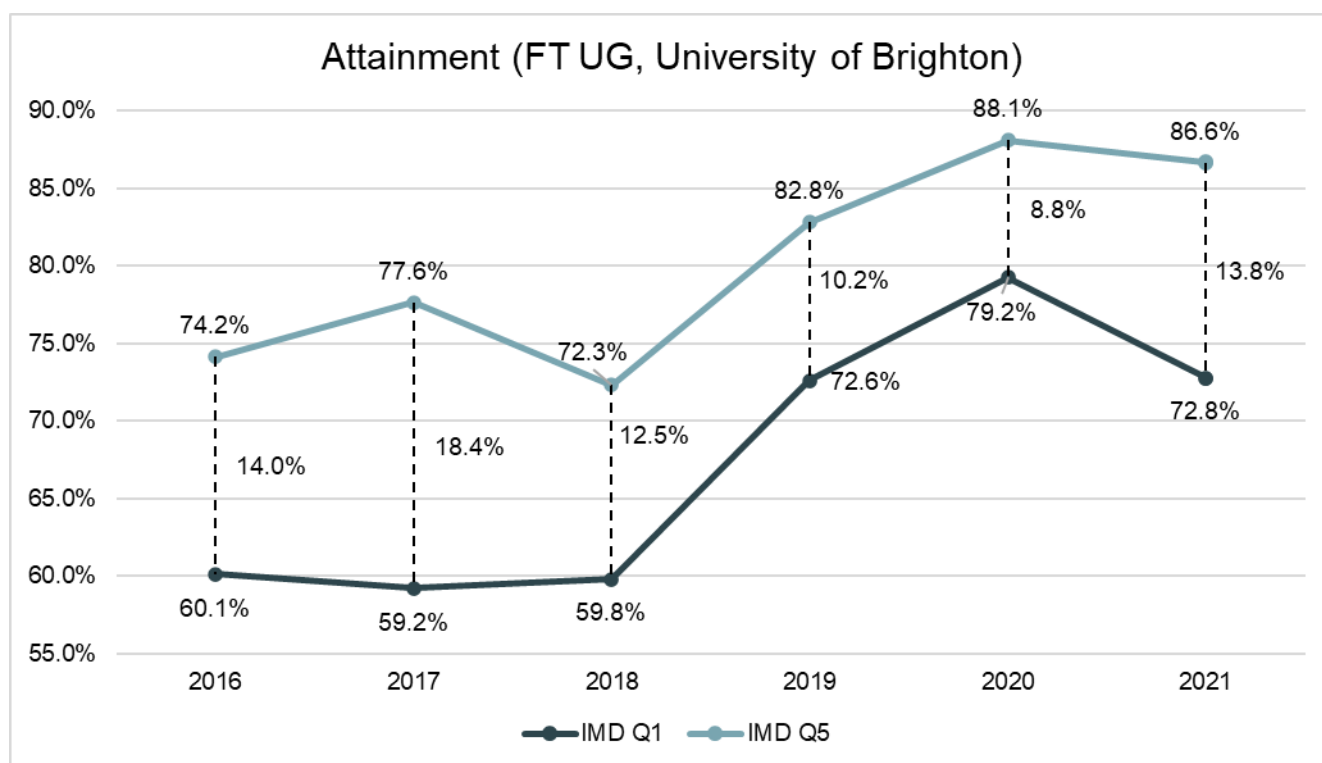
Our identification of a common target group for access and all three success indicators reflects the importance of considering the whole student journey. Achieving better retention outcomes (as measured by Continuation and Completion) compliments work to reduce degree attainment gaps, taking into account the challenges facing students' equality of opportunity at different stages of their studies.

Continuation (FT UG, University of Brighton)

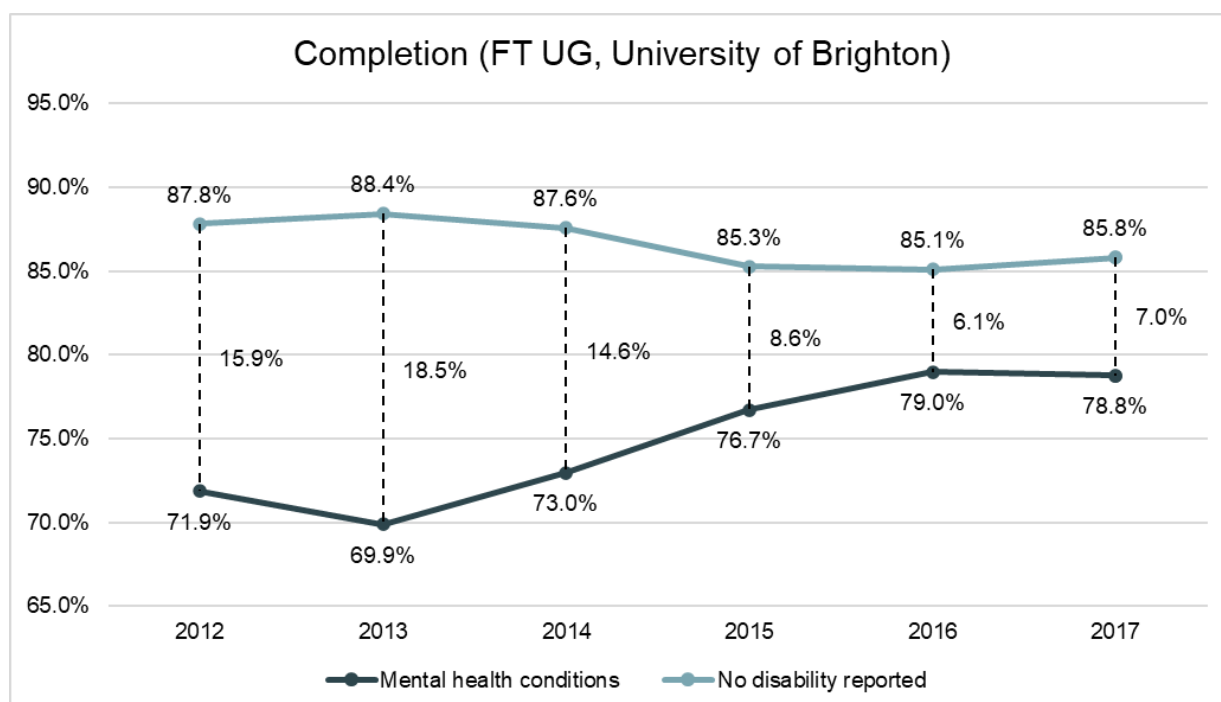


Completion (FT UG, University of Brighton)

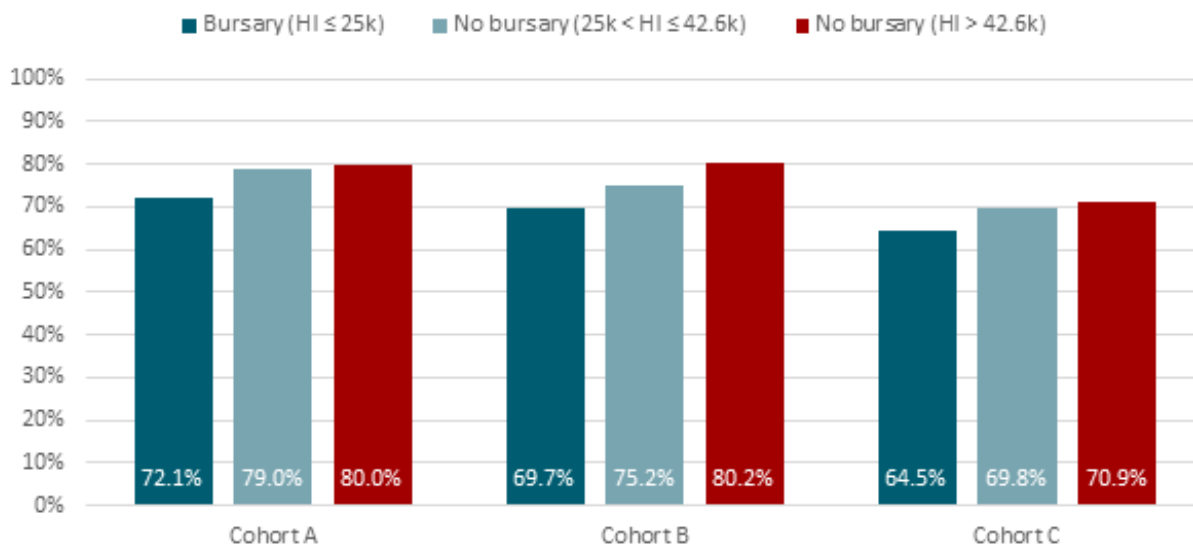




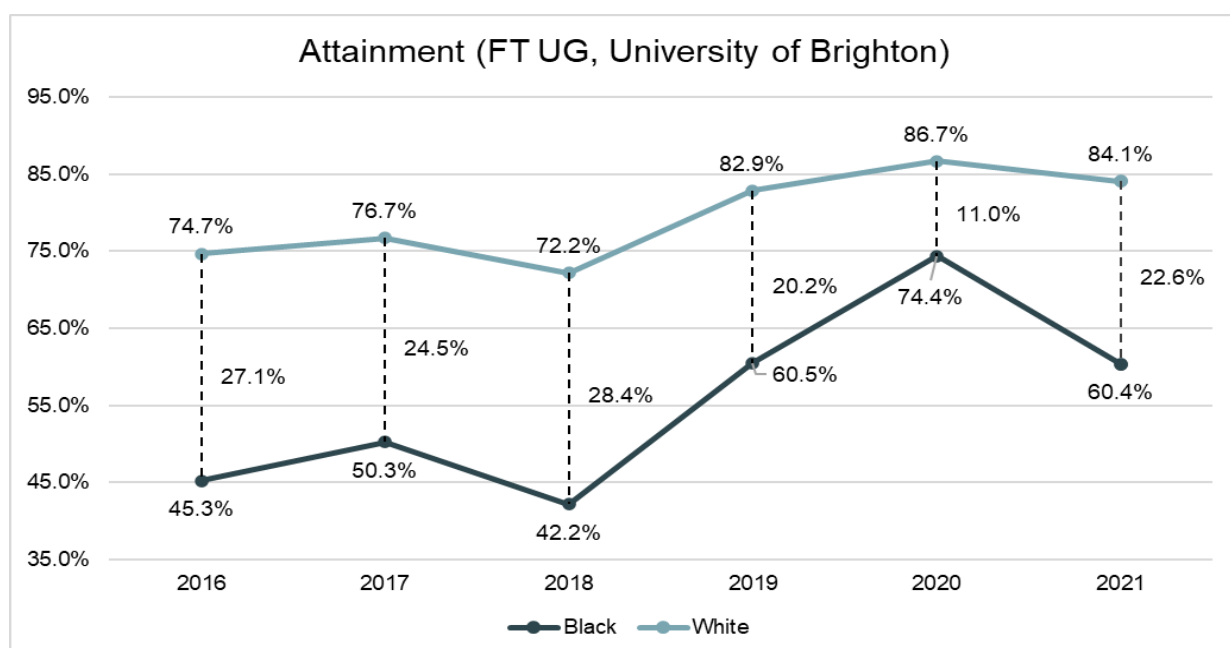
For **Completion**, the University's overall rate was significantly below the sector, with a large number of significant gaps amongst characteristic groups, including students with declared disabilities: cognitive or learning difficulties, and **mental health conditions**. The gap for the latter was larger at 4.6% points over 4 years, and this group also had a large and significant gap to students with no declared disability: an 8.4% point gap over 4 years, and a 7% point gap in the most recent year. Given especially that the number and proportion of our students who are declaring a mental health condition has notably increased in recent years (according to our Size and Shape data), and that the mental health of students is a stated priority of the Department for Education and the Office for Students, this group was chosen as a target group.



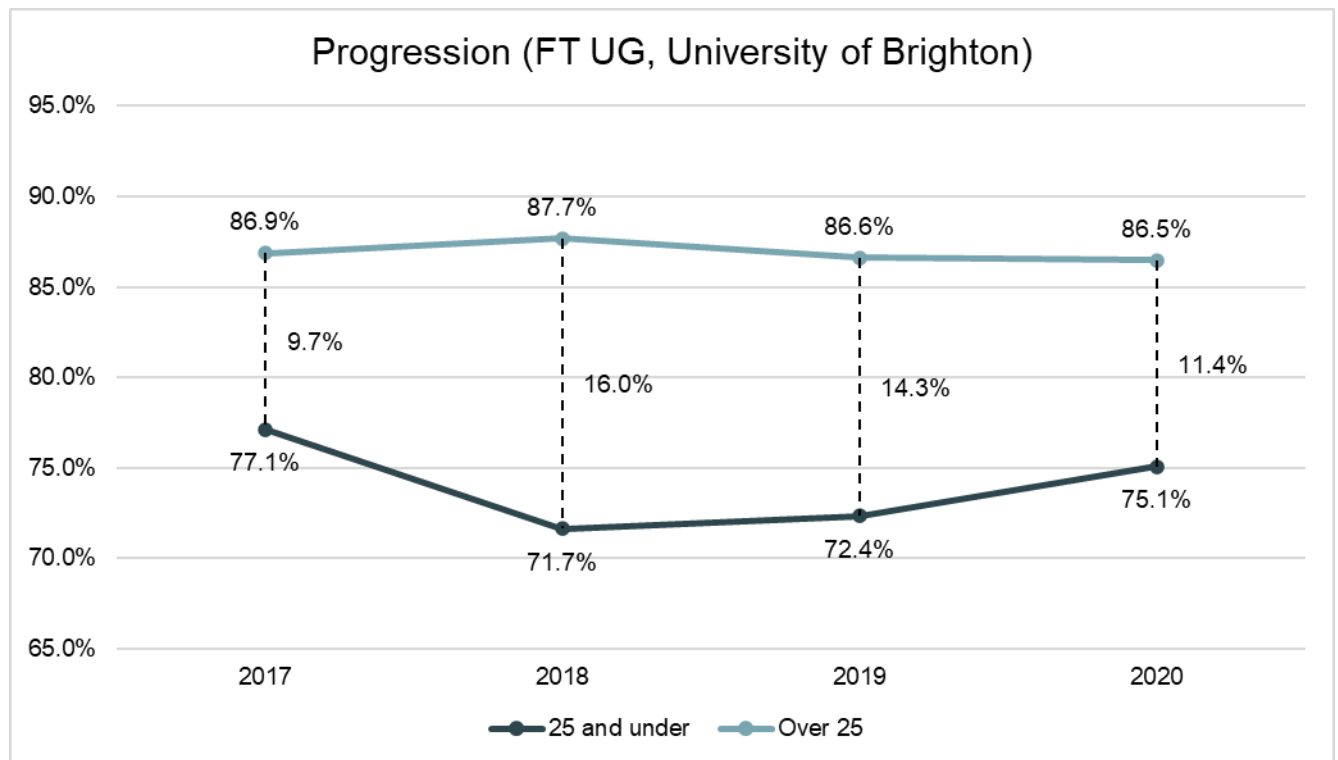
Our analysis of our students from low household income backgrounds and/or those in receipt of care leavers or estranged student's bursaries highlighted differential outcomes and gaps between different household income groups. Data on the last three years of relevant student cohorts revealed those from the lowest household income group to have lower rates of completion than those from the middle-income group and the highest income group. Data from University of Brighton internal data, HESA data and BAS.



The University's overall good degree **Attainment** rate is lower than the sector average (78.2% vs. 80.5% over 4 years), and there are a large number of significant gaps below the sector and amongst characteristic groups. One of the largest gaps to the sector is that for **Black students**, who also had the lowest rate out of any characteristic group, and several of the largest gaps to other groups, including a 22.9% point gap to White students over 4 years (22.6% points in Year 6). They have therefore been chosen as one of our target groups. Asian students were also below sector and some other ethnicity groups, albeit to a lesser extent than Black students, and the gap to the sector was positive in the most recent year of data (Year 6, +3.7% points), so this group was not chosen for priority targeting.



The University's **Progression** rates were above the sector average, with only one student characteristic group performing significantly below the sector – POLAR Q5 students, a group with no clear risk to equality of opportunity. Amongst characteristic groups, **Young (under 21) students** and those **aged 21 to 25** on entry each had several large and significant gaps to other age groups, and so have been identified as a (joint) target group.



Collaborative targets

Our collaborative partners, the **Uni Connect** and **Sussex Learning Network**, developed a Regional Equality of Opportunity Risk Register, which identified progression of school **learners eligible for free school meals** in the region of Sussex as a risk that the partnership needs to address collectively. The West Sussex, East Sussex and Brighton and Hove local authorities have notably lower rates of progression to higher education for learners eligible for free school meals compared to the national average for England. Collaborative targets have been set for each of the three local authorities, taking into account the different baseline levels of HE progression in each local area. Baseline historical data was sourced from the 'Widening participation in higher education' government data release.

Considerations for target-setting

When setting numerical targets and milestones relating to the areas of risk to equality of opportunity detailed above, we took account of several key contextual considerations:

- Data considerations: including size of any gaps, population size for student groups, and statistical significance.
- Historical data trends: how the indicator for the given area of risk has changed across the six years of data.
- Sector comparisons: we compared our performance to sector averages as well as that of other University Alliance institutions, to ensure that we are accounting for our relative position amongst similar providers and setting an accordingly appropriate level of ambition in our targets.

- Capacity and institutional resource: with ongoing inflationary/financial pressures on the domestic undergraduate unit of resource, there are limitations to institutional capacity to deliver interventions across our provision. Our numerical targets therefore reflect what we believe is reasonable, credible, and achievable within these limitations.

Cohorts for annual milestones

The full breakdown of annual numerical milestones for each target is set out in the accompanying Fees, Investments and Targets (FIT) document. For the institutional targets, these milestones relate to full-time cohorts specified in the table below. These cohorts are consistent with specific advice provided by the OfS and allow for the impact of the intervention strategies detailed in this plan to bear out in the data.

Indicator (lifecycle stage)	Milestone cohorts (full-time only)			
	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Access	2025-26 entrants	2026-27 entrants	2027-28 entrants	2028-29 entrants
Continuation	2025-26 entrants	2026-27 entrants	2027-28 entrants	2028-29 entrants
Completion	2025-26 entrants	2026-27 entrants	2027-28 entrants	2028-29 entrants
Attainment	2025-26 qualifiers	2026-27 qualifiers	2027-28 qualifiers	2028-29 qualifiers
Progression	2025-26 qualifiers	2026-27 qualifiers	2027-28 qualifiers	2028-29 qualifiers

For each of our institutional objectives, the milestone outcomes for each cohort will be measurable at different timescales depending on the construction of each lifecycle stage indicator:

- Access – 1 academic year after entry.
- Continuation – 2 academic years after entry.
- Completion – 5 academic years after entry.
- Attainment – 1 academic year after qualifying.
- Progression – 2 academic years after qualifying.

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

This section provides the overarching theory of change (ToC) for each intervention strategy as well as greater detail about the evidence underpinning intervention strategy activities. We also provide further details of our evaluation and dissemination plans for each activity. Our evaluation plans are guided by the primary goal of allocating resources to the interventions that can create the most benefit for the most students at the University of Brighton. Our secondary goal is to bring compelling evidence to the sector of what works and what should be reconsidered when it comes to supporting access and success. As such we have focused on developing high quality evidence for programmes that have the greatest potential to be impactful and that are the most resource intensive. We are committed to developing Type 2 evidence for a range of interventions across our intervention strategies, and we are hopeful that where circumstances allow, we will also be able to execute some Type 3. Tables B2/4/6/8/10 provide an overview of the outcomes, evaluation methods, and publication plans for each activity in our intervention strategies.

Intervention Strategy 1: access and participation support for students from IMD Q1 and FSM backgrounds

IS 1 Theory of Change

Situation		Aims		
Students from IMD Q1 have a significantly lower access rate at the University of Brighton compared to students from other quintiles, particularly IMD Q5.		Raise our institutional access rate for IMD Q1 students from 11.7% to 13.7%		
Students in East Sussex, West Sussex, and Brighton and Hove, who were eligible for free school meals (FSM) have lower access rates into higher education than students who were not eligible for free school meals.		Raise the access rates across all the SLN Uni Connect universities to any higher education for IMD Q1 students in East Sussex (16.9% to 21.9%), West Sussex (18.1% to 23.1%), and Brighton and Hove from (21.2% to 26.2%)		
		Raise attainment among IMD Q1 and FSM students		
Inputs	Initiatives	Outputs	Outcomes	Impact
Staff time for development, delivery and evaluation	Pre-16 schools programme	Depending on the activity, students will	Short term Increased knowledge of HE	Students from IMD Q1 and who receive FSM will have similar access rates to University of Brighton and HE to students from other IMD Quintiles
Student Ambassador time	Skills, attainment and confidence raising activities	Increase understanding of educational pathways throughout the education stages	Increased motivation	
Costs for transport (e.g., Saturday Clubs, Summer Schools)	Post-16 programme	Visit a university campus	Increased sense of belonging	All students will be able to benefit from higher education regardless of their background
Resources	Summer Schools	Build relationships with student ambassadors	Increased social self-efficacy	
Digital communications (newsletters) and promotion materials	Saturday Clubs	Meet university academic staff and support services staff	Increased confidence to succeed in HE	
	Subject Explorers	Gain exposure to different university subjects	Long term Increased intention to attend HE	
	Contextual Admissions	Gain exposure to university life	Increased applications to University of Brighton and HE from IMD Q1 and FSM	
	BrightMed	Obtain one to one support	Increased enrolments to University of Brighton from IMD Q1 and FSM	
	Uni Connect Services			
	<u>Cross listed</u>			
	Belong at Brighton (conversion and transition)			

			Increased enrolments to HE across IMD Q1 and FSM students from East Sussex, West Sussex and Brighton & Hove	
Rationale & Assumptions	Our rationale for implementing this suite of interventions is that, regardless of background, all students have equal capacity to achieve and excel at university but do not have access to the same resources that can get them there. We assume students who could benefit from our programmes will be able to engage with them. We also assume that our provisions will address key barriers to higher education among IMD Q1 students and FSM students.			

We designed all activities aimed at student access and participation at the University of Brighton by integrating knowledge of what prospective students at the University of Brighton need and what works best in our unique context. We also relied on existing evidence in the field as well as resources compiled by TASO to hone our provisions. Table B1 provides an overview of the literature used to design each activity in our intervention strategy. Table B2 provides additional information about the evaluation plans for each activity. We are committed to exploring a potential joint evaluation project with our Uni Connect partners to assess the impact of the SLN/Uni Connect activities against our joint targets outlined in **Objectives 2, 3 & 4**, as well as working collaboratively with our evaluation colleagues in Sussex and our joint Medical School on BSMS access activities.

Table B1: Evidence for IS1

Strategy	Activity	Current Evidence Base (with links)	Evidence Summary
IS1	Pre-16 schools programme	<u>Aspiration-raising interventions (pre-entry) - TASO</u>	There is unclear evidence about the causal impact of aspiration raising interventions such as those featured in the UoB Pre-16 schools programme. While studies do link these broad programmes to positive outcomes, it is difficult to know which components are driving effects in existing research. We will work to isolate mechanisms in our programming.

IS1	Reading Projects	<u>Bournemouth University Books and Stories Program</u> <u>Lindo, Weiser, Cheatham, & Allor, 2018</u> <u>Nickow, Oreopoulos, & Quan, 2020</u>	There is strong evidence suggesting programming can improve reading skills of under 16s including evidence from several randomized controlled trials.
IS1	Growth mindset project	<u>Bettinger et al., 2016</u> <u>Paunesku et al., 2015</u> <u>Yaeger et al., 2016</u> <u>Education Endowment Foundation, Changing Minds, 2019</u> <u>Dweck, 2012</u> <u>Hadden, Easterbrook, Nieuwenhuis, Fox & Dolan, 2020</u> <u>Zimmerman, Bandura, & Martinez-Pons, 1992</u> <u>Blackwell et al., 2007</u>	The evidence for growth mindset support courses for young people is mixed. Recent UK based evaluation found no effect, but underlying theory is promising and has shown effects in other settings. Limited research on impact on girls specifically. We will draw on existing theoretical frameworks for this programme and aim to test it further in our evaluation.
IS1	Post-16 programme	<u>Information, advice and guidance (IAG) (pre-entry) - TASO</u> <u>Peter, Spiess, & Zambre, 2018</u> <u>McGuigan, McNally, & Wyness, 2016</u>	Emerging evidence suggests link between IAG for post-16s and intermediate outcomes like students' aspirations/attitudes and some evidence for link to HE participation. There is evidence that these effects may vary across demographic groups.

IS1	Summer Schools Saturday Clubs Subject Explorers	<u>Summer schools - TASO</u> <u>Robinson and Salvestrini, 2020</u> <u>HEFCE, 2010</u> <u>Hoare & Man, 2011</u> <u>TASO, 2021</u> <u>Burgess, Horton and Moores, 2021</u>	Emerging evidence suggests links between confidence and summer school, Saturday clubs, and taster activities. More evidence is needed to determine causality and causal mechanisms.
IS1	Contextual Admissions	<u>OFS, 2019</u> <u>Boliver, Crawford, Powell & Will Craige, 2017</u>	There is limited evidence from the UK to suggest that contextual admissions make a significant difference in access for the least advantaged students. However, evidence from the United States suggests it can be an effective way to distribute the benefits of HE more equally across society.
IS1	BrightMed	<u>Summer schools - TASO</u> <u>Robinson and Salvestrini, 2020</u> <u>HEFCE, 2010</u> <u>Hoare & Man, 2011</u> <u>TASO, 2021</u> <u>Burgess, Horton and Moores, 2021</u>	The approach to the BrightMed programme follows established Saturday Club and summer school models with a focus on future medical students. Emerging evidence suggests links between confidence and summer school, Saturday clubs, and taster activities. More evidence is needed to

			determine causality and causal mechanisms.
IS1	Uni Connect	<u>Office for Students and Public First 2024</u>	Evidence of the positive outcomes with Uni Connect for HEIs and School partners.

Table B2: Evaluation Plan for IS1

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
Pre-16 schools programme	Using TASO's ASQ: - Academic self-efficacy - Cognitive strategies - HE expectations - Knowledge of HE - Sense of belonging	Type 1 Narrative and process evaluation to map the critical components of the programme and linking activities to intended outcomes.	Internal briefings and detailed documentation and reports to inform practice and to support more robust evaluations in future. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
Reading Project	Short Term - Increased motivation - Increased sense of belonging - Increased social self-efficacy - Increased reading score - Increased attendance at school/college	Type 1, 2, & 3 Enhanced theory of change development to prepare for high quality evaluation. Pre/post analysis at three timepoints (1, 3, and 6 months) to determine impact. UoB will explore a Type 3 analysis using a quasi-experimental design (e.g., waitlist method) if feasible and ethical.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar. Academic publication in 2029.

	- Increased communication skills Long Term - Increased key stage 3 attainment - Increased application to HE - Increased enrolment in HE		
Growth mindset project	Short Term - Resilience (academic and emotional) - Confidence in abilities including academic - Develop long term goals including aspirations for HE Long Term - Increased application to HE - Increased enrolment in HE	Type 1 Enhanced theory of change development to prepare for high quality evaluation. If sample allows, we will explore a pre/post analysis at one timepoint to assess immediate impact and will progress to a longitudinal evaluation.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
Post-16 programme	Short Term Using TASO's ASQ: - Academic self-efficacy - Cognitive strategies - HE expectations - Knowledge of HE	Type 1 & 2 Narrative and process evaluation to map the critical components of the programme and intended outcomes. Pre/post analysis at one timepoints to assess immediate impact. Will also explore	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

	• Sense of belonging Long Term • Increased application to HE • Increased enrolment in HE	progressing to longitudinal evaluation.	
Summer Schools & Saturday Schools Subject Explorers	Short Term Using TASO's ASQ: • Academic self-efficacy • Cognitive strategies • HE expectations • Knowledge of HE • Sense of belonging Long Term • Increased application to HE • Increased enrolment in HE <i>Note: we will conduct a sub analysis to track enrolment into UoB specifically</i>	Type 1 & 2 Narrative and process evaluation to map the critical components of the programme and intended outcomes. Emphasis on key components expected to create change to add clarity to otherwise "black box" intervention. Pre/post analysis at one timepoint to assess immediate impact. Will also explore progressing to longitudinal evaluation.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis to be shared on our website by 2029. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
Contextual Admissions	Short Term Comparison of • Offers granted • Acceptance rates • Enrolment rates among UoB students flagged	Type 1 & 2 Detailed description of process and resources needed. Comparison of acceptance and enrolment rates across years to assess change	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton

	with contextual admissions criteria	in access rates for targeted students. We will also explore conducting qualitative interviews with students who would not have been accepted without contextual admissions policy to understand their decision process with follow ups to understand transition journey.	website and to TASO repository or similar.
BrightMed	Short Term Using TASO's ASQ: • Academic self-efficacy • Cognitive strategies • HE expectations • Knowledge of HE • Sense of belonging Long Term • Increased application to HE • Increased enrolment in HE <i>Note: We will focus on medical school enrolment and may adjust survey to feature questions and concepts related to medical school entry</i>	Type 1 & 2 We will pursue a joint evaluation of the BSMS BrightMed programme with University of Sussex evaluation team including a detailed theory of change and process evaluation. We will also collaborate with the BrightMed team to develop a reasonable empirical evaluation strategy that includes pre and post surveys as well as some qualitative interviews with prospective and current students who utilised the programme.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis to be shared on our website by 2029. Presentation and PowerPoint at relevant conferences.
Uni Connect	Short Term	Type 1 & 2	Internal briefings and report detailing findings of empirical analysis and suggestions for

	Using TASO's ASQ: • Academic self-efficacy • Cognitive strategies • HE expectations • Knowledge of HE • Sense of belonging Long Term • Increased application to HE • Increased enrolment in HE	We will work jointly with our Uni Connect Partners to track the reach (number of students supported) and services provided through the Uni Connect programming. We will develop theories of change and pre/post surveys of interventions where effective. Over the long term, we will also track participants entry to HE through the HEAT database to identify any impact of participation in years to come.	improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar. Apply for conference presentations with our Uni Connect partners.
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Intervention Strategy 2: support across student lifecycle for IMD Q1 students

IS 2 Theory of Change

Situation		Aims		
Students from IMD Q1 backgrounds have lower continuation, completion, and good degree attainment rates than students from all other quintiles, particularly Q5.		Raise continuation (89% to 91%), attainment (70.3% to 74.3%), and completion rates (80.5% to 83.5%) of students from IMD Q1 backgrounds.		
Inputs	Initiative	Outputs	Outcomes	Impact
Staff resource for planning, delivery, and evaluation Resources for equipment and technology Financial resource for activities Facilities	Belong at Brighton transition support Belong at Brighton extra Brighton Student Skills Hub (BSSH) Peer community groups and peer mentoring In Year Module Retrieval Attendance and Engagement Policy Student Support and Guidance Tutors (SSGTs) BSU Academic Societies <u>Cross Listed</u> Mentoring Programs Equality, Diversity and Inclusion (EDI) resources for students	Students receive tailored support for academic skills Students engage in groups facilitated by peers Students given opportunity to use feedback to retrieve failed work prior to the summer re-sit Students are contacted if they exhibit risk factors for non-continuation Students engage with curriculum enhancement and Students' Union activities as cost pressures are reduced	Short Term Students have a sense of belonging and inclusion at the University of Brighton Students obtain confidence in their academic skills and potential Long Term Students produce higher quality work Students are more likely to continue with their education Students have higher rates of completion and attainment	Students from IMD Q1 backgrounds are as likely to succeed and benefit from higher education as students from other IMD quintile backgrounds.
Rationale & Assumptions		IMD Q1 students may have differing prior educational experiences (e.g. are more likely to have a vocational qualification on entry than Q5 students), expectations, support, and mentorship (exacerbated by the ongoing impact of the coronavirus pandemic), which may lead to lack of confidence in engaging with activities and support which enable them to develop skills and knowledge to continue, complete and achieve on their courses. Students will be supported to in their transition to University and be provided with a range of opportunities which support student academic success, sense of belonging and engagement. Students will develop academic confidence through for e.g. In Year Module Retrieval.		

We designed all activities aimed at supporting student success across the student lifecycle at the University of Brighton by integrating knowledge of what students entering and progressing at the University of Brighton need and what works best in our unique context. We also relied on existing evidence in the field (e.g., [Mountford-Zimdars et al., 2016](#), [Thomas., 2011](#)) as well as resources compiled by TASO to hone our provisions and improve our results. Table B3 provides an overview of the literature used to design and hone each activity in our intervention strategy. Table B4 provides additional information about our evaluation plans for each activity.

Table B3: Evidence for IS2

Strategy	Activity	Current Evidence Base	Evidence Summary
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IS2	Transition Support: Belong at Brighton & Belong at Brighton Extra	<u>Thompson, Pawson, & Evans, 2021</u> <u>Gijn-Grosvenor and Huisman, 2020</u> <u>MacDonnell and Bisel, 2021</u> <u>UPP-Foundation, 2022</u> <u>Kift, Nelson, and Clarke, 2010</u> <u>Kift, 2009</u>	Research is clear that the transition period is critical for students, but limited evidence isolates key factors that should define an orientation programme to support students as they start HE. A key feature should be to develop peer social networks which is correlated with a sense of belonging.
IS2	Financial, academic, and peer support for IMD Q1 students	<u>Taylor, van Eyk, & Syme, 2020</u> <u>Thompson, Bellaera, Ilie, & Konstantina, 2022</u> <u>Angrist, Lang, & Oreopoulos, 2009</u> <u>Broton, Goldrick-Rab, & Benson, 2016</u>	Rigorous evidence suggests that financial and academic support for students can increase attainment, continuation, and analytical skills.
IS2	Brighton Student Skills Hub (BSSH)	<u>Bohemia et al, 2007</u> <u>McWilliams et al, 2014</u> <u>Gunn et al, 2011</u> <u>Hill et al, 2010</u>	Research shows that embedding skill training within modules helps align teaching, learning, and assessment and supports positive outcomes for students. Evidence also shows that support services may miss the most at-risk students thus our provision will make every effort to improve communication with and support for those students who might otherwise miss the offerings of the Brighton Student Skills Hub.

IS2	Peer community groups and mentoring	<u>Capstick, Harrell-Williams, Cockrum, & West, 2019</u> <u>Fox, Stevenson, Connelly, Duff, & Dunlop, 2010</u> <u>Adam, Skalicky, & Brown, 2011</u> <u>Kerrigan & Manktelow, 2021</u> <u>Bettinger & Baker, 2011</u>	Causal studies have shown that peer assisted learning/support can lead to higher rates of continuation as well as academic and social communities that support belonging and resilience. Our programming follows best practices to provide academic and social support through peer community groups and mentoring.
IS2	In Year Module Retrieval	University of Brighton, 2018 Building on sector examples including: • Sheffield Hallam University • University of Derby • University of South Wales • University of Salford	Evidence from our internal analysis suggests that the In-Year Module Retrieval programme led to positive outcomes among students (of the 49% of eligible students who participated, 73% were successful). We intend to produce further analysis to establish more conclusively the impact of IYMR on student outcomes.
IS2	Attendance and Engagement Policy	<u>Gilani, Parke, & Wilson, 2022</u> <u>Powles, 2022</u> <u>TASO, 2024</u> <u>Foster & Siddle, 2020</u>	Research suggests that students who are contacted by the University report an increase in key factors that support progression such as knowledge of services and increased confidence. During the pandemic, institutions utilised planned contact with students to improve engagement and found some success.
IS2	Student Support and Guidance Tutors (SSGTs)	<u>Walsh, Larson, & Perry, 2009</u> <u>Wakelin, 2019</u>	Evidence from the UK and elsewhere suggests that support tutors are central to students' continuation and retention

		<u>Yale, 2019</u> <u>Yale, 2017</u>	in higher education. While this evidence is not causal, the logic and theoretical framework is sound and comports with our experience at the University of Brighton.
IS2	BSU Academic Societies	<u>Dagley, Georgiopoulos, Reece & Young, 2015</u> <u>Thompson et al., 2013</u> <u>Stuart et al., 2011</u> <u>Osterman, 2000</u> <u>Chan, 2016</u>	While limited studies specifically study academic societies, these programmes fall under a broader suite of extra-curricular activities in higher education. These interventions aim to increase success among students by increasing social connections, soft skills like time-management and teamwork, as well as belonging which are known to improve retention. One study of STEM students in Florida found retention improved among students who participated in a STEM focused society.

Table B4: Evaluation Plans for IS2

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.
Belong at Brighton (conversion, transition, Belong at Brighton Extra)	Short Term - Knowledge of university support services - Metacognitive strategies	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis.

	• Sense of belonging, success/post-entry Long Term • Continuation • Attainment • Completion	conditions for positive impact. Non-random comparison of participants with non-participants to determine correlation between attendance and relevant outcomes using propensity score matching if possible <i>Note: Our analysis will focus on IMD Q1</i>	Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar. We will also aim for academic publication or working paper by 2029.
Brighton Student Skills Hub (BSSH)	Short Term • Confidence in academic skills • Knowledge of university support services • Metacognitive strategies Long Term • Continuation • Attainment • Completion	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact. We will aim to complete a non-random comparison of participants with non-participants to assess the correlation between use and relevant outcomes using propensity score matching if possible given data constraints and sample sizes. We will also explore a dose analysis to see which components of the BSSH are most valuable. We will also conduct a qualitative exploration of text students submit	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

		explaining their needs related to their academic progress. <i>Note: Our analysis will focus on IMD Q1</i>	
Peer Community Groups and Mentoring	Short Term • Confidence in academic skills • Knowledge of university support services • Meta-cognitive strategies • Sense of belonging, success/post-entry Long Term • Continuation • Attainment • Completion	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact. We will produce an analysis comparing participants with non-participants to assess any correlation between use and relevant outcomes using propensity score matching if sample size allows.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
In Year Module Retrieval	Long Term • Continuation • Attainment • Completion	Type 1 & 2 We will produce a non-random comparison of participants with non-participants to determine correlation between use and relevant outcomes using propensity score matching if sample size and data allows	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
Attendance and Engagement Policy	Short Term • Knowledge of university support services	Type 1, 2, & 3 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis.

	Using Brighton's Checking In With You (CIWY) • Sense of belonging Long Term • Continuation • Completion	conditions for positive impact. Pre/post analysis of targeted students to understand immediate impact on short term outcomes and longitudinal analysis to understand links between results of first analysis on long term outcomes. We will also attempt to randomize interventions (email only, email + phone call, multiple follow ups etc.) to determine which combination seems to work the best for students.	Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar. Potential academic journal publication in 2029.
Student Support and Guidance Tutors (SSGTs)	Short Term • Confidence in academic skills • Knowledge of university support services • Metacognitive strategies • Sense of belonging, success/post-entry Long Term • Continuation • Attainment • Completion	Type 1 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
BSU Academic Societies	Short Term • Knowledge of university support services	Type 1 Detailed description of programme and enhanced theory of change. Isolation of	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on

	• Sense of belonging, success/post-entry Long Term • Continuation • Attainment • Completion	key components that are necessary conditions for positive impact.	process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
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Intervention Strategy 3: support for students with mental health conditions

IS 3 Theory of Change

Situation		Aims		
Students who report a mental health condition have a significantly lower completion rate than students who report no disability. Students who experience a mental health issue while in higher education may find it difficult to cope with the stress of daily life. In a new environment – like university – these stressors can lead to lower grades and even leaving university. Transitioning from regular care and guidance from a family unit to independence may also lead to delayed treatment if the student has never taken care of their mental health on their own before.		Provide wraparound support for students with mental health conditions and ultimately raise completion rates of students who report a mental health condition from 77.5% to 80.5%		
Inputs	Initiative	Outputs	Outcomes	Impact
Staff resource for planning, delivery and evaluation Financial resource to the Students' Union to support activities Resources for equipment and technology	Staff training to support students with mental health conditions BSU Societies LGBTQ+ Uni-Amex Mentoring Inclusive Learning and Teaching Toolkit Wellbeing Champions Module <u>Cross listed</u> Belong at Brighton (academic transition) Brighton Student Skills Hub In Year Module Retrieval Student Support and Guidance Tutors Equality, Diversity and Inclusion (EDI) resources for students Mentoring	Academic staff are supported in creating inclusive educational experience for students with mental health conditions Staff develop confidence in recognising and supporting students with mental health conditions (including signposting to relevant services) Students feel more at ease in academic space Students are provided information about how to support the mental health and wellbeing of themselves and others around them Students are provided with activities which support their mental health and wellbeing	Short Term Students are more confident in their ability to perform academically Students with MH conditions have greater academic success Academic staff understand the unique needs of students with MH conditions Academic staff are more confident in their ability to provide more effective academic experiences for students with MH conditions Long Term Students are more likely to complete their study	Students excel and complete at the University of Brighton regardless of any mental health condition
Rationale & Assumptions		Students with mental health conditions need holistic support to ensure they can achieve their highest potential; this includes their experience of the curriculum, extra-curricular activities, and accessible support services. Students will take up support services offered. Embedding wellbeing in the curriculum will reduce stress factors. Students will access support activities which improve mental health.		

We designed all activities aimed at supporting students with mental health conditions at the University of Brighton by integrating knowledge of what students entering and progressing at the University of Brighton need and what works best in our unique context. We also relied on existing evidence in the field as well as resources compiled by TASO and reports from the HE Mental Health Implementation Taskforce to hone our provisions and improve our results. Table B5

provides an overview of the literature used to design and hone each activity in our intervention strategies. Table B6 provides additional information about our evaluation plans for each activity.

Table B5: Evidence for IS3

Strategy	Activity	Current Evidence Base	Evidence Summary
IS3	Staff training to support students with mental health conditions	<u>Upsher, Nobili, Hughes, & Byrom, 2022</u> <u>TASO's Evidence Toolkit: Pedagogical interventions</u>	More research is needed to understand the link between training and student outcomes. Some evidence suggests small positive impacts, but the focus of these studies is often more professional programmes (e.g. nursing) or are outside the UK context. Our programming is based on best practices in the HE community as well as our own knowledge. We aim to evaluate these trainings to add to the nascent literature in this area.
IS3	BSU Societies • Autism • Neurodivergent • LGBTQ+	<u>Pointon-Haas et al., 2023</u> <u>Mattanah et al., 2012</u> <u>Conley et al., 2020</u>	The value of bringing together people from different groups who may have experienced similar traumas or barriers could theoretically improve the wellbeing of students. However, existing research provides limited evidence on the impact of such peer group activities especially on longer term outcomes like continuation. The BSU intervention will strive to incorporate best practices in the existing literature and our evaluation will contribute to the growing work on the impact of peer support interventions.

IS3 (IS 6)	LGBTQ+ Uni-Amex Mentoring	<u>Capstick, Harrell-Williams, Cockrum, & West, 2019</u> <u>Bowman, Jang, Kivlighan, Schneider, & Ye, 2020</u> <u>Sandner, 2015</u> <u>Crisp, Baker, Griffin, Lunsford, & Pifer, 2017</u>	There is emerging evidence that mentoring programmes, counselling, coaching, and advising are associated with improved attainment, retention, completion, and career outcomes. However, more work is needed to prove causality between these interventions and the outcomes. Evidence from the University of Brighton suggests there is a positive impact on intermediate outcomes but whether there is a causal impact on longer term outcomes like continuation remains unclear.
IS3	Inclusive Learning and Teaching Toolkit	<u>Delaney et al. 2016</u> <u>Halloran et al. 2017</u> <u>Gilbert et al., 2018</u> <u>Gilbert et al., 2016</u>	The Inclusive Learning and Teaching Toolkit is a pedagogical intervention that aims to improve students' mental health by making changes to the curriculum and providing professional training. While there is evidence that courses that are not inclusive and do not address the mental health needs of students may lead to lower retention, there is little rigorous research of the impact of such interventions on HE outcomes. Evidence that does exist focuses primarily on medical and nursing students outside the UK. The UoB toolkit will emphasize embedding wellbeing in the curriculum. We hope to study the impact of our

			toolkit to add to this research.
IS3	Student Wellbeing Champions Module	<u>Merritt, Price, Mollison, and Geddes, 2007</u> <u>Geisner, Neighbors and Larimer, 2006</u> <u>Bruhns et al., 2021</u>	This intervention is a form of passive psychoeducation as it provides essential information for managing mental health difficulties but is simply available as opposed to required training. Evidence of the impact of such interventions is currently mixed and suggests that such provisions can potentially reduce some kinds of depression but not more severe forms.

Table B6: Evaluation Plans for IS3

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).	Summary of publication plan When evaluation findings will be shared and the format that they will take.

Staff Mental Health Training	Short Term • Increase in participating staff knowledge (e.g., approaches for supporting students with mental health needs) • Improvement in students with mental health conditions' sense of belonging and inclusion Long Term • Continuation • Completion • Progression <i>Note: We will focus on for students with mental health conditions</i>	Type 1 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
BSU Societies • Autism • Neurodivergent • LGBTQ+	Short Term • Knowledge of university support services • Sense of belonging, success/post-entry Long Term • Continuation • Completion	Type 1 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

LGBTQ+ Uni-Amex Mentoring	Short Term • Knowledge of university support services • Sense of belonging, success/post-entry Long Term • Continuation • Completion • Progression	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact. We aim to produce a non-random comparison of participants with non-participants to determine correlation between use and relevant outcomes using propensity score matching if sample size and data allows.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
Inclusive Learning and Teaching Toolkit	Short Term • Increase in participating staff knowledge (e.g., approaches for supporting students with mental health needs) • Improvement in students with mental health conditions' sense of belonging and inclusion Long Term Continuation • Completion • Progression <i>Note: We will focus on for students with</i>	Type 1 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

	<i>mental health conditions</i>		
Wellbeing Champions Module	Short Term • Increase in participating students' knowledge of how to support themselves and others facing mental health challenges • Improvement in students with mental health conditions' sense of belonging and inclusion Long Term • Continuation • Completion • Progression <i>Note: We will focus on for students with mental health conditions</i>	Type 1 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

Intervention Strategy 4: support Black students across the student lifecycle

IS 4 Theory of Change

Situation		Aims		
Black students have a significantly lower good degree attainment rate than students from all other ethnicities, particularly White students. Internal and external evidence points to several reasons for this gap including a lack of sense of belonging, a curriculum which is not representative of all students, and barriers to accessing personal and academic support. Additionally black students at Brighton are more likely to be from IMD Q1 areas which is correlated with lower prior educational achievement and non-A level pre-entry qualification and financial pressures.		Raise Black student good degree attainment from 58% to 66%		
Inputs	Initiatives	Outputs	Outcomes	Impact
Staff resources for planning, delivery and evaluation Resources for marketing and communications to promote activities Funding for the peer mentors	Peer mentoring scheme for Black students Professional identity match mentoring Inclusive education and student experience toolkit EDI resources for students <u>Cross listed</u> Belong at Brighton (academic transition) Brighton Student Skills Hub In Year Module Retrieval Student Support and Guidance Tutors BSU societies Inclusive Learning and Teaching Toolkit	Black students have regular positive interactions with Black peer mentors who can support their personal development and academic success Black students attend group sessions that provide academic skills and personal development Black mentors receive ongoing wellbeing support, experience, and employability and leadership skills Staff are supported to enhance inclusivity in the curriculum Students are supported to develop their knowledge of others lived experiences	Short Term Black students develop and improve confidence in academic writing Black students gain academic skills needed to succeed in HE Black students feel supported personally and academically Black students feel they belong and are welcome at University of Brighton Long Term Black students are more likely to obtain good degrees	Black students are just as likely to succeed in higher education as all other students at the University of Brighton.
Rationale & Assumptions		Our activities aim to provide a positive and supportive environment for black students to develop a range of skills and knowledge enabling them to fulfil their academic potential. Black peer mentors are well trained and can support their mentee successfully. Black students are aware of extracurricular activities, have time and resources to participate, and can translate the things they learned through the experience into positive outcomes.		

We designed all activities aimed at supporting Black student degree attainment at the University of Brighton by integrating knowledge of what students entering and progressing at the University of Brighton need and what works best in our unique context. We also rely on existing evidence in the field as well as resources compiled by TASO to hone our provisions and improve our results. Table B7 provides an overview of the literature used to design each activity in our intervention strategy. Table B8 provides additional information about our evaluation plans for each activity.

Table B7: Evidence for IS4

Strategy	Activity	Current Evidence Base	Evidence Summary
IS4	Peer mentoring scheme for Black students	<u>Dahlvig, 2010</u> <u>Tovar, 2014</u> <u>Husband & Jacobs 2009</u>	There is some evidence from the UK context that suggests mentoring can improve degree outcomes or other HE outcomes generally. While this evidence is not causal, studies from the USA and Europe suggest there is a positive effect though these studies do not investigate mentoring by peers (typically staff or external mentors like alumni). However, mentoring studies find that centering identity when developing mentoring programmes can be helpful.
IS4, IS5	Professional identity match mentoring	<u>Capstick, Harrell-Williams, Cockrum, & West, 2019</u> <u>Bowman, Jang, Kivlighan, & Schneider, 2020</u> <u>Sandner, 2015</u> <u>Crisp, Baker, Griffin, Lunsford, & Pifer (2017)</u>	There is emerging evidence that mentoring programmes, counselling, coaching, and advising are associated with improved attainment, retention, completion, and career outcomes. However, more work is needed to prove causality between these interventions and the outcomes.
IS2, IS3, IS4	Inclusive Education and Student Experience Toolkit	<u>Andrews et al., 2023</u> <u>TASO, 2022</u> <u>Hepi, 2019</u> <u>Kumar, Zusho, & Bondie, 2018</u> <u>Smith, 2016</u>	Providers and researchers generally agree with the promise of developing staff to ensure curriculum and the education environment is inclusive as a method of improving the educational outcomes

			of minority ethnic students. However, evidence remains limited and existing evaluations have produced mixed results (TASO, 2022).
IS4	EDI resources for students	<u>Booker et al., 2016</u> <u>Gurin et a., 2002</u>	There is a growing appreciation for the fact that staff and students need support in understanding diverse and multicultural perspectives to enhance learning and create a safe space for all students. Evidence is currently limited on its impact on student progression outcomes but theoretical work suggests training could have longer term positive impacts on retention, attainment, and continuation.

Table B8: Evaluation Plans for IS4

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
		Include type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.

Peer mentoring scheme for Black students	Short Term Using TASO's ASQ • Metacognitive strategies • Sense of belonging, success/post-entry Using Brighton's CIWY • Sense of belonging Long Term • Attainment • Continuation • Completion	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact. Comparison of participants with non-participants to determine correlation between mentoring/being a mentee and outcomes.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar. Aim for academic publication by 2029.
Professional identity match mentoring	Short Term Using TASO's ASQ • Metacognitive strategies • Sense of belonging, success/post-entry Using Brighton's CIWY • Sense of belonging Long Term • Attainment • Progression	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact. Comparison of participants with non-participants to determine correlation between mentoring/being a mentee and outcomes.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

Inclusive Education and Student Experience Toolkit	Short Term • Staff knowledge • Staff intention to implement new approaches in line with inclusive learning, teaching and assessment practices. Long Term • Changes in teaching strategies among participating staff (integration of learning) • Improvement in Black student outcomes, specifically attainment.	Type 1 Detailed description of programme and enhanced theory of change. Process evaluation to track the links between activities and outcomes.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
EDI resources for students	Long Term • Attainment • Progression	Type 1 Detailed description of programme and monitoring of uptake among students.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

Intervention Strategy 5: Financial Support for economically disadvantaged students

IS5 Theory of Change

Situation		Aims		
Students from lower household income backgrounds, which includes care experienced and estranged students, have lower completion rates than students from higher household income backgrounds		Raise completion rates (64.5% to 67.7%) for students from lower household income backgrounds		
Inputs	Initiative	Outputs	Outcomes	Impact
Staff resource for planning, delivery, and evaluation Resources for equipment and technology Financial resource for bursary scheme	Low Household Income Student Bursary <u>Cross Listed</u> Academic Skills Careers focused mentor in level 5 Guaranteed interview for paid student role Technology Loan Scheme Academic skills support Care leavers and estranged students are guaranteed year-round university accommodation	Students receive tailored support for academic skills Students receive additional funding support Students become paid Ambassadors for the University Students have access to a broad range of support mechanisms to address potential gaps in resources needed to achieve in HE	Short Term Students have a sense of belonging and inclusion at the University of Brighton, and feel engaged and develop self-confidence. Long Term Students are more likely to continue with their education Students have higher rates of completion and attainment	Students from low household income backgrounds are just as likely to succeed during and after their time at the University of Brighton
Rationale & Assumptions		Students from lower household income backgrounds may need to choose between undertaking more paid work alongside studying. Students are at greater risk of experiencing poor mental health as a result of cost pressures. Students who are supported financially, pastorally and academically during their studies develop a sense of belonging, engagement and confidence which supports completion. The Bursary Scheme will accurately identify students who will most benefit from the Financial Support Package.		

Evidence compiled by TASO on post-entry financial support indicates a small but positive impact on completion rates for students with lower household income in higher education, with some evidence suggesting improvements in attainment. According to the OfS report "Understanding the Impact of the Financial Support Toolkit", most higher education providers conducting statistical analysis found that bursary recipients performed as well as or better than non-bursary recipients in at least one of the following areas: continuation, degree completion, attainment, or positive graduate outcomes within six months. While our own analysis at the University of Brighton did not show statistically significant differences between students who received a bursary and similar student who did not, qualitative interviews demonstrated the importance of the bursary funds to students' mental health and feelings of support from the University of Brighton. They also indicated that the bursary enabled them to undertake less paid employment at key times in the academic year.

Table B9 Evidence for IS5

Strategy	Activity	Current Evidence Base	Evidence Summary
IS5	University of Brighton bursaries	<u>Bettinger, 2015</u> <u>Castleman & Long, 2016</u> <u>Denning et al., 2019</u>	High-quality evidence suggests that financial support can positively impact retention and completion in HE. While

		Goldrick-Rab et al., 2016 University of Brighton, 2022 (Internal analysis) TASO, n.d. OfS, 2020 The Stand Alone Pledge My Covenant NNECL	most of this evidence is USA based, there is reason to believe similar outcomes would persist in the UK. Our own internal analysis of the impact of bursaries suggested that they levelled the playing field for students from lower income backgrounds.
IS 5 (IS 2, 6)	Suite of Additional Support for Low Household Income Students: • Guaranteed interview for paid student employment through student ambassador program • Technology Loan Scheme • Academic Skills interventions • Careers focused mentor in level 5 • Care leavers and estranged students are guaranteed year-round university accommodation	Sanders, J., and L. Higham, 2012 Capstick, Harrell-Williams, Cockrum, & West, 2019 Bohemia et al, 2007 McWilliams et al, 2014 Harrison (2019)	Each component of these wrap around services are linked to a broader literature (outlined in IS 2 (academic skills interventions) and IS 6 (mentoring) in more depth) that shows support services help students reach their full potential. More robust evidence suggests that programs like student ambassador positions can benefit students who take them up as well as other outreach participants. Our support for care leavers reflects our review of the literature that finds care leavers struggle in HE because of a lack of housing support. Provision of guaranteed housing provides greater security for care leavers starting at the University of Brighton.

Table B10 Evaluation Plans for IS5

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
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		Include type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Low Household Income Student Bursary	Short Term Using Brighton's CIWY • Sense of belonging • Engagement • Self-confidence Long Term • Continuation • Attainment • Completion	Type 1 & 2 Non-random comparison of participants with non-participants to determine correlation between attendance and relevant outcomes using propensity score matching if possible	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
Suite of Additional Support for Low Household Income Students: • Guaranteed interview for paid Student Ambassador/Student Partner role • Technology Loan Scheme • Academic Skills interventions • Careers focused mentor in level 5 • Care leavers and estranged students are guaranteed year-round university accommodation	Short Term Using TASO's ASQ • Metacognitive strategies • Sense of belonging, success/post-entry Using Brighton's CIWY • Sense of belonging Long Term • Continuation • Attainment • Completion	Type 1 Detailed description of programme and monitoring of uptake among students.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

Intervention Strategy 6: highly skilled employment or further study support for young students

IS6 Theory of Change

Situation		Aims		
Younger students (under 25) are less likely to progress to highly skilled employment or further study than mature students. This is likely because: - Younger students may not have developed the confidence and capacity to pursue more highly skilled professions - Younger students may not have a financial position that allows them to undertake extra-curricular activities like internships that might support their employment after graduation - Younger students do not know as much about opportunities to gain experience and skills that could help them progress to highly skilled employment as more mature students		Raise rates of progression into highly skilled employment or further study among younger students from 74% to 78%.		
Inputs	Initiative	Outputs	Outcomes	Impact
Staff resource for planning, delivery and evaluation Financial resources for materials Engaged alumni Connections and relationships with employers	Mentoring (professional & industry specific mentoring) Placements, internships, and volunteering opportunities Information, advice, and guidance (IAG) for employment <i>Cross listed</i> IMD Q1 students 'package' LGBTQ+ Uni-Amex Mentoring	Students have regular interactions with professional mentors focusing on their employability and graduate attributes Students use the skills framework to identify strengths and areas for development and have resources to use to fill any gaps Recent graduates receive career coaching Recent graduates participate in "boot camp sessions" on a range of topics including finding graduate opportunities, developing LinkedIn profiles, CVs, interview preparation etc. Recent graduates connect with employers looking to recruit	Short Term Increase in student confidence in how their skills translate to the job market Increase in student understanding of the range of options available to them after graduation Students develop professional skills Students are better able to identify the skills gaps they have Students fill skills gaps with resources from Brighton Student Skills Hub Long Term Students are more likely to progress to highly skilled work or further study	Progression rates to highly skilled employment or further study increases for students under 25 Students receive the full potential benefit of higher education and raise their economic standing
Rationale & Assumptions		Literature and our experience at University of Brighton suggests that providing strong mentorship programmes can boost students' confidence in their prospects in the job market and translates into better employment outcomes in the future. We also know that there is an information gap among students and our IAG work attempts to fill that gap. Students may also not know how to articulate the skills they have and identify the gaps in their professional skills and our skills framework attempts to fill that gap. Funding is consistent for programmes and there is a stable economic environment. Students who have gaps in professional skills and experience utilise the mentorship programme and gain useful insights. Mentors are sufficiently equipped to support students towards highly skilled employment/further study. Graduate Support Adviser will be able to connect with recent graduates and recent graduates will gain useful skills and learning from interventions. University of Brighton content is relevant to a fast-changing work environment.		

We designed all activities aimed at supporting younger students at the University of Brighton into highly skilled employment or further study by integrating knowledge of what student progressing at the University of Brighton need and what works best in our unique context. We also rely on existing

evidence in the field as well as resources compiled by TASO to hone our provisions and improve our results. Table B9 provides an overview of the literature used to design and hone each activity in our intervention strategy. Table B10 provides additional information about our evaluation plans for each activity.

Table B11: Evidence for IS6

Strategy	Activity	Current Evidence Base	Evidence Summary
IS6	Mentoring (Professional Mentoring; Industry Specific Mentoring)	<u>Capstick, Harrell-Williams, Cockrum, & West, 2019</u> <u>Bowman, Jang, Kivlighan, Schneider, & Ye, 2020</u> <u>Sandner, 2015</u> <u>Crisp, Baker, Griffin, Lunsford, & Pifer, 2017</u>	There is emerging evidence that mentoring programmes, counselling, coaching, and advising are associated with improved attainment, retention, completion, and career outcomes. However, more work is needed to prove causality between these interventions and the outcomes.
IS6	Placements, internships and volunteering opportunities	<u>TASO, 2023</u> <u>TASO, n.d.</u> <u>Mason and al., 2009</u> <u>HE Funding Council of Wales, 2012</u> <u>Mason, Williams, & Cranmer, 2009</u>	There is evidence that internships and placements can positively impact outcomes such as securing employment after graduation.
IS6	Information, advice, and guidance (IAG) for employment, employability, and related funding opportunities including: • Employer presentations and drop-ins on campus • Targeted support to develop and embed more live brief activities in subject areas • Career guidance	<u>Whiston, Li, Mitt, & Wright, 2017</u> <u>Office for Students, 2019</u>	There is evidence that IAG for careers can have a positive impact on students' outcomes like salary and employment. However, there is limited agreement on the exact IAG components that are most important for delivering outcomes.

	• Graduate Careers Programme • Start-up Fund • Student engagement and digital content development • Centralisation of administration of student jobs on campus		
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Table B12: Evaluation Plans for IS6

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
		Include type of evidence you intend to generate e.g. empirical (Type 2).	When evaluation findings will be shared and the format that they will take.
Mentoring (Professional Mentoring; Industry Specific Mentoring)	Short Term Using TASO's ASQ • Metacognitive strategies • Sense of belonging, success/post-entry Using Brighton's CIWY • Sense of belonging, confidence and knowledge • Confidence in ability to navigate the job market • Knowledge of best practices for highly skilled professions Long Term • Progression to highly skilled employment or further study	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact. Comparison of participants with non-participants to determine correlation between mentoring/being a mentee and outcomes.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar. Presentation at relevant conferences about graduate programmes.

Placements, internships, and volunteering opportunities	Short Term - Confidence in ability to navigate the job market - Knowledge of best practices for highly skilled professions - Gain University of Brighton graduate attributes Long Term - Progression to highly skilled employment or further study	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact. Comparison of participants with non-participants to determine correlation between placements/internships/ and volunteering opportunities and outcomes.	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.
Information, advice and guidance (IAG) for employment and employability	Short Term - Confidence in ability to navigate the job market - Knowledge of best practices for highly skilled professions - Ability to accurately and confidently describe their skills and attributes - Applications to highly skilled professions and further study Long Term - Progression to highly skilled employment or further study	Type 1 & 2 Detailed description of programme and enhanced theory of change. Isolation of key components that are necessary conditions for positive impact Pre and post evaluation of - Graduate Careers Advisor to determine correlation between interactions with the new advisor and progression outcomes - Live brief activities in subject areas including reflection on graduate attributes (intermediate progression outcomes)	Internal briefings and report detailing findings of empirical analysis and suggestions for improvements based on process evaluation and empirical analysis. Publish findings in Annual Evaluation Summary Report on University of Brighton website and to TASO repository or similar.

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Brighton

Provider UKPRN: 10000886

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Our intention is to charge the maximum fee, subject to the fee limits set out in Regulations.

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

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

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	DEA001 BA Hons Professional Practice in Education. 360 Credits over 4 years. 100 credits years 1-3 £6,935 and 60 credits year 4 £4,625	N/A	6935
First degree	K2EA041 BA Hons Working with Children and Young People. 360 Credits over 4 years. 100 credits years 1-3 6,935 and 60 credits year 4 4,625	N/A	6935
First degree	L2EG015 BSc Occupational Therapy. A student with regular progression would study 90 credits per year over 4 years at 6,935 per annum	N/A	6935
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Brighton

Provider UKPRN: 10000886

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	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£2,087,000	£2,132,000	£2,179,000	£2,228,000
Financial support (£)	NA	£2,252,000	£2,252,000	£2,252,000	£2,252,000
Research and evaluation (£)	NA	£292,000	£299,000	£306,000	£314,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£347,000	£355,000	£362,000	£371,000
Access activity investment	Post-16 access activities (£)	£1,364,000	£1,393,000	£1,425,000	£1,456,000
Access activity investment	Other access activities (£)	£376,000	£384,000	£392,000	£401,000
Access activity investment	Total access investment (£)	£2,087,000	£2,132,000	£2,179,000	£2,228,000
Access activity investment	Total access investment (as % of HFI)	6.1%	6.1%	6.1%	6.2%
Access activity investment	Total access investment funded from HFI (£)	£2,087,000	£2,132,000	£2,179,000	£2,228,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£2,252,000	£2,252,000	£2,252,000	£2,252,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£0	£0	£0	£0
Financial support investment	Total financial support investment (£)	£2,252,000	£2,252,000	£2,252,000	£2,252,000
Financial support investment	Total financial support investment (as % of HFI)	6.6%	6.4%	6.3%	6.2%
Research and evaluation investment	Research and evaluation investment (£)	£292,000	£299,000	£306,000	£314,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.9%	0.8%	0.9%	0.9%

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Brighton

Provider UKPRN: 10000886

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To raise IMD Q1 student access rate to the University of Brighton	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	FT UG IMD Q1 Access is 13.3% points below Q5 (4 yr agg). Target set to raise IMD Q1 student Access by 2% points by 2028-29.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	11.7	12.2	12.7	13.2	13.7
To raise the progression into HE rate for FSM students in East Sussex.	PTA_2	Access	Eligibility for Free School Meals (FSM)	Eligible		Target is set to raise FSM progression to HE in East Sussex by 5% points by 2029-30. Target is collaborative with Uni Connect, University of Sussex and University of Chichester. Data is sourced from 'Widening participation in higher education' government data release.	Yes	Other data source (please include details in commentary)	2021-22	Percentage points	16.9	17.9	18.9	19.9	20.9
To raise the progression into HE rate for FSM students in West Sussex.	PTA_3	Access	Eligibility for Free School Meals (FSM)	Eligible		Target is set to raise FSM progression to HE in West Sussex by 5% points by 2029-30. Target is collaborative with Uni Connect, University of Sussex and University of Chichester. Data is sourced from 'Widening participation in higher education' government data release.	Yes	Other data source (please include details in commentary)	2021-22	Percentage points	18.1	19.1	20.1	21.1	22.1
To raise the progression into HE rate for FSM students in Brighton and Hove.	PTA_4	Access	Eligibility for Free School Meals (FSM)	Eligible		Target is set to raise FSM progression to HE in Brighton and Hove by 5% points by 2029-30. Target is collaborative with Uni Connect, University of Sussex and University of Chichester. Data is sourced from 'Widening participation in higher education' government data release.	Yes	Other data source (please include details in commentary)	2021-22	Percentage points	21.2	22.2	23.2	24.2	25.2
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To raise IMD Q1 student continuation - with a targeted focus on IMD Q1 male students	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	FT UG IMD Q1 student continuation is 2.8% points lower than IMD Q5 students (4 yr agg). Target is to raise the continuation rate for IMD Q1 students by 2% points by 2028-29.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	89	89.5	90	90.5	91

[illegible]

Table 5e: Progression targets

[illegible]