



ACTIVATE
LEARNING

ACCESS AND PARTICIPATION PLAN

2026-27 to 2029-30

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Activate Learning

Access and participation plan 2026-27 to 2029-30

Introduction and strategic aim

Activate Learning is a forward-thinking education group with a vision to drive progressive change and create lasting impact through learning. Operating across eight college campuses in Oxfordshire, Berkshire, and Surrey, alongside a growing online provision, we offer a comprehensive range of further education (FE), higher education (HE), technical, and apprenticeship programmes. Our mission is to deliver inclusive, industry-relevant higher education that empowers all students, particularly those from underrepresented backgrounds, to succeed, progress, and contribute to social mobility and economic growth within their communities.

Over the past four academic years (2021/22 to 2024/25), Activate Learning has enrolled an average of 1,048 students annually across its higher education programmes. Of these, approximately 49% were enrolled on prescribed higher education qualifications, including Higher National Certificates (HNCs), Higher National Diplomas (HNDs), Foundation Degrees (FdA, FdEd, FdSc), Higher Technical Qualifications (HTQs), and top-up Degrees (BA, BSc). A further 26% pursued non-prescribed higher education qualifications, such as professional certificates and diplomas, designed to address local socio-economic needs and support community upskilling. Approximately 24% were enrolled on higher apprenticeships, contributing to workforce development and helping to close regional skills gaps.

In response to the introduction of the Lifelong Learning Entitlement (LLE), Activate Learning has developed and begun offering short courses (15 or 30 credits from a recognised higher education qualification) to enable individuals to upskill or reskill throughout their careers. These courses also provide a pathway to progress towards a full qualification.

Activate Learning's higher education cohort is characterised by its diversity and non-traditional student profile. A significant proportion of students enter with non-A Level qualifications, with 43% of full-time and 44% of part-time students holding BTEC, Access to HE, or other alternative Level 3 qualifications.¹ Approximately 30% of full-time and 31% of part-time students come from areas with the lowest levels of higher education participation (TUNDRA quintiles 1 or 2), emphasising the importance of targeted outreach and support.¹ Most students are mature learners, with 72% of full-time and 83% of part-time students aged 21 or over. Additionally, 19% of full-time and 11% of part-time students have declared

¹ Size and shape of provision data dashboard (2019/20 – 2022/23).

a disability, highlighting the need for accessible and inclusive academic and support services.¹

With a predominantly mature student body, Activate Learning is committed to ensuring that all students, regardless of background, can access, succeed in, and progress from higher education. Our strategic aim is to embed inclusive, student-centred practices throughout the educational journey. This includes offering a diverse range of qualifications and flexible delivery models that align with the needs of both learners and employers. We provide accessible, timely information and advice to enable informed decision-making, supported by a 'Right Student, Right Course' approach to maximise success. To ensure equitable outcomes, we deliver tailored academic and non-academic support, maintain up-to-date, career-focused programmes, and provide high-quality teaching and learning environments. Additionally, we actively engage students in the continuous improvement of their courses, fostering a collaborative and responsive educational experience. Through this comprehensive and inclusive approach, we aim to achieve sustained student success and equitable outcomes for all.

Our Educational Gains model, recognised by the panel in our Teaching Excellence Framework (TEF) 2023 assessment as an 'outstanding feature', is central to our strategic approach to student success. Grounded in our institutional mission and award-winning learning philosophy, it defines educational gain holistically, encompassing academic achievement, personal development, and career readiness. Through our Attributes for Success framework, students receive personalised feedback and development opportunities, supported by a wide range of academic and enrichment activities. As part of our strategic aims, we are committed to strengthening the evaluation of this model to evidence its long-term impact on continuation, attainment, and progression outcomes, particularly for underrepresented groups.

To support this, our strategic approach to access and participation is structured around three core themes:

- **Simplify:** Streamlining processes and enhancing accessibility to ensure all learners - including those from disadvantaged backgrounds - can navigate higher education with ease.



Figure 1: Educational Gains Model

- **Scale:** Expanding initiatives that promote participation and success, ensuring more learners benefit from transformative educational opportunities.
- **Sustain:** Embedding equity across all areas of provision by fostering inclusive practices that respond to evolving needs and challenges.

Through this approach, we aim to cultivate a supportive and inclusive environment where all students can thrive, fulfil their potential, progress into further study, employment, and make meaningful contributions to society. To ensure effective delivery of this strategy, Activate Learning has invested in a dedicated Access and Participation (APP) Manager to lead implementation, monitor progress, and embed access and participation across its higher education provision.

Risks to equality of opportunity

Through analysis of the Office for Students' (OfS) Access and Participation Plan (APP) dashboard, Teaching Excellence Framework (TEF) data, internal data at Activate Learning, staff and student feedback, and the Equality of Opportunity Risk Register (EORR), we have identified key risks to equality of opportunity. This plan focuses on the most significant risks to continuation and completion, which are the most relevant to our student population and institutional context.

Risk	Risk Indicators and Description	Risk Drivers
<p>R1: Continuation Gap Between Mature and Younger Learners</p> <p>Mature students are less likely to continue their studies compared to younger peers.</p>	<p>Mature students are less likely to continue their studies compared to younger peers:</p> <ul style="list-style-type: none"> • Mature students, who make up nearly three-quarters of all learners at Activate Learning, have lower continuation rates than younger students. • This gap is most pronounced for mature, part-time students. 	<ul style="list-style-type: none"> • Knowledge and skills gaps: Internal evidence indicates that mature students returning after an extended break often face gaps in academic readiness and digital literacy. These gaps can make it more challenging to engage and progress, especially for those studying at Level 4 or above for the first time or entering with lower-tariff or non-traditional qualifications. This includes not only digital skills but also readiness to engage with the digital components of higher education, whether learning takes place in-person, online, or through blended delivery. Students may struggle with navigating virtual learning environments, managing digital workloads, or accessing digital resources that support their studies. • Insufficient Academic Support: Mature students may be less likely to

Risk	Risk Indicators and Description	Risk Drivers
		<p>seek timely support due to balancing work, family, and study commitments, which can leave barriers unaddressed and increase their risk of leaving their studies.²</p> <ul style="list-style-type: none"> • Cost Pressures: Student feedback highlights mature learners, particularly those balancing study with work, caregiving, or other responsibilities, often face significant financial pressures. These pressures may extend to the affordability of essential digital tools (e.g. laptops, headsets, software) and reliable internet access, both of which are increasingly essential for engaging with the digital elements of higher education, whether delivered in-person, online, or through blended learning.
R2: Lower Continuation Rates for students from IMD Q1+2	<p>Students from more disadvantaged backgrounds are less likely to continue their studies:</p> <ul style="list-style-type: none"> • Lower first-year continuation rates from IMD Q1+2 postcodes - the most 	<ul style="list-style-type: none"> • Knowledge and Skills Gaps: Sector-wide research indicates that students from lower socioeconomic backgrounds may begin higher education with gaps in

² Office for Students. (2020). *Mature students*. Retrieved from <https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/effective-practice/mature-students/>.

Risk	Risk Indicators and Description	Risk Drivers
	<p>deprived 40% of areas in England, as defined by the Index of Multiple Deprivation (IMD).</p> <ul style="list-style-type: none"> Higher withdrawal rates for students from IMD Q1+2 backgrounds, particularly in the first year of study. 	<p>core academic skills, increasing their risk of early disengagement.³</p> <ul style="list-style-type: none"> Insufficient Academic Support: Sector evidence suggests that hybrid and online provision can widen the digital divide, as lower-income students may face barriers to academic support due to limited access to technology and lower digital confidence.⁴ Cost Pressures: Student feedback indicates that IMD Q1/2 learners are more likely to balance work, caregiving, and other responsibilities, with financial pressures reducing study time and increasing the risk of discontinuing their studies.
R3: Black, Asian, and Other Ethnic Minority (BAME) Student Completion Gap	Black, Asian, and other ethnic minority students are less likely to finish their courses compared to white students:	<ul style="list-style-type: none"> Knowledge and Skills Gaps: Sector evidence and internal insight recognises BAME students may enter higher education with unequal prior opportunities, resulting in gaps in

³ TASO. (2023). *The value of higher education: Rapid evidence review and initial data analysis*. Centre for Transforming Access and Student Outcomes in Higher Education. Retrieved from https://cdn.taso.org.uk/wp-content/uploads/2023-05-03_Summary_Value-of-higher-education_TASO.pdf.

⁴ Office for Students. (2020). *Digital poverty is leaving students behind in an age of online learning*. Retrieved from <https://www.officeforstudents.org.uk/news-blog-and-events/press-and-media/digital-poverty-is-leaving-students-behind-in-an-age-of-online-learning/>

Risk	Risk Indicators and Description	Risk Drivers
	<ul style="list-style-type: none"> • Lower completion rates for Black, Asian, and Other Ethnic Minority students compared to White students. • The gap is larger for full-time BAME students. 	<p>knowledge and skills that can affect their academic success and completion.⁵</p> <ul style="list-style-type: none"> • Insufficient Personal Support: Sector evidence suggests that some BAME students may be less likely to access academic or wellbeing support because of cultural stigma or fear of judgement, which can limit their engagement and access to needed support.⁶ • Cost pressures: Sector evidence acknowledges that BAME students are more likely to experience financial pressures that can impact completion rates⁷, and some evidence suggests they may be less likely to seek financial assistance due to cultural or social stigma.⁸

⁵ Office for Students. (2019). *Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged ethnic backgrounds*. Retrieved from <https://www.officeforstudents.org.uk/media/d21cb263-526d-401c-bc74-299c748e9ecd/ethnicity-targeting-research-report.pdf>

⁶ Advance HE's *Black Students' Mental Health, Wellbeing, and Unbelonging in UK Higher Education* (2021) explores how institutional and structural racism, along with a lack of culturally competent support, contribute to Black students feeling isolated and less likely to seek help

⁷ Advance HE. (2012). *Black and minority ethnic student degree retention and attainment*. Retrieved from <https://www.advance-he.ac.uk/knowledge-hub/black-and-minority-ethnic-student-degree-retention-and-attainment>.

⁸ TASO. (2021). *BAME students' access to postgraduate research*. The Centre for Transforming Access and Student Outcomes in Higher Education. Retrieved from <https://taso.org.uk/news-blog/policy-institute-and-taso-to-evaluate-interventions-to-improve-bame-students-access-to-postgraduate-research/>.

Risk	Risk Indicators and Description	Risk Drivers
R4: Rising Disability and Mental Health Disclosures Are Increasing Demand on Support Resources	<p>More students are reporting on disabilities and mental health conditions, increasing demand for support services and putting extra pressure on existing resources:</p> <ul style="list-style-type: none"> • An increasing number of students are declaring one or more disabilities, with one-third of these students including a mental health condition in their disclosure. • Disclosure rates are disproportionately higher in prescribed programmes compared to non-recognised programmes. 	<ul style="list-style-type: none"> • Mental Health and Ongoing Impacts of Coronavirus: Sector-wide data indicates that mental health challenges among students have increased, intensified by the lasting effects of the COVID-19 pandemic.⁹ • Cost Pressures: Internal student feedback from surveys and applications indicates that the ongoing cost-of-living crisis is increasing financial stress and mental health concerns among students. • Insufficient Personal Support: Internal data shows that few eligible students apply for Disabled Students' Allowance (DSA), often because they lack a formal diagnosis or are unaware of available support. Sector insight also suggests that mature and part-time learners may not disclose disabilities or mental health conditions due to fear of judgement or concerns about telling employers, which limits their access to support and adjustments.¹⁰

⁹ TASO (2022). *Student mental health in a post-lockdown world*. Available at: <https://taso.org.uk/news-blog/student-mental-health-in-a-post-lockdown-world/>.

¹⁰ Transforming Access and Student Outcomes in Higher Education (TASO). (2021). *Student mental health evidence toolkit*. <https://taso.org.uk/evidence-toolkits/evidence-toolkit-student-mental-health/>.

Risk	Risk Indicators and Description	Risk Drivers
		<ul style="list-style-type: none"> • Capacity Issues: As an institution, the increase in student disclosures risks overstressing our existing support services.
R5: Lower Progression into Highly Skilled Employment or Further Study	<ul style="list-style-type: none"> • A lower proportion of full-time students from ABCS quintiles 1 & 2 progress to highly skilled employment or further study compared to quintiles 3, 4 & 5. • Full-time students from IMD Q1 & 2 areas are significantly less likely to progress to highly skilled employment or further study than their more advantaged peers. • Young, full-time students have lower progression rates to highly skilled employment or further study compared to mature students 	<ul style="list-style-type: none"> • Monitored Risk – Not Prioritised in Current Intervention Strategy: Many of our students pursue vocational specialist degrees that do not directly lead to professional or managerial roles, which may result in their success being underrepresented in Graduate Outcomes data. This could overstate the risk of lower progression to highly skilled employment or further study. While progression gaps remain a relevant concern, we have prioritised risks with a more immediate impact on continuation and completion. Progression outcomes will continue to be monitored to guide future planning, with support from the launch of a bespoke Higher Education Careers Hub in January 2025, developed in response to student feedback.
R6: Young students from low participation areas (TUNDRA Q1 & Q2) face a heightened risk of	<ul style="list-style-type: none"> • Continuation gap for full-time students from TUNDRA Q1&2 (low participation areas) 	<ul style="list-style-type: none"> • Monitored Risk – Not Prioritised in Current Intervention Strategy: Given that full-time TUNDRA Q1&2 students represent a smaller proportion of our

Risk	Risk Indicators and Description	Risk Drivers
not continuing or completing their studies.	<ul style="list-style-type: none"> Completion gap for full-time students from TUNDRA Q1&2 (low participation areas) 	overall student population, and our delivery model is more aligned with mature students, we do not consider them a current priority risk. However, we will continue to monitor their performance trends to promptly address any emerging issues and ensure all students receive the support they need.

Objectives

IS no.	Objective	Target(s)
1	To improve continuation outcomes for mature students, reducing age-related disparities and supporting equitable progression for learners of all ages.	<ul style="list-style-type: none"> Reduce the continuation rate gap between mature and young undergraduate students to 3.5 percentage points by 2029/30.
2	To improve continuation outcomes for students from the most deprived areas (IMD Quintiles 1 and 2), reducing disparities by socioeconomic background and promoting equitable student progression.	<ul style="list-style-type: none"> Reduce the continuation rate gap between students from IMD Q1&2 postcodes and those from IMD Q3-5 postcodes to 9.2 percentage points by 2029/30.

IS no.	Objective	Target(s)
3	To improve completion outcomes for Black, Asian, and Minority Ethnic students in full-time study, reducing disparities and promoting equitable student success.	<ul style="list-style-type: none"> Reduce the full-time completion rate gap between Black, Asian, and Minority Ethnic students and White students to 7.0 percentage points by 2029/30.
4	To ensure that students with declared disabilities continue to achieve continuation and completion rates at parity with, or exceeding, those of non-disabled students across all modes of study.	<ul style="list-style-type: none"> Sustain a positive continuation rate gap of $\geq +5.0$ percentage points for students with declared disabilities, achieving outcomes at or above those of non-disabled students, across all modes of study, through to 2029/30. Sustain a positive completion rate gap of $\geq +3.0$ percentage points for students with declared disabilities compared to those without, across all modes of study, through to 2029/30.

Intervention strategies and expected outcomes

Intervention strategy 1:

Objectives and targets

IS no.	Objective	Target(s)
1	To improve continuation outcomes for mature students, reducing age-related disparities and supporting equitable progression for learners of all ages.	<ul style="list-style-type: none"> Reduce the continuation rate gap between mature and young undergraduate students to 3.5 percentage points by 2029/30.

Risks to equality of opportunity:

This intervention strategy addresses the following risks identified in the Equality of Opportunity Risk Register:

- **Knowledge and Skills Gaps**
- **Insufficient Academic Support**
- **Cost Pressures**

Activity	Description	Inputs	Outcomes	Cross Intervention ?
Pre-arrival Academic Questionnaire	<p>Early identification of academic and support needs to help students prepare for higher-level study, including mature learners returning to study, ensuring they are connected to appropriate support from the outset.</p> <p>Piloted with 85 students in 2023/24 to test feasibility and refine the process, the questionnaire will be reviewed in 2025/26 and embedded into pre-arrival and onboarding from 2026/27. This will support early identification of academic and support needs. Wider promotion and integration into induction could help bridge initial knowledge gaps.</p> <ul style="list-style-type: none"> ○ New Activity 	APP Manager time (0.10 FTE) to analyse results, identify needs, and coordinate referrals to Study Support and academic teams.	Early identification of student needs improves confidence, engagement, and transition, supporting continuation and success.	IS 2 IS 3 IS 4
Digital Competencies	A diagnostic tool designed to identify gaps in digital literacy and ensure all students, including mature learners returning to	APP Manager time (0.03 FTE) to set up	Early identification and development of digital skills, supporting	IS 2 IS 3 IS 4

Activity	Description	Inputs	Outcomes	Cross Intervention ?
Initial Assessment	<p>education, are equipped for the digital demands of higher education.</p> <p>This 90-minute assessment evaluates six core digital competencies, providing personalised feedback and tailored development recommendations. Students are supported through a 24/7 self-paced digital learning platform.</p> <p>Importantly, the assessment recognises that digital readiness is not solely about skills, it also considers students' ability to engage with digital modes of study. As such, it includes checks for access to appropriate IT infrastructure (e.g. devices, connectivity, and software).</p> <ul style="list-style-type: none"> ○ New Activity 	<p>the process and carry out routine monitoring via Power BI.</p> <p>Digital Education time (0.03 FTE) to support initial setup and coordination.</p>	<p>engagement, confidence, continuation and success.</p> <p>Students with digital challenges often need wider academic support. Early signposting to existing services helps meet these needs</p>	

Activity	Description	Inputs	Outcomes	Cross Intervention ?
Proactive Monitoring and Early Intervention for At-Risk Students	<p>Regular review of academic progress, attendance, and engagement to identify students at risk of non-continuation, with targeted one-to-one academic and pastoral support, including mature and part-time learners who may face additional barriers.</p> <p>Our RAG (Red, Amber, Green) rating system facilitates early identification of students at risk of disengagement, with a focus on supporting underrepresented groups and students from disadvantaged backgrounds.</p> <p>To ensure consistency in RAG ratings across provision, a key step would be the development and implementation of standardised grading criteria which would support more reliable pulse checks and enhance comparability across programmes.</p> <ul style="list-style-type: none"> Existing/Enhanced activity 	Curriculum Leads' time (approx. 0.15 FTE) to support proactive monitoring and early intervention for at-risk students.	Increased engagement and timely access to support, reducing the risk of withdrawal and improving continuation and completion.	IS 2 IS 3 IS 4
Inclusive Study Support	Activate Learning provides a personal tutor and a dedicated team of higher education study support specialists to help students develop study plans and meet coursework deadlines. Delivered through one-to-one or targeted workshops in core academic skills (such as academic writing, research and referencing), supports mature students,	Study Support time (2.6 FTE) to provide flexible and targeted support, including one-to-one	All students are supported throughout their studies, whether they have a diagnosed disability, or not, helping them stay on track and succeed academically.	IS 2 IS 3 IS 4

Activity	Description	Inputs	Outcomes	Cross Intervention ?
	<p>especially those with non-traditional backgrounds.</p> <p>The expansion of these services through the implementation of an online booking tool has reduced barriers and ensured more equitable access to resources - benefiting mature, part-time, and hybrid/online students</p> <ul style="list-style-type: none"> Existing Activity 	sessions and group workshops.		
Enhancing Awareness and Access to Disabled Students' Allowance (DSA)	<p>Awareness campaigns and targeted application support, designed to support all students but with particular benefit for mature learners, many of whom may have undiagnosed or undisclosed disabilities and are often less aware of entitlements like DSA, and more likely to self-manage without support.</p> <ul style="list-style-type: none"> New Activity 	Reference IS4 for details	Reference IS4 for details	IS 2 IS 3 IS 4
Enhancing Financial Support Awareness and Uptake	<p>Enhancing financial support awareness and uptake will target all students, benefiting mature learners, who often balance multiple responsibilities and may be less aware of available financial support, bursaries, and flexible payment options. Increasing awareness and simplifying the application process will help mature learners access</p>	Reference IS2 for details	Reference IS2 for details	IS 2 IS 3 IS 4

Activity	Description	Inputs	Outcomes	Cross Intervention ?
	<p>these resources and better manage study costs.</p> <ul style="list-style-type: none"> ○ Expansion of Existing Activity 			
Bursary for Prior Degree Holders	<p>To support mature learners returning to higher education who already hold a previous HE qualification and are ineligible for standard Student Finance England support, even under the Lifelong Learning Entitlement (LLE), this bursary will provide targeted financial assistance. Available to students with a household income under £25,000, the bursary addresses financial barriers to re-engagement for those with clear upskilling or reskilling needs.</p> <ul style="list-style-type: none"> ○ New Activity 	<p>Financial support is £1,000 per eligible student per academic year. Total annual allocation: £15,000.</p> <p>APP Manager and Bursary Panel time (0.05 FTE) to administer the fund, review applications, and ensure fair, consistent decision-making.</p>	<p>Aims to promote the continuation and success of second-degree students by addressing financial barriers that might otherwise lead to withdrawal. By removing these obstacles, it supports equitable access to higher education for mature learners seeking career change, progression, or personal development later in life.</p>	<p>IS 2 IS 3 IS 4</p>
Flexible Modular	<p>Most of our current provision has been intentionally designed to enhance</p>	Academic and	Supports mature learners and others with	<p>IS 2 IS 3</p>

Activity	Description	Inputs	Outcomes	Cross Intervention ?
Provision: Individual and Combinations of Modules	<p>accessibility and flexibility for learners. This includes features such as condensed timetables, online, blended and on-campus delivery models.</p> <p>Building on this foundation, in 2024/25 we introduced the option to study individual or combinations of modules, aligned with the emerging Lifelong Learning Entitlement (LLE) framework. This addition provides flexible, stackable learning opportunities that enable individuals to upskill or reskill throughout their careers. These new and expanding pathways reflect Activate Learning's commitment to meeting evolving skills needs through diverse, accessible, and career-relevant provision</p> <ul style="list-style-type: none"> ○ New and Expanding Activity 	<p>programme development time (approx. 1.0 FTE) allocated to the design and delivery of individual modules and combined modular pathways within flexible provision.</p>	complex life commitments, improving continuation and progression across diverse student groups.	IS 4

Total cost of activities and evaluation for the intervention strategy: £315,000 over four years.

Summary of evidence base and rationale:

Over the four-year period from 2018/19 to 2021/22, mature students had a continuation rate of 71.7%, which was 6.9 percentage points lower than the 78.6% rate for young students. This gap is even more pronounced among part-time learners, with mature part-time students continuing at a rate of 10.2 percentage points lower than their younger peers (69.4% compared to 79.6%). Both groups performed above national averages. This analysis, measured in the following academic years, is based on a four-year aggregate to ensure data reliability and account for year-on-year cohort variation.

This trend reflects wider sector evidence, which consistently shows that mature and part-time learners are more likely to leave higher education early, often due to financial pressures, balancing study with work or caring responsibilities, and challenges with academic readiness (OfS, 2022¹¹; Advance HE, 2021¹²). Our TEF data (2022 dashboard, used in the 2023 TEF)¹³ supports this, highlighting a clear trend of declining continuation rates as age increases. This reinforces national evidence that mature learners face additional barriers.

These challenges are acknowledged in our Equality of Opportunity Risk Register (EORR), identifying mature learners as a priority group at greater risk of withdrawal. In response, we will implement targeted, proactive interventions, including pre-arrival assessments, digital skills diagnostics, and tailored academic and personal support, to reduce withdrawal risk and improve continuation outcomes for learners, with a particular focus on mature learners.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Pre-arrival Academic Questionnaire	<p>Improved continuation for students who receive early support.</p> <p>Increased engagement with academic and support services.</p> <p>Enhanced understanding of student needs prior to course start.</p>	Empirical (Type 2): Collect and analyse annual data on student feedback regarding the questionnaire's usefulness, tracking completion rates, referrals to support services, and continuation outcomes to assess its overall impact.	Findings reviewed annually and shared with senior committees, academic staff, and support teams to inform practice. Summary included in the APP evaluation to the OfS. Key outcomes communicated to stakeholders to support ongoing enhancement of student support and engagement strategies.

¹¹ Office for Students (OfS), *Student outcomes and experience data* (2022) — shows lower continuation among mature students.

¹² Advance HE, *Equality in Higher Education: Student Statistical Report* (2021) — documents attainment and retention gaps by age.

¹³ TEF submissions and national data (2023-24) on age-related continuation trends.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Digital Competencies Initial Assessment	<p>Improved academic readiness through early identification and support for digital skill gaps.</p> <p>Improved student continuation rates by addressing digital competencies at the outset.</p> <p>Increased engagement with digital learning resources and support.</p>	Empirical (Type 2): Gather student feedback on the usefulness of digital skills assessment and associated learning tools. Track completion rates identified skills gaps, referrals to digital support, and continuation outcomes.	Findings reviewed annually and shared with senior committees through internal reports. Outcomes included in the Access and Participation Plan (APP) evaluation submitted to the OfS. Insights are used to inform ongoing digital skills development strategies for staff and students.
Proactive Monitoring and Early Intervention for At-Risk Students	<p>Increased retention of at-risk students, with more remaining enrolled and progressing into the next academic year.</p> <p>Reduced withdrawals due to unaddressed academic, personal, or wellbeing challenges.</p> <p>Improved engagement with academic, wellbeing, and financial support services.</p>	Empirical (Type 2): Track enrolment and progression rates of identified at-risk students. Monitor attendance, engagement, and uptake of support services before and after intervention. Analyse data to assess the impact of interventions on student outcomes.	Findings reviewed annually and shared with senior committees through internal reports. Outcomes included in the Access and Participation Plan (APP) evaluation submitted to the OfS. Insights used to inform and enhance early intervention strategies and support provision for at-risk students.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Inclusive Study Support	<p>Improved academic progress and continuation rates for mature students through accessible, personalised study support.</p> <p>Increased engagement with study support services among target groups.</p> <p>Enhanced student confidence and independence in managing academic responsibilities.</p>	Empirical (Type 2): Collect student feedback on the accessibility and effectiveness of study support. Track engagement and continuation rates of mature students compared to those not accessing support. Gather anonymised case studies and feedback (with consent) to illustrate impact.	Findings reviewed annually and shared with senior committees via internal reports. Outcomes included in the Access and Participation Plan (APP) evaluation submitted to the OfS. Anonymised case studies and student feedback used to demonstrate impact and inform ongoing development of support services.
Enhancing Awareness and Access to Disabled Students' Allowance (DSA)	<p>Improved student awareness and understanding of DSA.</p> <p>Increased number of students accessing guidance and support for DSA.</p>	Reference IS4 for details	Reference IS4 for details
Enhancing Financial Support Awareness and Uptake	Increased bursary uptake, evidenced by a higher number of applications and students supported.	Reference IS2 for details	Reference IS2 for details

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
	<p>Reduced financial barriers to participation, enabling more students to access essential resources such as travel, meals, equipment, and childcare.</p> <p>Improved student retention and progression rates. Positive student feedback on the accessibility and impact of financial support.</p>		
Bursary for Prior Degree Holders	<p>Improved continuation rates for target students; reduced early withdrawal.</p> <p>Fewer part-time, second-degree students leave their course within the first year. Baseline data to be established in Year 1 to track future impact.</p>	Empirical (Type 2): Track bursary uptake and continuation rates by study mode and demographics. Collect student testimonials and open-ended survey feedback on the bursary's impact. Gather anonymised student case studies and feedback (with consent) to illustrate impact.	Findings reviewed annually and shared with senior committees via internal reports. Outcomes included in the Access and Participation Plan (APP) evaluation submitted to the OfS. Anonymised case studies and student feedback used to demonstrate impact and inform ongoing development of bursary support.
Flexible Modular Provision: Individual and Combinations of Modules	Improved learner progression through flexible, stackable credit pathways.	Empirical (Type 2): Track engagement and completion in modular	Findings reviewed annually and shared with senior committees via internal

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
	<p>Increased re-engagement of adult learners and those returning after a study break.</p> <p>Enhanced accessibility for learners balancing study with work or personal commitments.</p> <p>Greater alignment with national skills priorities through modular, career-relevant provision.</p>	<p>provision. Evaluate progression through credit accumulation and qualification pathways. Collect structured feedback and anonymised case studies on accessibility, flexibility, and impact.</p>	<p>reports. Outcomes included in the Access and Participation Plan (APP) evaluation submitted to the OfS. Anonymised case studies and student feedback used to demonstrate impact and inform ongoing development of flexible provision.</p>

Intervention strategy 2:

Objectives and targets

IS no.	Objective	Target(s)
2	To improve continuation outcomes for students from the most deprived areas (IMD Quintiles 1 and 2), reducing disparities by socioeconomic background and	<ul style="list-style-type: none"> Reduce the continuation rate gap between students from IMD Q1&2 postcodes and those from IMD Q3–5 postcodes to 9.2 percentage points by 2029/30.

	promoting equitable student progression.	
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Risks to equality of opportunity

This intervention strategy addresses key risks identified in the Equality of Opportunity Risk Register:

- **Knowledge and Skills Gaps**
- **Insufficient Academic Support**
- **Cost Pressures**

Activity	Description	Inputs	Outcomes	Cross Intervention?
Pre-arrival Academic Questionnaire	Identifies core academic skill gaps and support needs - particularly for students from lower socioeconomic backgrounds - enabling early, tailored interventions that support progression and reduce disengagement. ○ New Activity	Reference IS1 for details.	Reference IS1 for details.	IS 1 IS 3 IS 4
Digital Competencies Initial Assessment	A diagnostic tool that identifies digital skills gaps, provides personalised feedback, and connects students - particularly those from lower socioeconomic backgrounds - to a 24/7 learning platform, supporting digital confidence and access for success at Activate Learning ○ New Activity	Reference IS1 for details.	Reference IS1 for details.	IS 1 IS 3 IS 4

Activity	Description	Inputs	Outcomes	Cross Intervention?
Proactive Monitoring and Early Intervention for At-Risk Students	<p>Ongoing monitoring of progress, attendance, and engagement enables early identification of at-risk students from lower socioeconomic backgrounds. Delivering targeted support addresses additional or less visible barriers, helping to improve their continuation and completion outcomes</p> <ul style="list-style-type: none"> ○ Existing Activity 	Reference IS1 for details.	Reference IS1 for details.	IS 1 IS 3 IS 4
Inclusive Study Support	Reference IS1 for details.	Reference IS1 for details.	Reference IS1 for details.	IS 1 IS 3 IS 4
Enhancing Financial Support Awareness and Uptake	<p>Targeted communications and engagement activities to increase awareness and uptake of existing financial support (e.g. HE Maintenance Bursary, Care Leaver and Carer bursaries) for eligible students, particularly among students from lower socio-economic backgrounds, BAME groups, and mature learners. Aims to reduce financial anxiety and improve student wellbeing.</p> <ul style="list-style-type: none"> ○ Enhancement of Existing Activity 	<p>Financial investment of up to £48,000 each academic year.</p> <p>APP Manager time (0.05 FTE) to improve communication and proactive engagement.</p>	Improved completion rates; increased engagement with support; greater uptake of bursaries; higher satisfaction with support.	IS 1 IS 3 IS 4
Study Support Fund	The Study Support Fund assists students from low-income backgrounds with course-related expenses like digital tools, assessments, and emergency costs. It also	Financial investment of up to £15,000 each academic	Improve continuation and success rates.	IS 1 IS 3 IS 4

Activity	Description	Inputs	Outcomes	Cross Intervention?
	<p>supports wellbeing and improves outcomes for BAME and mature students disproportionately affected by financial hardship.</p> <p>Planned renaming of the Study Support Fund to better reflect its purpose and improve engagement, with the new name to be confirmed following student consultation during APP implementation.</p> <ul style="list-style-type: none"> ○ Existing Activity - Enhanced 	<p>year. Up to £500 per application. Multiple applications allowed per academic year (subject to eligibility and available funding).</p> <p>APP Manager time (0.05 FTE) ensures the fund supports underrepresented and at-risk groups.</p>		
Single Parent Bursary	<p>Designed to support single parents, students who are unmarried or not in a partnership and have sole responsibility for a dependent child. While formal data on single parent status is not collected, internal surveys and Study Support Fund applications highlight a clear need. Eligible students must have a household income under £25,000. The bursary helps ease childcare-related financial pressures, supporting continuation and success by enabling a better balance between study, work, and parenting.</p>	<p>Financial investment of up to £15,000 each academic year. £1,000 per eligible student per academic year.</p> <p>APP Manager and Bursary Panel time (0.05</p>	<p>To reduce childcare-related financial pressures, supporting continuation and success for this group by enabling better balance between study, work, and parenting responsibilities.</p>	<p>IS 1 IS 3 IS 4</p>

Activity	Description	Inputs	Outcomes	Cross Intervention?
	<ul style="list-style-type: none"> ○ New Activity 	FTE) to administer the fund, review applications, and ensure fair, consistent decision-making.		

Total cost of activities and evaluation for the intervention strategy: £319,000 over four years.

Summary of evidence base and rationale:

Activate Learning recognises the persistent continuation gap between students from different socioeconomic backgrounds. Although part-time continuation rates exceed national averages, a significant disparity remains, students from more deprived areas (IMD Q1 & Q2) have lower continuation rates than those from less deprived areas (IMD Q3–Q5), regardless of study mode. Based on the four-year aggregate for the 2018/19 to 2021/22 entry cohorts, the continuation gap between IMD Q1&2 and IMD Q3–Q5 students is 13.2 percentage points. IMD Q3–Q5 students achieved a continuation rate of 75.3%, compared to just 62.1% for those from IMD Q1&2.

This pattern is also evident in Tundra, where full-time continuation rates for IMD Q1&2 students (68.9%) are substantially lower than for their Q3–Q5 peers (83.9%). Socioeconomic disadvantage is further highlighted by Free School Meal (FSM) eligibility data: FSM-eligible students continue at a rate of 64.7%, compared to 77.9% for non-FSM students.

These figures underscore the urgent need for targeted interventions to close the continuation gap and ensure equitable outcomes for students from disadvantaged backgrounds. Activate Learning is committed to implementing evidence-based strategies to address these disparities and support the progression and success of all learners.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Pre-Arrival Academic Questionnaire	<p>Identifies skill gaps and support needs within the target group.</p> <p>Enables tailored intervention plans to address these gaps.</p> <p>Supports increased progression and retention rates.</p>	Reference IS1 for details.	Reference IS1 for details.
Digital Competencies Initial Assessment	<p>Number of IMD 1&2 students completing the diagnostic tool</p> <p>Types and frequency of digital skills gaps identified</p> <p>Increase in continuation rates for IMD 1&2 students</p>	Reference IS1 for details.	Reference IS1 for details.
Proactive Monitoring and Early Intervention for At-Risk Students	<p>Increased retention and progression of at-risk students to the next academic year.</p> <p>Reduced withdrawals due to unaddressed academic,</p>	Reference IS1 for details.	Reference IS1 for details.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
	personal, or wellbeing challenges		
Inclusive Study Support	<p>Improved academic progress and continuation rates for students from low socioeconomic backgrounds through accessible, personalised study support.</p> <p>Greater engagement with support services among target groups.</p> <p>Increased confidence and independence in managing academic responsibilities.</p>	Reference IS1 for details.	Reference IS1 for details.
Enhancing Financial Support Awareness and Uptake	<p>Increased applications from low socioeconomic backgrounds.</p> <p>Identification of academic and support needs.</p> <p>Higher IMD 1&2 course completion rates.</p>	Empirical (Type 2): Records of proactive outreach and financial support provided to IMD 1&2 students. Number of students completing applications, completion data along with student feedback and case studies.	<p>Findings are shared annually through internal reports to senior committees and included in the APP evaluation submitted to the OfS.</p> <p>Anonymised student case studies and feedback (with consent) are used to illustrate the impact.</p>

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
HE Study Support Fund	<p>HE Study Support Fund reduces barriers to success for students facing financial hardship, particularly those from low-income backgrounds, deprived. It covers essential costs like travel, and disability assessments for eligible students.</p> <ul style="list-style-type: none"> Existing 	APP Manager time (FTE) ensures the fund supports underrepresented and at-risk groups.	Improve continuation and success rates.
Single Parent Bursary	<p>Improved continuation rates and reduced early withdrawal among target students.</p> <p>Fewer single parents and part-time students leave their course within the first year.</p> <p>Baseline data established in Year 1 to enable tracking of future impact.</p>	Empirical (Type 2): Track bursary applications, awards, and continuation rates by demographics and study mode. Student testimonials and open-ended survey feedback on impact.	Findings are reviewed annually and shared with senior committees through internal reports. Outcomes are included in the Access and Participation Plan (APP) evaluation submitted to the OfS. Anonymised case studies and student feedback (with consent) are used to demonstrate the impact of the single parent bursary and inform ongoing development.

Intervention strategy 3:

Objectives and targets

IS no.	Objective	Target(s)
3	To improve completion outcomes for Black, Asian, and Minority Ethnic students in full-time study, reducing disparities and promoting equitable student success.	<ul style="list-style-type: none">Reduce the full-time completion rate gap between Black, Asian, and Minority Ethnic students and White students to 7.0 percentage points by 2029/30.

Risks to equality of opportunity

This intervention strategy addresses key risks identified in the Equality of Opportunity Risk Register:

- **Knowledge and Skills Gaps**
- **Insufficient Personal Support**
- **Financial Barriers**

Activity	Description	Inputs	Outcomes	Cross Intervention?
Pre-arrival Academic Questionnaire	Pre-arrival questionnaire is used to identify academic and support needs early, enabling targeted follow-up and support. This approach helps BAME students engage and contributes to improved completion rates.	Reference IS1 for details.	Reference IS1 for details.	IS 1 IS 3 IS 4

Activity	Description	Inputs	Outcomes	Cross Intervention?
	<ul style="list-style-type: none"> ○ New Activity 			
Digital Competencies Initial Assessment	<p>A diagnostic tool is used to assess digital skills gaps, providing personalised feedback and 24/7 access to a learning platform. This supports BAME students who may experience barriers related to digital access or confidence, helping to improve continuation and completion rates</p> <ul style="list-style-type: none"> ○ New Activity 	Reference IS1 for details.	Reference IS1 for details.	IS 1 IS 3 IS 4
Proactive Monitoring and Early Intervention for At-Risk Students	<p>Regular monitoring of progress, attendance, and engagement is used to identify at-risk students early and provide targeted support. This approach helps address additional or less visible barriers faced by BAME students, supporting their progression and completion.</p> <ul style="list-style-type: none"> ○ Existing Activity 	Reference IS1 for details.	Reference IS1 for details.	IS 1 IS 3 IS 4
Inclusive Study Support	Targeted support will begin with pre-enrolment contact and continue with scheduled check-ins at key academic milestones, such as assignments, exams, and end of term. This approach aims to address barriers faced by BAME students, including unequal prior learning opportunities, by providing ongoing,	<p>Study Support time (2.6 FTE)</p> <p>Existing study support provision, with new responsibilities to engage BAME.</p>	Proactive academic personal support that builds trust, reduces barriers, and improves completion rates.	IS 1 IS 3 IS 4

Activity	Description	Inputs	Outcomes	Cross Intervention?
	<p>individualised guidance and encouragement throughout their learning journey.</p> <ul style="list-style-type: none"> ○ Targeted Enhancement of Existing Activity 			
Enhancing Financial Support Awareness and Update	<p>Enhancing financial support awareness and uptake will target all students, with particular benefit for BAME students, who are more likely to face financial pressures linked to systemic inequalities. These additional barriers may require targeted support to ensure equitable access and success.</p> <ul style="list-style-type: none"> ○ Targeted Enhancement of Existing Activity 	Reference IS2 for details.	Reference IS2 for details.	IS 1 IS 3 IS 4
Flexible Modular Provision: Individual and Combinations of Modules	<p>Flexible learning pathways help address structural barriers that disproportionately affect BAME learners, including financial constraints, caring responsibilities, and the need to work while studying.</p> <p>BAME students are more likely to follow non-linear or interrupted educational paths. Modular provision allows for re-entry and progression, supporting lifelong learning and career development.</p> <ul style="list-style-type: none"> ○ New and Expanding Activity 	Reference IS1 for details.	Reference IS1 for details.	IS 1 IS 3 IS 4

Activity	Description	Inputs	Outcomes	Cross Intervention?
BAME Student and Alumni Success Stories	<p>Sharing student success stories is an ongoing activity at Activate Learning, with a focus on celebrating achievements and providing visible role models for all students. While there are currently limited examples specifically from BAME students, the intention is to continue collecting and sharing more diverse stories through various channels such as videos, blogs, and social media. These stories help to inspire current students, improve their visibility, and foster a sense of belonging and self-belief. As more BAME success stories become available, they will be further integrated into pre-arrival, induction materials, and student communications to enhance their impact</p> <ul style="list-style-type: none"> ○ Expansion of Existing Activity 	Marketing and Communications Team – up to 0.03 FTE	Expected to boost motivation, confidence, and sustained engagement, contributing to improved course completion rates over time.	

Total cost of activities and evaluation for the intervention strategy: £321,000 over four years.

Summary of evidence base and rationale:

The academic performance of Black, Asian, and Minority Ethnic (BAME) students remains a key area of focus at Activate Learning.

Based on the 2018/19 to 2021/22 entry cohorts, continuation rates for BAME students are broadly comparable to those of White students, with only a 4.5 percentage point difference. However, a more significant gap emerges in the completion rates for full-time BAME students, where an 11.7 percentage point gap is observed. This suggests that while BAME

students are enrolling and progressing beyond their first year at similar rates, they are less likely to complete their courses successfully. In contrast, part-time BAME students demonstrate strong completion outcomes.

As a result, Activate Learning will prioritise improving the full-time completion rates of BAME students as the primary indicator of success. While continuation data provides an early measure of retention, completion rates offer the most definitive evidence of whether BAME students are achieving their qualifications equitably alongside their peers.

A key risk to equality of opportunity within Activate Learning is the lower completion rate among full-time BAME students. Contributing factors may include financial pressures, a reduced sense of belonging, and insufficient tailored academic or wellbeing support. These challenges can disproportionately affect BAME students' ability to sustain engagement through to completion. To address this, Activate Learning will implement targeted and proportionate interventions, focusing on proactive support and the early identification of barriers to ensure BAME students are supported to achieve successful outcomes.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Pre-Arrival Academic Questionnaire	Number of BAME students completing the questionnaire. Academic and support needs identified. Increase in BAME course completion rates because of targeted support.	Reference IS1 for details.	Reference IS1 for details.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Digital Competencies Initial Assessment	<p>Number of BAME students completing the diagnostic tool.</p> <p>Type and frequency of digital skills gaps identified.</p> <p>Increase in BAME course completion rates because of targeted digital skills support</p>	Reference IS1 for details.	Reference IS1 for details.
Proactive Monitoring and Early Intervention for At-Risk Students	<p>More at-risk students remain enrolled and progress to the next academic year.</p> <p>Fewer students leave due to unaddressed academic, personal, or wellbeing challenges.</p>	Reference IS1 for details.	Reference IS1 for details.
Inclusive Study Support	<p>Number of BAME students participating in targeted introduction activities.</p> <p>Number of BAME students engaging in regular check-ins and support sessions.</p>	Empirical (Type 2): Attendance records, support plans, feedback forms.	<p>Findings are shared annually through internal reports to senior committees and included in the APP evaluation submitted to the OfS.</p> <p>Anonymised student case studies and feedback (with</p>

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
	Frequency and range of support services accessed by BAME students		consent) are used to illustrate the impact.
Enhancing Financial Support Awareness	<p>Increased applications by BAME students.</p> <p>Increased number of applications from BAME students.</p> <p>Improved identification of academic and support needs among BAME students.</p> <p>Higher course completion rates for BAME students.</p> <p>Enhanced access to financial support for BAME students, particularly those with care experience or caring responsibilities.</p>	<p>Empirical (Type 2): Records of proactive outreach and financial support provided to BAME students, particularly those with care experience or responsibilities.</p> <p>Analysis of BAME student completion rates, supplemented by student feedback and illustrative case studies to provide qualitative insight into their experiences and outcomes.</p>	Findings are reported annually to senior committees and incorporated into the APP evaluation submitted to the OfS. Anonymised student case studies and feedback, gathered with consent, are used to demonstrate impact.
Flexible Modular Provision: Individual and Combinations of Modules	Increased access and participation among BAME learners.	Reference IS1 for details.	Reference IS1 for details.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
	<p>Improved continuation and progression through flexible, modular pathways.</p> <p>Reduced structural barriers for students balancing study with work, caring, or other commitments.</p>		
BAME Student and Alumni Success Stories	<p>Enhanced visibility and representation of BAME success.</p> <p>Increased sense of belonging and community among BAME students.</p>	Empirical (Type 2): Tracking academic metrics, documenting success stories, collecting survey feedback, monitoring engagement in activities, and evaluating retention rates of BAME students.	An internal impact report will be published for senior leadership and Equality, Diversity and Inclusion stakeholders. Selected stories and evaluation insights will also be shared publicly via the institution's website, social media channels, and internal student platforms to highlight achievements and promote transparency.

Intervention Strategy 4

Objectives and targets

IS no.	Objective	Target(s)
4	To ensure that students with declared disabilities continue to achieve continuation and completion rates at parity with, or exceeding, those of non-disabled students across all modes of study.	<ul style="list-style-type: none"> Sustain a positive continuation rate gap of $\geq +5.0$ percentage points for students with declared disabilities, achieving outcomes at or above those of non-disabled students, across all modes of study, through to 2029/30. Sustain a positive completion rate gap of $\geq +3.0$ percentage points for students with declared disabilities compared to those without, across all modes of study, through to 2029/30.

Risks to Equality of Opportunity

This intervention strategy targets key risks identified in the Equality of Opportunity Risk Register:

- **Mental Health and Ongoing Impact of COVID-19**
- **Cost Pressures**
- **Insufficient Personal Support:**
- **Capacity Challenges**

Activity	Description	Inputs	Outcomes	Cross Intervention?
Student Engagement Leader	Establish a paid Student Engagement Leader position within the Student Leadership Team, providing enhanced responsibilities and a stipend. This builds on an existing initiative to further strengthen student voice and participation.	3–5 Student Engagement Leaders recruited annually; termly stipend (£180/term,	Supports inclusion and continuation for all students, particularly those from underrepresented groups, including students with declared	IS1 IS2 IS3

Activity	Description	Inputs	Outcomes	Cross Intervention?
	<p>To ensure clarity, differentiate between Higher Education (HE) and Further Education (FE) Student Leadership Teams—using 'Student Leaders' for HE members and 'Student Representatives' for those in FE.</p> <ul style="list-style-type: none"> ○ Expanding of Existing Initiative 	<p>£540/yr.) based on approx. 4–6 hours of engagement per month.</p> <p>APP Manager time (0.10 FTE) to coordinate and support.</p>	<p>disabilities, by ensuring that diverse voices are actively heard, valued, and acted upon.</p>	
MindGreen Champion: Peer-Led Initiative	<p>To strengthen mental health and wellbeing support within Higher Education, a new student leadership role will include championing the MindGreen Peer-Led Initiative, which is already well established in Further Education.</p> <ul style="list-style-type: none"> ○ Existing FE Activity - Embedding in HE 	<p>Supporting MindGreen peer-led wellbeing initiatives will be a core responsibility of 3–5 new Student Engagement Leaders, with no additional cost beyond the existing intervention strategy.</p>	<p>The mental health initiative is designed to promote well-being, resilience, and a supportive community culture across our Higher Education provision.</p>	<p>IS1 IS2 IS3</p>
Peer Support Networks:	<p>The "Look After Your Mate" Initiative is a peer support programme, designed to equip</p>	<p>5 Staff trained through Train-</p>	<p>Designed to strengthen peer</p>	<p>IS1 IS2</p>

Activity	Description	Inputs	Outcomes	Cross Intervention?
Championing the "Look After Your Mate" Initiative	<p>students with the knowledge and confidence to support friends and peers experiencing mental health challenges.</p> <p>Delivered in partnership with national best-practice guidance, this initiative contributes to a broader culture of student well-being, inclusion, and early help-seeking.</p> <ul style="list-style-type: none"> ○ New activity 	the-Trainer model to deliver "Look After Your Mate" student sessions. Cost: £380pp (incl. annual license & VAT).	support, improve student well-being, reduce stigma around mental health, and enhance retention by fostering a supportive and connected student community.	IS3
Staff Supporting Students: Mental Health Training	<p>Free online courses are designed to help staff support students more effectively, by building essential knowledge and skills around young people's mental health: https://www.charliewaller.org/what-we-offer/universities/e-learning-for-college-and-university-staff.</p> <ul style="list-style-type: none"> ○ New Activity 	Free e-learning is available for college and university staff; associated costs reflect staff time away from core duties, not training fees.	Improved staff knowledge enhances student support and fosters a supportive, inclusive learning environment.	IS1 IS2 IS3

Activity	Description	Inputs	Outcomes	Cross Intervention?
Wellbeing Calendar	<p>A targeted communication campaign designed to raise awareness of key wellbeing topics and available support services for students over the coming academic year. From World Menopause Day in October—often an overlooked opportunity within Higher Education to raise awareness and improve support for mature female learners—to National Time to Talk Day, the campaign will be designed to raise awareness of key wellbeing topics and available support services for students.</p> <ul style="list-style-type: none"> ○ New Activity 	APP Manager (0.05 FTE) to deliver, monitor and report on engagement.	The campaign aims to promote positive wellbeing messages, reduce stigma, and ensure all students are aware of how to access timely support throughout their studies.	IS1 IS2 IS3
Feasibility Study: Implementing Student-Staffed Counselling Initiative	<p>A feasibility study to explore the implementation of a student-led counselling initiative, enabling Level 4 FdSc Counselling students to provide peer-based support to fellow students.</p> <ul style="list-style-type: none"> ○ New Activity 	APP Manager (0.10 FTE) to conduct feasibility study, including stakeholder consultation with Academic Staff and Safeguarding/Wellbeing Leads, to advise on risk assessment, and academic alignment.	To enhance student counselling support through a peer-led service, while providing FdSc Counselling students with practical experience that supports their training, professional development, and employability.	IS1 IS2 IS3

Activity	Description	Inputs	Outcomes	Cross Intervention?
Wellbeing Innovation Fund	<p>The Wellbeing Innovation Fund will offer students the opportunity to apply for up to £500 to create and deliver their own wellbeing initiatives.</p> <ul style="list-style-type: none"> ○ Expansion of Existing Student-Led Enhancement Projects (StEPs) Scheme 	Administrative time (0.05 FTE) to promote the fund and manage the application and approval process.		IS1 IS2 IS3
Enhancing DSA Awareness and Access	<p>Raising awareness of DSA is a key part of our mental health and well-being strategy, ensuring students with disabilities can access appropriate support to thrive in their studies.</p> <p>Information about DSA will be provided at the application stage through our website, written materials, and video guides. A mandatory interview question will prompt early conversations about DSA, with pre-enrolment guidance offered post-offer to support early applications. Student success stories will promote DSA and reduce stigma.</p> <ul style="list-style-type: none"> ○ New Activity 	Marketing and Communications time (0.05 FTE) to produce an accessible DSA video guide and update supporting materials.	Increased uptake of DSA supporting engagement and sustaining, improving continuation, and academic success.	IS1 IS2 IS3
Financial Support: Study Support Fund	Enables eligible students to apply for financial assistance to cover the cost of diagnostic assessments for SpLDs (Specific Learning Difficulties), ensuring they can obtain the required evidence to apply for DSA and access	Reference IS2 for details.	Reference IS2 for details.	IS 1 IS 2 IS 3

Activity	Description	Inputs	Outcomes	Cross Intervention?
	<p>appropriate adjustments and specialist academic support.</p> <ul style="list-style-type: none"> ○ Existing Activity 			
Level 7 Postgraduate Certificate: Specialist Teaching for Literacy-Related Difficulties	<p>The Dyslexia Action Postgraduate qualification will equip an additional Study Support team member with research-informed knowledge of literacy acquisition, influencing factors, and the cognitive processes involved in learning; and to develop their specialist teaching skills through placement-based delivery of structured, multisensory interventions.</p> <p>Level 7 Teaching for Literacy-Related Difficulties</p> <ul style="list-style-type: none"> ○ Expansion of existing support 	<p>Programme cost, staff time, training resources</p> <p>Programme Cost: £4,050 + VAT</p>	<p>Enhanced specialist support for students with SpLD, strengthening our team's capacity and ensuring continuity of provision.</p>	<p>IS 1 IS 2 IS 3</p>
Set up DSA-funded SpLD support provision	<p>Register Activate Learning to deliver DSA-funded one-to-one Study Skills Support (SpLD), enabling in-house delivery by a qualified team member. Includes DSA provider registration, policy documentation, and compliance (DBS, insurance, ICO).</p> <ul style="list-style-type: none"> ○ New Activity 	<p>0.05 FTE APP Manager to set-up for DSA-funded SpLD Study Skills Support: registration, compliance, policies, and memberships to enable in-house delivery. Est.</p>	<p>Approved DSA support provider status: ability to deliver and claim for DSA-funded support sessions</p>	<p>IS 1 IS 2 IS 3</p>

Activity	Description	Inputs	Outcomes	Cross Intervention?
		£2,000 over 4 years.		
Feasibility Study: Establishing an internal SpLD Assessment Centre	<p>Feasibility study to evaluate establishing an internal SpLD assessment centre, including upskilling staff from Level 7 Postgraduate Certificate to Assessor status and securing an Assessment Practising Certificate (APC). This would enable in-house DSA diagnostic assessments, reducing dependence on external providers, improving student access, and generating long-term cost savings.</p> <ul style="list-style-type: none"> ○ New Activity 	<p>APP Manager time (0.10 FTE)</p> <p>Demand data, staffing/training needs, infrastructure, cost comparison, stakeholder input.</p>	<p>Recommendation report on viability, risks, timeline, investment, and cost savings</p>	<p>IS 1 IS 2 IS 3</p>
Educational Gains and Student Growth Framework (Attributes Survey and Development Toolkit)	<p>Our Educational Gain framework, incorporating the Attributes Survey and Elevate Your Attributes toolkit, supports students in building academic confidence, resilience, and study readiness. The framework encourages ongoing self-reflection on both personal and academic development, embedding these practices into the student experience.</p> <ul style="list-style-type: none"> ○ Embedding Existing Work 	<p>APP Manager time (0.10 FTE)</p> <p>to deliver, monitor and report on engagement at multiple points during the academic year.</p>	<p>Aims to enhance students' ability to manage challenges, persist with their studies, and improve overall wellbeing, thereby supporting continuation and successful completion of their programmes.</p>	<p>IS 1 IS 2 IS 3</p>

Total cost of activities and evaluation for the intervention strategy: £352,000 over four years.

Summary of evidence base and rationale:

Students with declared disabilities currently achieve higher continuation and completion rates than their peers without disabilities, reflecting the success of our inclusive support strategies. However, the rising number of disability declarations, particularly those related to mental health, presents a growing challenge. In 2023/24, 24% of higher education students disclosed a disability, a six-percentage-point increase from the previous year, with one-third citing mental health conditions.

To sustain these positive outcomes, our 2024/25 annual internal survey reinforces the importance of clear, accessible wellbeing support. While overall awareness is high (85% positive responses), faculty-level variation, particularly among online, CreaTec, and Engineering students, highlights the need for more targeted communication.

As declarations continue to rise, we are strengthening our approach to ensure that wellbeing support remains visible, inclusive, and responsive, enabling all students to thrive. However, we also recognise that the true level of need is likely underreported, as many students choose not to disclose a disability.

This issue is compounded by broader structural inequalities. As Chappell (2022) notes, students already facing disadvantage in higher education—such as those from low-income backgrounds, BAME communities, mature students, LGBTQ+ groups, and care-experienced cohorts—are at greater risk of poor mental health, which can exacerbate disparities in entry, retention, attainment, and progression.

Our internal data also highlights low uptake of Disabled Students' Allowance (DSA) among eligible students. Sector insights suggest that mature and part-time learners may be particularly hesitant to disclose, due to concerns about stigma, uncertainty around eligibility, or reluctance to inform employers. These barriers can restrict access to the support and adjustments necessary for success.

As a provider, we prioritise student wellbeing as a core strategic aim, recognising the importance of fostering belonging and offering inclusive academic and personal support. While initiatives like the eQuoo app trial have supported our Further Education learners, we recognise the need to develop tailored mental health strategies for HE students. These include scaling services, building partnerships, and implementing proactive measures such as resilience workshops and

staff training. We remain committed to creating an inclusive environment where all students can access the support they need to succeed.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Student Engagement Leader	Increased accountability and decision-making. Strengthened student engagement.	Empirical (Type 2): Qualitative interviews, focus groups, and quantitative tracking of participation and outcomes.	Findings will be included in the APP Impact Report and shared with senior leadership and well-being teams for review and planning.
MindGreen Champion Peer-Led Initiative	Increased awareness and engagement with mental health support through peer-led initiate Improved wellbeing, reduced stigma and increased use of support services.	Empirical (Type 2): Track peer-led activity reach, gather feedback from MindGreen Champions and students, and analyse NSS data on mental health support perceptions.	Findings will be included in the APP Impact Report and shared with senior leadership and well-being teams for review and planning. Student summary shared to highlight champions, raise awareness, and promote services.
Peer Support Networks – "Look After Your Mate" Initiative	Increased awareness and understanding of mental health and peer support. Early Intervention/timely signposting to professional services.	Empirical (Type 2): Participation numbers including demographic breakdown (e.g., BAME, disabled, mature students). Student feedback on the usefulness of training and	Annual summary of delivery and outcomes included in the APP Impact Report and reviewed by senior leadership. Summary of outcomes shared with students and staff, through Student

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
	Enhanced continuation and completion rates.	the impact on their own well-being and confidence.	Leadership Team and internal platforms.
Staff Supporting Students – Mental Health Training	Number of staff enrolled and completed courses. Feedback on knowledge and skills gained.	Empirical (Type 2): Participation numbers and ssurveys evaluating the effectiveness of the courses in supporting students.	Findings and recommendations shared with leadership, safeguarding, and support teams.
Wellbeing Calendar	Number and reach of communications. Analysis of engagement across diverse student groups. Student surveys to evaluate impact and satisfaction.	Empirical (Type 2): Engagement metrics and feedback from students and staff.	Campaign impact and reach included in APP Impact Report for senior leadership. Student Summary: Key messages and support services shared on student platforms.
Feasibility Study: Implementing a Student-Staffed Support Counselling Initiative	Evaluate the practicality and sustainability of a student-staffed counselling initiative. Provide implementation guidance, if feasible.	Empirical (Type 1): Sector benchmarking on peer counselling models and internal needs assessment with stakeholder consultation.	Findings and recommendations shared with leadership, safeguarding, and support teams.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Wellbeing Innovation Fund	<p>Number of applications received and approved.</p> <p>Total funding distributed to students.</p> <p>Impact measured through student and staff feedback.</p>	Empirical (Type 2): Monitor engagement data (applications, events, reach) and gather participant feedback.	<p>Outcomes included in the APP Impact Report for senior leadership.</p> <p>Impact of funded initiatives shared on student platforms.</p>
DSA Awareness and Access	<p>Increased DSA uptake</p> <p>Improved continuation and completion rates for students with declared disabilities.</p>	Empirical (Type 2): Monitor annual DSA application and approval rates, analyse continuation and completion rates for disabled students, and gather feedback through surveys and focus groups.	<p>Outcomes included in the APP Impact Report for senior leadership.</p> <p>Student summary: published on internal platforms.</p>
Financial Support: Study Support Fund	<p>Number of applications received and approved.</p> <p>Total funding distributed to students.</p> <p>Insights gathered from student feedback.</p>	Empirical (Type 2): Measure engagement through data tracking, participant feedback, and outcome analysis.	<p>Outcomes included in the APP Impact Report for senior leadership.</p> <p>Impact of funded initiatives shared on student platforms.</p>
Level 7 Postgraduate Certificate: Specialist	Enhanced Capacity: In-house DSA assessments	Empirical (Type 2): Monitoring the number of in-house DSA assessments	Outcomes, cost savings, and feedback shared with senior committees.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Teaching for Literacy-Related Difficulties	<p>improve support for SpLD students.</p> <p>Tailored interventions boost retention, progression, and satisfaction.</p> <p>Reduces external assessment costs, ensuring financial savings.</p>	<p>conducted and tracking the associated cost savings.</p> <p>Feedback from students on the accessibility and impact of in-house assessments and tailored support.</p>	<p>Key findings included in the OfS submission.</p> <p>Anonymised case studies and feedback highlight qualification benefits and in-house assessments.</p>
Set up DSA-funded SpLD support provision	<p>Achieve approved DSA support provider status, enabling Activate Learning to deliver and claim for DSA-funded one-to-one Study Skills Support (SpLD) in-house.</p> <p>Students with SpLDs benefit from timely, tailored support delivered by a qualified internal team member, improving access and continuity of provision.</p>	Empirical (Type 2): Track DSA-funded SpLD support uptake and attendance, gather student feedback, and assess academic outcomes and retention rates for supported students.	<p>Uptake and outcomes included in the APP Impact Report for senior leadership.</p> <p>Anonymised case studies and impact summaries shared with staff and students through internal platforms.</p>
Feasibility Study: Establishing an internal SpLD Assessment Centre	Recommendation on the viability of establishing an internal SpLD Assessment Centre.	Empirical (Type 2): Analyse demand for SpLD assessments, review staff readiness and training	Findings and recommendations shared with leadership,

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
	Analysis of demand, staffing and training needs, infrastructure, and long-term savings.	needs, compare costs of internal vs external provision, consult stakeholders, and assess risks and timeline for implementation.	safeguarding, and support teams.
Educational Gains and Student Growth Framework (Attributes Survey and Development Toolkit)	<p>Increased student self-awareness.</p> <p>Improved academic confidence and resilience, particularly among underrepresented groups.</p> <p>Enhanced engagement with personal development planning.</p> <p>Increased continuation and completion rates.</p>	<p>Empirical (Type 2):</p> <p>Self-assessment tool to measure changes in students' self-awareness, confidence and attribute development over time.</p> <p>Toolkit usage, tracking engagement and completion rates.</p>	<p>Summary of outcomes included in the APP Impact Report for senior leadership.</p> <p>Anonymised case studies and impact summaries shared with staff and students through internal platforms.</p>

Whole provider approach

Activate Learning adopts a whole-provider approach to advancing equality of opportunity, embedding inclusive practices to support student success, well-being, and engagement. Aligned with the Equality Act 2010, we are committed to fostering diversity, promoting equality, inclusion and safeguarding the rights of all students and staff.

Key Strategies:

1. **Embedding EDI Across Programmes and Policies:**

Our access and participation strategies are closely aligned with broader institutional Equality, Diversity and Inclusion (EDI) objectives. By embedding inclusive practices throughout our teaching, administration and support services, we address inequality, celebrate diversity, and ensure all students have equitable opportunities to succeed academically and personally.

2. **Cross-Functional Collaboration:**

We foster collaboration across academic programmes, student support services, mental health initiatives, and career services to create a cohesive support network. This holistic approach addresses diverse needs of our student community, reducing barriers to engagement and achievement.

3. **Data-Informed Interventions:**

We systematically monitor key data points such as student demographics, attainment, and retention to identify at-risk groups. Targeted interventions are implemented to support underrepresented students, ensuring equitable access to opportunities and promoting positive outcomes.

4. **Alignment with Strategic Equality Objectives:**

Our access and participation strategies are fully aligned with Activate Learning's published equality objectives and the Equality Act 2010. This alignment ensures that our practices address both structural and day-to-day challenges faced by our diverse student body, advancing our commitment to equality and inclusion.

5. **Regular Review and Evaluation:**

We conduct regular reviews of our initiatives, incorporating feedback from students, staff, and stakeholders. This iterative process ensures that our approach remains responsive to evolving needs, aligns with best practices, and continues to meet our equality obligations.

Through this whole-provider approach, Activate Learning actively mitigates risks to equality of opportunity, ensuring all students can access resources, participate fully, and

achieve their potential. This strategy underscores our commitment to fostering an inclusive academic community and fulfilling our responsibilities under the Equality Act 2010.

Student consultation

The Student Leadership Team (SLT) at Activate Learning plays a central role in shaping student experience across our campuses. Representing each higher education programme, SLT members act as the voice of the student body, meeting regularly to provide feedback, organise events, and lead campaigns that reflect all areas of college life. Easily identified by their distinctive lanyards, SLT members work in close partnership with staff to drive meaningful and positive change throughout the academic year.

Prior to submission, key elements of the plan were shared with our higher education SLT representatives for consultation. Their feedback directly informed us of several important changes, including the refinement of targeted support initiatives and enhancements to student-facing communications.

Looking ahead, SLT members will continue to play an integral role in planning, monitoring, and evaluating the access and participation work. They will also be actively involved in delivering key activities, such as awareness-raising events, peer support initiatives, and feedback campaigns, ensuring the student voice remains at the heart of our approach to equality of opportunity.

Engaging higher education students, however, can be challenging, particularly as many are mature learners balancing work, family, and part-time, blended, or distance learning across multiple campuses. To address this, we propose expanding the Student Leadership Team (SLT) role into a paid Student Engagement Leader position. This initiative will offer a more flexible, inclusive, and meaningful way for students to engage with their peers and actively contribute to shaping the student experience

By offering remuneration, we acknowledge the value of students' time and input, making the role more accessible to those with competing priorities. This approach ensures a diverse range of voices is represented, strengthens the connection between students and the institution, and further enhances the overall student experience.

This initiative builds on our ongoing commitment to ensuring that the student voice shapes a more inclusive and supportive environment. Through our Your Voice Matters programme, we have actively sought feedback via targeted surveys and focus groups to inform key developments. For example, insights from the Shaping the Future of Financial Support survey led directly to changes in this Access and Participation

Plan, ensuring that bursaries more accurately reflect students' financial needs. Similarly, the Student Mental Wellbeing Survey highlighted both the need for enhanced support and a lack of awareness of existing services. In response, we improved communications and access to these services, which contributed to a significant increase in NSS wellbeing scores in the following academic year. Additionally, careers-focused consultations have been instrumental in shaping the design and launch of a bespoke Careers Hub for higher education students in January 2025.

Students were further invited to participate in the Access and Participation Plan consultation through communications via Activate Learning Online (ALO), ensuring that all higher education students had the opportunity to engage and provide feedback through surveys and focus groups as part of the Your Voice Matters programme.

A range of additional student engagement activities has informed the development of this plan, ensuring it reflects the real experiences, challenges, and ambitions of our student community. These activities include:

- Student Voice meetings held on campus
- Learning Walks conducted by Faculty Directors
- Module evaluations
- Student representation at programme committees
- Feedback from the National Student Survey (NSS) for full-time final-year students

This comprehensive approach to student engagement ensures that the Access and Participation Plan is shaped by direct input from students, supporting continuous improvement and alignment with their needs and aspirations.

Evaluation of the plan

To ensure the effectiveness and continuous improvement of our access and participation plan, Activate Learning is committed to a robust evaluation strategy that strengthens our assessment capabilities and aligns with institutional goals.

Key Components of Our Evaluation Strategy:

1. **Data-Driven Decision Making:** We will enhance data collection and analysis, focusing on disaggregated student demographics to monitor key metrics such as enrolment, continuation, attainment, and progression. This will help us identify trends and gaps, enabling targeted, evidence-based interventions that support underrepresented groups and promote equality of opportunity in higher education.

2. **Enhanced Student Feedback Mechanisms:** Student input is vital to our evaluation process. We will regularly collect feedback through surveys, focus groups, and the Student Advisory Group to gain insights into student experiences and evaluate the effectiveness of our initiatives. This feedback loop will allow us to adapt our strategies to meet the evolving needs and expectations of our student community.
3. **Collaborative Monitoring and Reporting:** We will work in close partnership with internal stakeholders, including faculty and support staff, to monitor progress and share findings. Regular reporting on key performance indicators will ensure transparency and accountability, enabling all departments to align their efforts with our access and participation objectives.
4. **Continuous Improvement through Annual Review:** We will undertake a formal annual review of our access and participation activities, drawing on both quantitative data and qualitative insights. This comprehensive evaluation will inform ongoing adjustments, enabling us to refine our approach and focus on initiatives that deliver the greatest impact.

By embedding this strategic, cyclical process of evaluation and enhancement, Activate Learning will systematically strengthen its access and participation efforts. This will ensure we achieve meaningful, measurable outcomes and support all students in realising their full potential

Provision of information to students

Activate Learning offers a range of targeted financial support measures to assist eligible higher education students in overcoming financial barriers to access, success, and progression. The information below outlines the financial support provisions included in the plan, including eligibility criteria, value, and frequency of payment.

1. Targeted Bursaries

Eligible students may apply for multiple bursaries. All bursaries are paid directly into the student's nominated bank account in two instalments per academic year: 55% in Term 1 following application approval, and 45% in Term 2, subject to satisfactory engagement.

Summary of Financial Support Available to Students:

Bursary	Eligibility Criteria	Amount	Payment Frequency
Maintenance Bursary	Students with home fee status from low-income households (with a household income of £25,000 or less), who are in receipt of the full Student Finance England (SFE) Maintenance Loan. Students must be enrolled on a full-time or part-time undergraduate qualification awarded by Middlesex University, Kingston University, The Open University, or Pearson. Evidence of continued eligibility for SFE support must be provided at the start of each academic year.	Full-time: £1,000 Part-time: £500	Annually, paid in two instalments per academic year
Carers Bursary	Unpaid carer (not in receipt of Carer's Allowance and not employed in a paid care role); enrolled on a full-time or part-time undergraduate programme; has home fee status; and is in receipt of a means-tested Maintenance Loan. Evidence of continued eligibility for Student Finance England (SFE) support is required at the start of each academic year.	Full-time: £1,000 Part-time: £500	Annually, paid in two instalments per academic year
Care-Experienced or Estranged Bursary	Under 25 at course start; care-experienced (in care for three months or more after age 14) or estranged (as defined by UCAS/OfS or recognised by Student Finance England); enrolled on a full-time or part-time undergraduate programme; and has home fee status. Evidence of continued eligibility will be requested at the start of each academic year.	Full-time: £1,000 Part-time: £500	Annually, paid in two instalments per academic year
(From 2026–27) Second Degree Holder Bursary	Students enrolled on a full-time or part-time second undergraduate course (e.g. HNC, HND, Foundation Degree, BA/BSc Top-Up), who have home fee status but are not entitled to statutory student finance (e.g. through Student Finance England) due to previous undergraduate-level study. This excludes short courses and standalone	Full-time: £1,000 Part-time: £500	Annually, paid in two instalments per academic year

	modules totalling fewer than 60 credits.		
(From 2026–27) Single Parent Bursary	Single parent - including those who are separated, divorced, widowed, or have a dissolved civil partnership - with a dependent child (under 18, or under 25 with an Education, Health and Care Plan) who lives with them most of the time. Must be enrolled on a full-time or part-time undergraduate course, have home fee status, and have applied for all available statutory student finance support (e.g. through Student Finance England), unless exceptional circumstances apply.	Full-time: £1,000 Part-time: £500	Annually, paid in two instalments per academic year

All bursaries are subject to a maximum annual combined cap of £3,000. Applications should normally be submitted within three months at the start of the course. Late applications will only be considered in exceptional circumstances and subject to availability of funds.

2. HE Study Support Fund

This fund provides responsive financial support to students facing unexpected financial hardship or unforeseen study-related costs.

Fund	Eligibility Criteria	Amount	Payment Frequency
HE Study Support Fund	Open to all students enrolled on prescribed higher education programmes, including HNC, HND, and Foundation Degrees (e.g. FdA, FdSc, FdEd), and BA/BSc Top-Up degrees, who are experiencing unexpected costs or financial hardship. Applicants must have home fee status, demonstrate satisfactory student engagement and submit a completed application with appropriate supporting evidence. Distance learning (online) students based overseas may be eligible, provided they meet all other criteria. Awards are subject to the availability of funds.	Up to £500 per application	Multiple applications permitted within the academic year

Communications and Accessibility

Activate Learning is committed to ensuring that all students, prospective and current, are provided with clear, accessible, and up-to-date information on the full range of financial support available. This information is published in the 'Support and Fees' section of our website under [Bursaries - Higher Education](#) and is also included in pre-entry guidance, induction materials, and ongoing student communications.

Please note: The Second-Degree Holder Bursary and Single Parent Bursary are new provisions beginning in the 2026-27 academic year and will be published on the website from Summer 2026.

Pre-enrolment Guidance:

Prospective students can easily access comprehensive information on fees, payment options, and financial support through a variety of channels, including our website, course mini guides, and open events. At these events, advisors are available to clearly explain funding options, bursaries, and other forms of financial assistance. For personalised guidance, students can use our "book a call" facility to arrange one-to-one consultations, ensuring they fully understand their options and can make informed decisions about financing their studies.

Ongoing Support for Enrolled Students:

Current students benefit from ongoing support with fees and financial assistance through multiple accessible channels. They can receive personalised guidance from Admissions Team advisors at their local campus Advice Centre or contact the finance department by phone for advice on tuition fees, payment plans, and support programmes.

To keep students well-informed, financial support information is regularly updated on the student portal and reinforced through timely portal announcements. Key details are also displayed on posters in high-traffic areas such as the library and main entrances, ensuring all students have easy access to the latest resources and support options.

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

This section outlines the key risks to equality of opportunity identified through our assessment of performance, explaining how they were identified and highlighting any risks not directly addressed in the plan. Where certain risks are not included, a clear rationale will be provided. These risks will be monitored through the Equality of Opportunity Risk Register (EORR) for ongoing assessment and potential inclusion in future strategies or interventions.

To identify our provider risk indicators, we used the **OfS Access and Participation Data Dashboard** as our primary data source. This was supported by a range of additional datasets to provide a more comprehensive view of performance across the student lifecycle. These included:

- **Internal data from our student record system** (analysed via Power BI dashboards)
- **National data from HESA and OfS** dashboards
- **National Student Survey (NSS)** results
- **Graduate Outcomes (GO)** data
- **Regional demographic data**, including the 2011 and 2021 Census, School Census 2021–22, and ONS population estimates.

This multi-source approach enabled us to assess performance trends and identify key equality of opportunity risks specific to our student population.

Due to our small HE cohort, OfS data is sometimes limited or suppressed, particularly when broken down by demographic characteristics. Where this occurs, we have referred to aggregate data (e.g. 2- or 4-year totals) or drawn on internal datasets - including ILR and Power BI - to monitor performance by key characteristics and identify risk with greater confidence.

	Access	Success-Continuation	Success - Completion	Success - Attainment	Progression
IMD 1&2	Green	Red	Amber	Amber	Amber
ABCS 1&2	Green	Green	Green	Amber	Amber

TUNDRA 1&2	Green	Red	Red	Amber	Amber
FSM	Green	Amber	Green	Amber	Amber
Disability	Green	Green	Green	Green	Amber
Ethnicity	Green	Amber	Red	Amber	Amber
Age on Entry	Green	Red	Green	Green	Green

Table A1: Summary of Indications of Risk

This table highlights where we have identified risks across different stages of the student lifecycle and key demographic groups.

- **Red:** High-priority risks, often due to wider impact or links with other risk factors.
- **Amber:** Potential or inconsistent risks that we will monitor but are not prioritised in this plan.
- **Green:** No current indication of risk.

Access:

Access is not currently identified as a significant risk, particularly when considering our student profile, which includes a high proportion of mature and part-time learners. The data shows strong representation from underrepresented groups, especially in part-time provision:

Table 1: Four-year aggregate (2019/20 - 2022/23) has been used and quintiles 3-5 have been aggregated and compared to the aggregates of quintiles 1-2.¹⁴¹⁵

Activate Learning			Tundra Q3-5	Tundra Q1&2	IMD Q3-5	IMD Q1&2	White	BAME	Young	Mature	No Disability	Disability	ABCS Q3-5	ABCS 1&2	FSM Y	FSM N
All Undergraduates	Full-time	1,150	60.6	39.4	77.5	22.5	91.0	9.0	30.8	69.2	82.2	17.8	61.6	38.4	15.2	84.8
	Part-time	410	69.1	30.9	76.3	23.7	75.6	24.4	27.0	73.0	88.2	11.8	64.5	33.5	18.0	82.0
All providers			72.3	27.7	56.3	43.7	66.7	33.3	71.5	28.5	82.6	17.4	78.5	21.5	18.8	81.2
	Part-time		58.8	41.2	58.3	41.7	85.5	14.5	12.3	87.7	80.4	19.6	62.7	37.3	19.9	80.1
Activate Learning compared to all providers			Tundra Q3-5	Tundra Q1&2	IMD Q3-5	IMD Q1&2	White	BAME	Young	Mature	No Disability	Disability	ABCS Q3-5	ABCS 1&2	FSM Y	FSM N
All Undergraduates	Full-time	1,150	-11.7	11.7	21.2	-21.2	24.3	-24.3	-40.7	40.7	-0.4	0.4	-16.9	16.9	-3.6	3.6
	Part-time	410	10.3	-10.3	18.0	-18.0	-9.9	9.9	14.7	-14.7	7.8	-7.8	1.8	-3.8	-1.9	1.9

- **TUNDRA Q1&2:** Students from these areas make up 39.4% of our full-time cohort, exceeding the national average of 27.7% and demonstrating strong access from low-participation areas. While part-time access (30.9%) is slightly below the sector average (41.2%), it remains broadly representative of our core mature learner demographic.
- **IMD Q1&2 (most deprived areas):** Full-time representation from IMD Q1&2 is 22.5%, below the sector average of 43.7%, and 23.7% in part-time (vs. 41.7%). While lower than average, this aligns with the regional demographics we serve and the nature of our specialist provision and does not currently indicate a priority risk.
- **BAME students:** We see strong representation in part-time study (24.4%), above the sector average (14.5%). Although full-time BAME access is lower (9.0%), our student demographic is weighted towards part-time and mature learners, where this gap does not persist.
- **Mature students:** We serve significantly more mature learners than the sector average - 69.2% full-time (vs. 28.5%) and 73.0% part-time (vs. 87.7%). This reflects our commitment to widening participation for adult learners.
- **Disability:** Representation is comparable to or higher than sector averages, indicating no concern.
- **FSM-eligible students:** Proportions are close to national averages, showing no notable gap in access based on economic disadvantages.

Success: Continuation and Completion

Our assessment of performance identified the following key indications of risk:

¹⁴ ABCS: (Associations between characteristics of students) <https://www.officeforstudents.org.uk/data-and-analysis/associations-between-characteristics-of-students/>

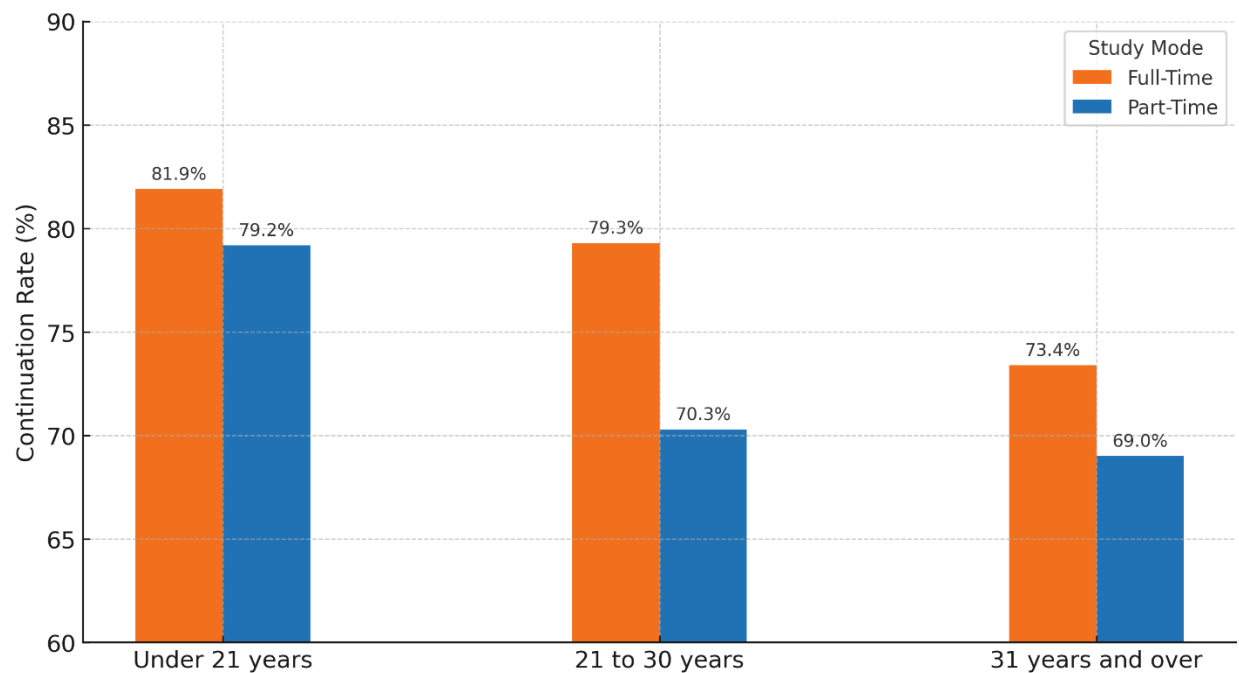
¹⁵ TUNDRA: (Tracking underrepresentation by area) <https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/about-tundra/>

R1: Continuation Gap Between Mature and Younger Learners

There is a consistent gap in continuation between mature and younger undergraduate students. Based on the aggregated data for the 2018/19 to 2021/22 entry cohorts, young students had an average continuation rate of 78.6%, compared to 71.7% for mature students, a gap of nearly 7 percentage points. These figures combine full-time and part-time learners to provide a clear, overall picture of continuation by age group. This approach allows for a more meaningful comparison of overall outcomes between different age groups.

The TEF data (2022 dashboard, used in the 2023 TEF) supports earlier findings, revealing a consistent pattern: continuation rates decline with age, regardless of study mode:

TEF Data Dashboard - Figure 1: Continuation Rates by Age on Entry and Study Mode (Full-Time vs Part-Time)



Among full-time students, continuation rates fall from 81.9% for those under 21, to 79.3% for students aged 21–30, and further to 73.4% for those aged 31 and over. A similar trend is seen in part-time study, with rates decreasing from 79.2% (under 21) to 70.3% (21–30) and 69.0% (31+).

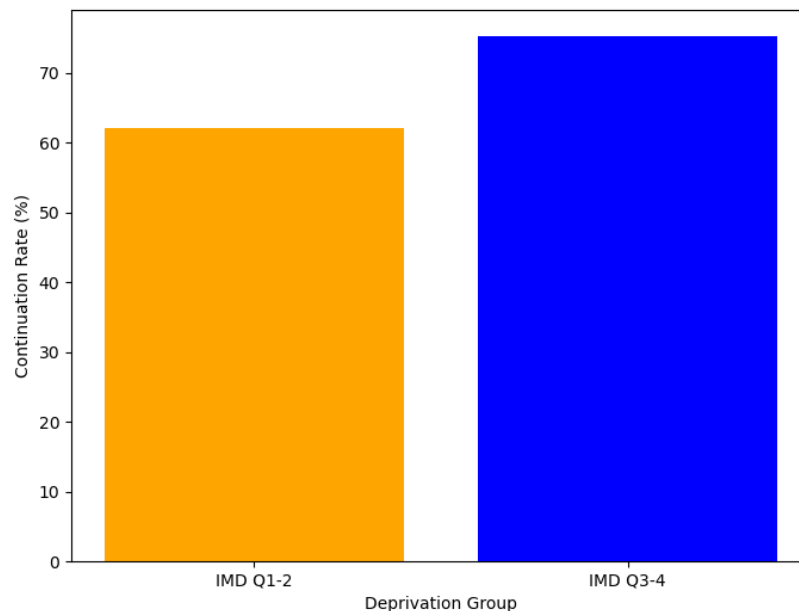
This approach, looking across both full-time and part-time learners clearly shows that mature students face lower continuation rates than their younger peers, and that this gap widens with age. Given that a significant proportion of our student body is mature, this reinforces the need for targeted support and interventions to improve continuation outcomes for older learners.

R2: Lower Continuation Rates for Students from IMD Q1+2

Activate Learning is committed to addressing the continuation gap between students from different socioeconomic backgrounds. Using a four-year aggregate of data from 2018/19 to 2021/22, continuation rates were analysed by Index of Multiple Deprivation (IMD) quintiles, with Q1–2 representing the most deprived and Q3–5 the least deprived. The weighted analysis, which accounts for student numbers across full-time and part-time modes, reveals a significant disparity. Students from less deprived backgrounds (IMD Q3–5) had a continuation rate of 75.3%, compared to 62.1% for those from more deprived backgrounds (IMD Q1&2). This results in a 13.2 percentage point gap, underscoring a persistent inequality in student outcomes linked to socioeconomic status.

Importantly, this pattern holds regardless of study mode. Continuation rates for full-time and part-time students within each deprivation group are broadly similar, indicating that the gap is primarily driven by socioeconomic background rather than mode of study. These findings reinforce the importance of targeted support strategies to improve continuation outcomes for students from more deprived areas. Activate Learning remains focused on closing this gap and ensuring that all students, regardless of background, have the opportunity to succeed.

Figure 2: Continuation Rates by Deprivation Quintile IMD 1-2 Vs IMD 3-4



This pattern is also evident at Tundra, where full-time continuation rates for students from the most disadvantaged backgrounds (IMD Q1&2) are 68.9%, significantly lower than their Q3–5 peers at 83.9%. Socioeconomic disadvantage is further highlighted by Free School Meal (FSM) eligibility, with FSM-eligible students continuing at a rate of just 64.7%, compared to 77.9% for those not eligible. Despite these gaps in continuation, the overall completion rate for IMD Q1&2 students is only slightly lower than for Q3–5 students by 0.58 percentage points, indicating similar completion rates across both full-time and part-time learners. Notably, IMD Q1&2 students benefit from part-time study, achieving a completion rate of 79.8%, which is higher than both their full-time counterparts (67.2%) and IMD Q3–5 students (75.6%). Among full-time students at Tundra, Q1&2 learners underperform by 8.2 percentage points compared to Q3–5 students (65.5% vs. 73.7%).

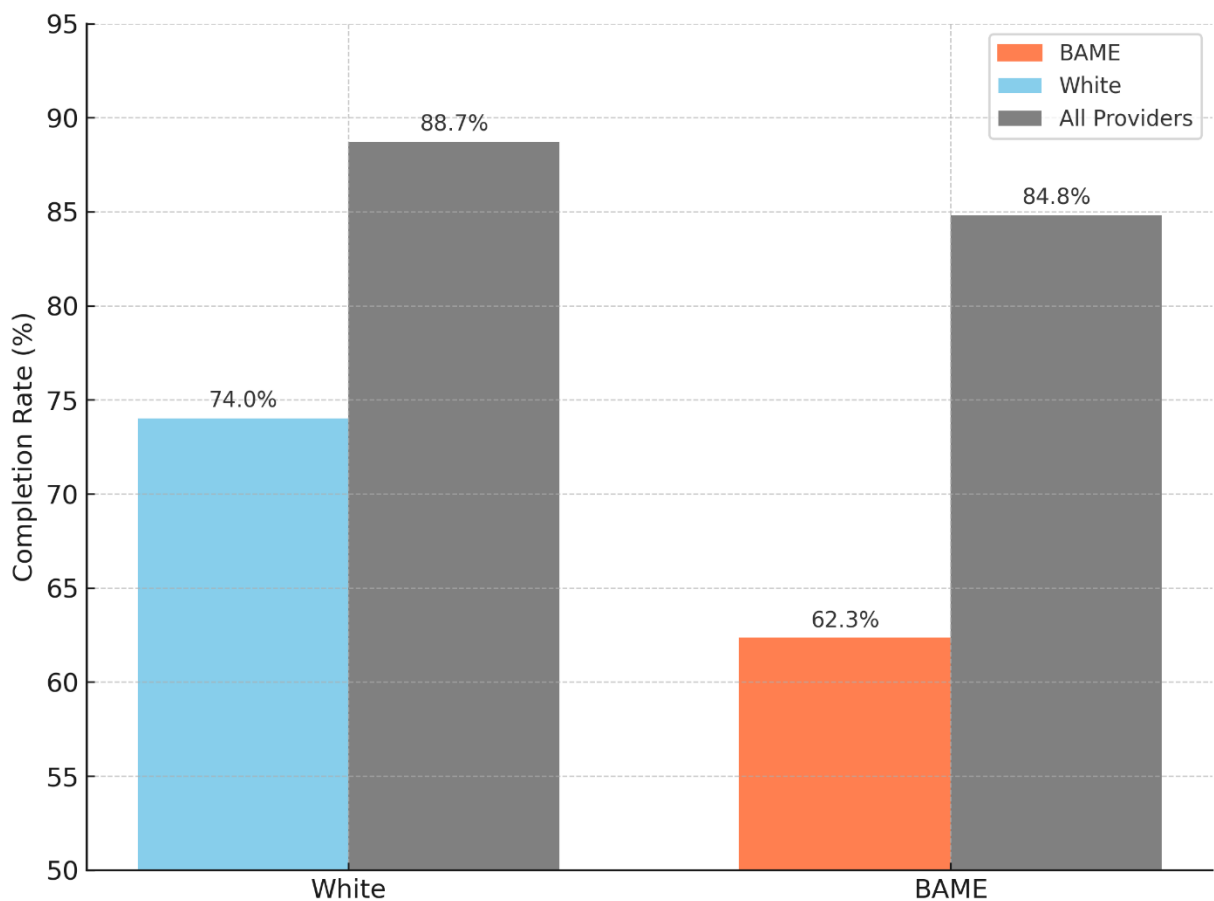
Given the small cohort size of IMD Q1&2 students, even minor changes can have a significant impact on continuation rates. To address this, we will closely monitor continuation and completion rates and implement targeted support to reduce withdrawals among IMD Q1&2 students. Where external data is unavailable, we will refer to our own data set and adjust our strategies as needed

R3: Black, Asian, and Other Ethnic Minority (BAME) Student Completion Gap

Due to the small annual sample sizes for ethnic minority students, we aggregated data over a four-year period (2015-16 to 2018-19) to ensure the insights were meaningful.

This approach revealed a modest continuation gap of 4.5 percentage points between White and ethnic minority students. Notably, part-time ethnic minority learners demonstrated strong outcomes. However, the completion gap is more substantial, particularly for full-time ethnic minority students, at -22.5 percentage points. As a result, we have prioritised completion as an objective to ensure ethnic minority students are fully supported to finish their qualifications.

Figure 3: Completion Rates for Full-time Students by Ethnicity



While the BAME student cohort at Activate Learning has historically been small, numbers are rising, reaching 22.7% in 2023/24. With nearly one in four BAME students now enrolled full-time, it is increasingly important to address completion gaps between White students and students from different BAME ethnicities, and to enhance the overall student experience. However, disaggregating the data by individual BAME ethnicities introduces instability and risks drawing conclusions from small, statistically unreliable groups. Therefore, we have chosen to prioritise improving overall BAME completion rates, rather than splitting our focus across the various ethnic subgroups.

R4: Rising Disability and Mental Health Disclosures Increasing Demand on Support Resources

There is currently no identified risk in outcomes for students with declared disabilities in our part-time provision, as their continuation and completion rates are significantly above sector averages. Specifically, continuation rates are 17.5 percentage points higher (75.4% vs. 57.9%) for the period 2018-19 to 2021-22, and completion rates are 29.6 percentage points higher (77.3% vs. 47.7%) for the period 2015-16 to 2018-19. Full-time students with a declared disability at Activate Learning also achieve higher continuation and completion rates than those without a declared disability.

Figure 4: Part-Time Continuation Rates by Disability Status (Vs Benchmark)

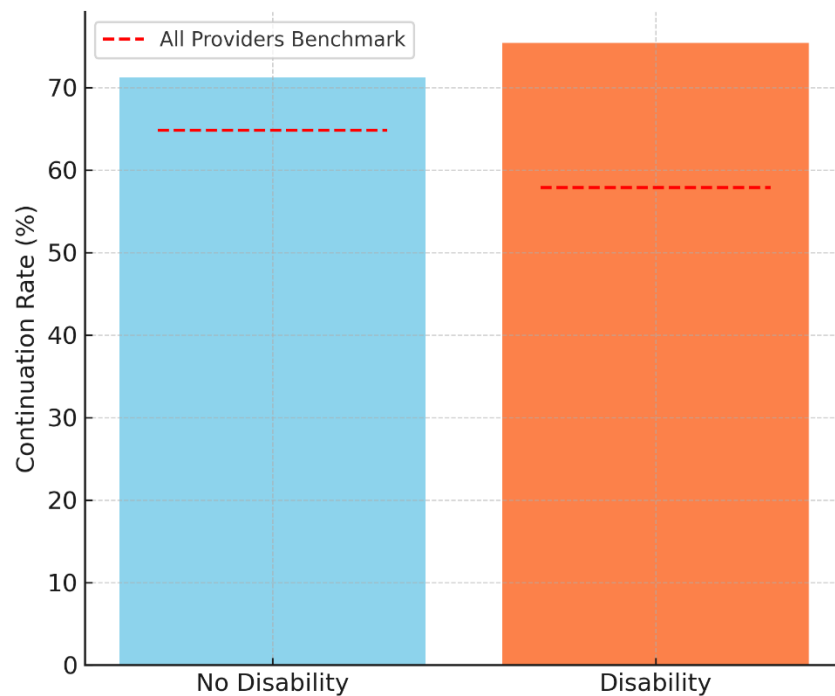
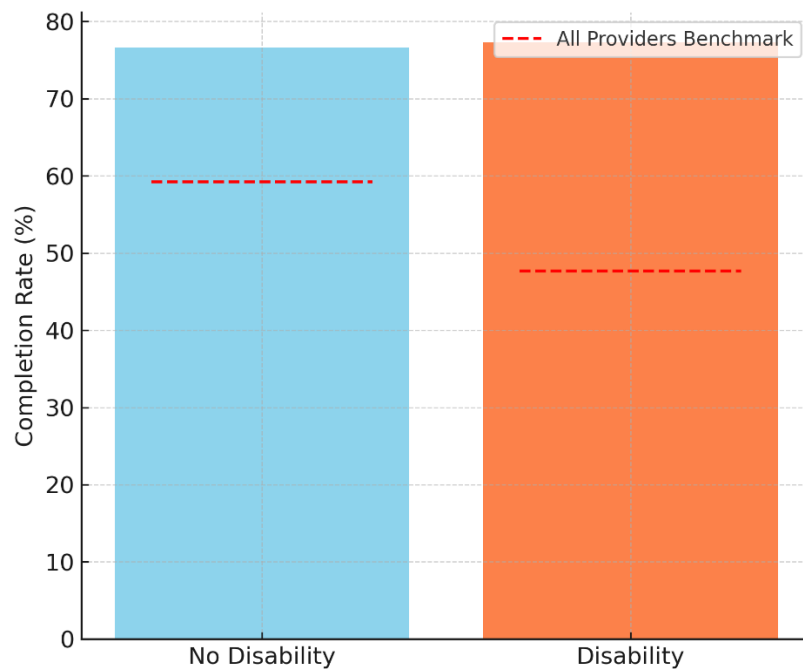


Figure 5: Full-Time Completion Rates by Disability Status Activate Learning vs All Providers Benchmark



However, our internal data shows a steady rise in the number of students declaring a disability, with 22.5% of full-time students doing so in 2023/24 - above the national benchmark of 17.4%. This increase reflects our strong engagement with students who have declared a disability and our commitment to fostering an inclusive environment. However, it also underscores the importance of ensuring that our support services can keep pace with rising demand. Notably, one-third of students who declared a disability reported a mental health condition. This growing trend presents a clear need for sustained investment in inclusive support and poses a potential risk to the capacity and responsiveness of wellbeing and support services if not adequately resourced.

As part of our annual internal student survey, conducted in 2024/25, we received 124 student responses, with 85% indicating that mental wellbeing support services were well communicated. However, further analysis revealed variation across faculties and modes of study:

- 24% of online learners reported that support services were not well communicated.
- 19% of CreaTec students expressed dissatisfaction.
- 17% of Engineering students reported similar concerns.

These findings underscore the need for targeted communication strategies to ensure equitable access to mental health support.

To address this, we have made well-being a strategic objective, recognising the growing need for support. At Activate Learning, we believe a safe, inclusive, and caring environment is essential for long-term success. Our Learning Philosophy emphasises the importance of emotions in learning, and we place wellbeing at the centre of academic achievement. By embedding this approach into our plan, we aim to proactively support all students, including those with undeclared needs, so they can sustain strong outcomes and thrive throughout their higher education journey.

R5: Lower Progression into Highly Skilled Employment or Further Study

When using a 4-year aggregate for progression data based on the Graduate Outcomes survey to provide a more stable and reliable measure of student outcomes, our full-time data highlights progression gaps, such as a -28.2 percentage point gap for students from IMD Q1&2 areas, -20.7pp for young students, and -17.5pp for those with low prior attainment (ABCS Q1&2), these groups represent a small proportion of our predominantly part-time and mature student body. For these cohorts, progression data is either limited or does not indicate significant risk. Additionally, many students are enrolled in vocational or specialist programmes that do not align neatly with Graduate Outcomes definitions of professional or managerial employment, potentially overstating progression risk. As such, our current plan cycle prioritises risks with a more immediate impact on continuation and completion, where we can make a measurable difference. Progression outcomes will continue to be monitored and may be prioritised in future APP cycles if appropriate.

Complementing this, our 2024/25 internal student survey highlights the positive impact of course experiences on students' career confidence. Among 124 respondents, 92% believe their course has improved their career prospects. While 86% agree that good advice is available for making career choices and 83% feel supported in exploring further study options, up to 17% of students remain less satisfied. This suggests a need for more consistent and personalised careers support. To address this and building on the bespoke Higher Education Careers Hub launched in January 2025, we are exploring the introduction of course embedded group sessions and at least one mandatory one-to-one careers guidance session. These initiatives aim to ensure that all students, regardless of background or study mode, receive timely, tailored guidance aligned with their aspirations.

R6: Young students from low participation areas (TUNDRA Q1 & Q2) face a heightened risk of not continuing or completing their studies.

While the data shows that full-time students from TUNDRA Q1&2 are performing below the sector average for both continuation (-21.1 percentage points) and completion (-22.1 percentage points), this group represents a smaller proportion of our overall student

population, which is predominantly part-time and mature. In contrast, part-time students from TUNDRA Q1&2 show strong performance:

- Continuation: No gap identified (data not available but aligned with wider trends)
- Completion: 72.9% (5.8pp above the sector)

These part-time outcomes are more representative of our student profile and delivery model. As such, we do not consider TUNDRA Q1&2 students a current priority risk, though we will continue to monitor full-time trends to ensure emerging issues are addressed. This analysis is based on aggregated data over a four-year period (2015-16 to 2018-19 for completion and 2018-19 to 2021-22 for continuation) to ensure meaningful insights

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.

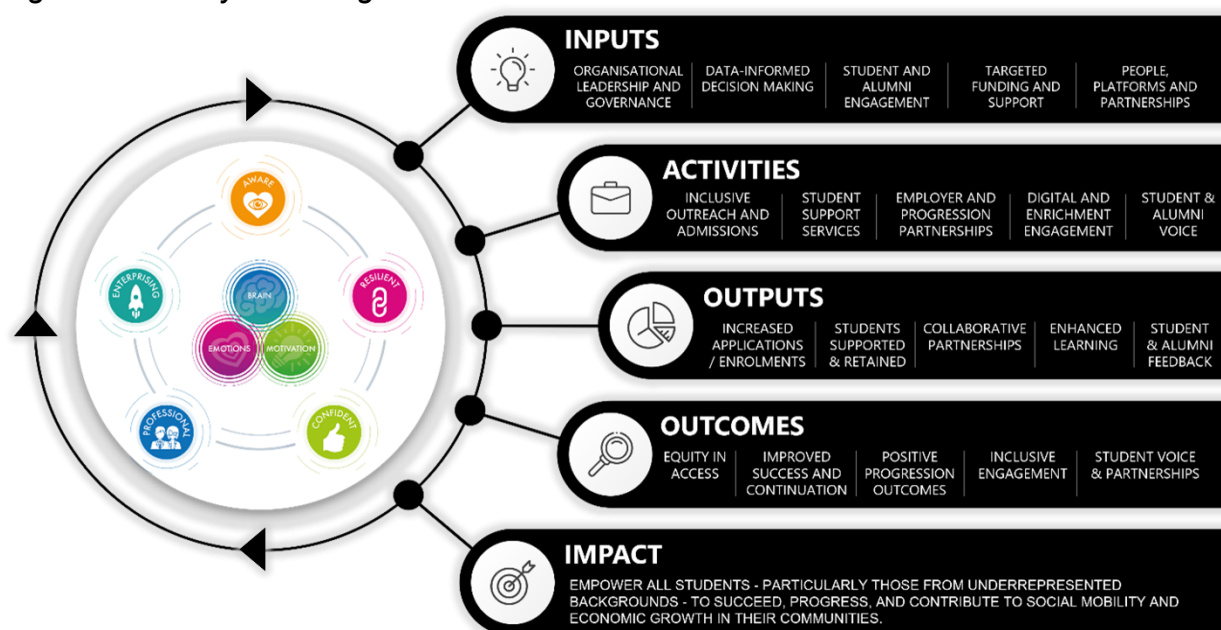
Applying the Theory of Change at Activate Learning

Our Access and Participation Plan is built around Activate Learning's Theory of Change - a framework that illustrates how our unique learning philosophy, delivered through inclusive and high-quality higher education within a further education setting, leads to meaningful outcomes for our learners and wider society.

Our goal is to empower all students, particularly those from underrepresented backgrounds, to develop self-awareness, confidence, resilience, professionalism, and entrepreneurialism needed to progress successfully in life, work, and learning. This ambition guided the design of our Theory of Change and remains central to how we plan, deliver, and evaluate our higher education provision.

Starting from this end goal, we worked backwards to define the outcomes, outputs, and activities that lead to impact. We identified the inputs that enable us to do this work — from strong partnerships and targeted funding to digital platforms and learner voice. We've challenged assumptions throughout: are our activities truly enabling the attributes we aim to foster? Are those attributes translating into positive progression and equitable outcomes? Our Theory of Change model enables us to continuously evaluate our effectiveness, centre the learner experience, and sharpen our focus on the long-term outcomes that matter reducing equity gaps, and supporting progression.

Figure 6: Theory of Change



Our approach is underpinned by strong organisational leadership and governance, supported by curriculum managers/leads and quality assurance and consistency structures. Decision-making is informed by both national data (OfS Dashboard, NSS, and Graduate Outcomes Survey) and internal performance monitoring through APP KPIs and internal monitoring via Power BI. Student and alumni voice is embedded through surveys, focus groups, and consultation, shaping ongoing improvements. Access and Participation Plan funding enables targeted financial and academic support for underrepresented learners. Delivery is strengthened by expert, industry-experienced staff who bring sector-relevant knowledge and real-world insight into the classroom, robust digital platforms including Active Learning Online (ALO), the Blended Learning Consortium (BLC) and ALIA (Activate Learning Intelligent Assistant), as well as partnerships with schools, employers, and validating universities. External engagement through regional outreach networks such as HEON and Study Higher further strengthens our commitment to widening access and supporting progression for underrepresented learners.

This approach is delivered through targeted activities that address identified barriers to access, success, and progression. These lead to measurable outputs and outcomes aligned with OfS priorities and contribute to our long-term impact: greater equity and social mobility through inclusive, high-quality higher education.

Evaluation findings will be reported to the Equality, Diversity and Inclusion (EDI) Committee, Quality and Consistency Committee (QCM), Group Executive Team (GET), and relevant governance bodies.

Annex C: Targets, investment and fees

Fees, investments and targets

2026-27 to 2029-30

Provider name: Activate Learning

Provider UKPRN: 10004927

Summary of 2026-27 entrant course fees

*course type not listed

Inflation statement:

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

Table 3b - Full-time course fee levels for 2026-27 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	8240
Foundation degree		N/A	8240
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND		N/A	6900
HNC/HND	Distance Learning	N/A	5500
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 3b - Sub-contractual full-time course fee levels for 2026-27

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 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	Virtual Alliance Limited	10026108	6900
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2026-27 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4120
Foundation degree		N/A	4120
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND		N/A	3450
HNC/HND	Distance Learning	N/A	2750
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 2026-27

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 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2026-27 to 2029-30

Provider name: Activate Learning

Provider UKPRN: 10004927

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	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£38,000	£39,000	£40,000	£41,000
Financial support (£)	NA	£85,000	£89,000	£91,000	£93,000
Research and evaluation (£)	NA	£15,000	£16,000	£17,000	£18,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Other access activities (£)	£38,000	£39,000	£40,000	£41,000
Access activity investment	Total access investment (£)	£38,000	£39,000	£40,000	£41,000
Access activity investment	Total access investment (as % of HFI)	11.6%	11.2%	11.0%	11.1%
Access activity investment	Total access investment funded from HFI (£)	£38,000	£39,000	£40,000	£41,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£75,000	£76,000	£77,000	£78,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£10,000	£13,000	£14,000	£15,000
Financial support investment	Total financial support investment (£)	£85,000	£89,000	£91,000	£93,000
Financial support investment	Total financial support investment (as % of HFI)	25.9%	25.6%	25.1%	25.1%
Research and evaluation investment	Research and evaluation investment (£)	£15,000	£16,000	£17,000	£18,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	4.6%	4.6%	4.7%	4.9%

Fees, investments and targets

2026-27 to 2029-30

Provider name: Activate Learning

Provider UKPRN: 10004927

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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
	PTA 1														
	PTA 2														
	PTA 3														
	PTA 4														
	PTA 5														
	PTA 6														
	PTA 7														
	PTA 8														
	PTA 9														
	PTA 10														
	PTA 11														
	PTA 12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
Reduce the continuation rate gap between mature and young undergraduate students to 3.5 percentage points by 2029/30.	PTS_1	Continuation	Age	Mature (over 21)	Young (under 21)	The baseline year data is calculated as a four-year aggregate. This approach ensures a more robust and representative measure of continuation rates by reducing the influence of year-on-year fluctuations, such as those caused by small cohort sizes and the pandemic.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	7.0	6.1	5.3	4.4	3.5
Reduce the continuation rate gap between students from IMD Q1&2 postcodes and those from IMD Q3-5 postcodes to 9.2 percentage points by 2029/30.	PTS_2	Continuation	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	The baseline year data is calculated as a four-year aggregate. This approach ensures a more robust and representative measure of continuation rates by reducing the influence of year-on-year fluctuations, such as those caused by small cohort sizes and the pandemic.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	13.2	12.2	11.2	10.2	9.2
Reduce the full-time completion rate gap between Black, Asian, and Minority Ethnic students and White students to 7.0 percentage points by 2029/30.	PTS_3	Completion	Ethnicity	Not specified (please give detail in description)	White	The baseline year data is calculated as a four-year aggregate. This approach ensures a more robust and representative measure of completion rates by reducing the influence of year-on-year fluctuations, such as those caused by small cohort sizes and the pandemic.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	11.7	10.2	9.0	8.0	7.0
Sustain a positive continuation rate gap of $\geq +5.0$ percentage points for students with declared disabilities—achieving outcomes at or above those of non-disabled students—across all modes of study, through to 2029/30.	PTS_4	Continuation	Reported disability	Other (please specify in description)	No disability reported	The baseline year data is calculated as a four-year aggregate. This approach ensures a more robust and representative measure of continuation rates by reducing the influence of year-on-year fluctuations, such as those caused by small cohort sizes and the pandemic.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	6.8	$\geq +5.0$	$\geq +5.0$	$\geq +5.0$	$\geq +5.0$

