



Arden University

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Arden University was awarded university title in 2015 and Indefinite Degree Awarding Powers in 2021. At the core of its mission is to be digital first, to remove barriers to education, and to deliver on the ambitions of its students. Arden University has grown in both full and part time Distance Learning (DL) student numbers at undergraduate level with 22,134 full time learners studying across its six UK campuses in London, Birmingham, Manchester and Leeds as of May 2024. Arden University's undergraduate part time DL provision, including Degree Apprenticeships, accounts for 6050 UK based learners as of May 2024. The undergraduate programmes are delivered across the Faculties of: Business, Social Sciences and Technology.

Arden University's mission to remove barriers to learning is evidenced through its diverse student demographic profile as of May 2024:

Full time Learner Profile	Part time DL Learner Profile
55% v 45% Split between Female and Male genders.	73% v 27% Split between Female and Male genders
55% Are from Black, Asian, Mixed, Other, Not Known ethnic backgrounds	34% Are from Black, Asian, Mixed, Other, Not Known ethnic backgrounds
10.2% Have a reported disability	27.8% Have a reported disability
37% Of all reported disabilities are for a mental health condition	44% Of all reported disabilities are for a mental health condition
29.6% Are aged between 31-40 years of age and representing the largest age band	25.5% Are aged between 21-25 and representing the largest age band
73% Reside in the areas of highest deprivation (Index of Multiple Deprivation quintile 1 and 2)	52.7% Reside in the areas of highest deprivation (Index of Multiple Deprivation quintile 1 and 2)
33% Reside in higher education participation 'cold spot' postcode areas (POLAR4 quintile 1 and 2)	41% Reside in higher education participation 'cold spot' postcode areas (POLAR4 quintile 1 and 2)
6.4% Are care experienced	2.9% Are care experienced
2% Are categorised as Refugee status	0.5% Are categorised as Refugee status
78% Reside within 20 miles of their home campus	

In order to meet the needs of this diverse population and to ensure that all learners have an equal opportunity to be successful on their programme, Arden University has introduced in this Access and Participation Plan a range of initiatives that target learners with specific characteristics and focus on certain points across their learner journey.

Risks to equality of opportunity

A detailed analysis of both the Office for Students' Access and Participation data dashboard and Arden University's internal performance data has taken place in order to identify the key risks to access to higher education, success on programme and progression into professional/managerial employment or further study. This analysis has been considered by the university's Students' Association, the Access and Participation Committee and the Academic Board, and has identified the following underlying risks within the Equality of Opportunity Risk Register*: Knowledge and Skills, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures and Progression. These will be addressed through a range of new intervention strategies, as part of Arden University's ambition to remove barriers to education and create equal opportunities to achieve success for all learners regardless of their gender, ethnicity, previous educational experiences, disabilities or socio-economic status.

Underlying Risk Area: Knowledge and Skills. Indicators of Risk: Progression Rates into Higher Education

There is a need to expand the community engagement programme across the university to facilitate working with pre and post 16 learners and community groups to support progression into Higher Education.

Why has this indicator of risk occurred?

A key aim of the 2021-2024 Access and Participation Plan was to increase the number of pre and post 16 providers the university works with to facilitate raising pupil attainment and expectations to study for a higher qualification. This has been achieved, in part, with the introduction of Mental Health workshops aimed at primary and high school pupils, workshops in Critical Thinking for Key Stage 5 learners and subject specific workshops in Psychology and Criminology which have been created to support 'A' level students studying Psychology and Sociology.

The School of Psychology also offers free places on the Post Graduate Certificate in Neurodiversity for academic and pastoral support staff working in qualifying primary and high schools as part of the university's commitment to increase knowledge of working with neurodiverse learners. As of May 2024, Arden University has engaged with five Primary Schools and 15 High Schools across England

Arden University's recruitment has focused primarily on mature learners with 54% of its full-time population and 42% of its part-time DL population aged over 30, and with 80% of learners recruited through third party agents who work primarily with community groups. Therefore, in order for Arden University to fulfil its Access obligations, closer links need to be developed with pre and post 16 educational providers to facilitate the raising of attainment at Key Stage 4 and the progression into higher education.

*The 12 areas of risk within the Equality of Opportunity Risk Register are: 1:Knowledge and skills. 2: Information and guidance. 3: Perceptions of higher education. 4:Application success rates. 5:Limited choice of course type. 6:Insufficient academic support. 7:Insufficient personal support. 8:Mental health. 9:Ongoing impacts of COVID19. 10:Cost Pressures. 11:Capacity issues. 12:Progression

In response to this risk, the Community Outreach intervention strategy will work with pre and post 16 educational providers who serve low participation areas (POLAR4 Q1 and Q2) and areas with high levels of deprivation (IMDQ1-Q2). The providers will typically have a high percentage of Pupil Premium funding and pupils receiving Free School Meals, GCSE results below the England average and Key Stage 2 SATs results for reading, writing and maths below the England average. Additional relationship building also needs to take place with community groups based within the catchment areas of the identified pre and post 16 providers to deliver information, advice and guidance sessions, workshops and activities to both staff and community group participants.

Underlying Risk Area: Insufficient Academic Support. Indicators of Risk: Continuation Rates, Completion Rates

There is a need to broaden access to the Fundamentals of Academic English course for all students that do not have English as a first language in order to improve attainment rates .

Why has this indicator of risk occurred?

As of May 2024, 61% of Arden University's full-time learners speak English as an additional language, and whilst they have met the English Language admissions requirement for their relevant programmes and can therefore communicate in English, many need support with the academic English required for successful study in higher education. Of the full-time study body, 32% have the visa status of EU National with Settled status, 18.8% are EU nationals, 3.3% have Settlement status, 2% are Refugees and 1.5% have Indefinite Leave to Remain.

Internal data indicates that the overall attainment rate (achieving a First Class or Upper Second-Class Degree Classification) between 2017/18 and 2023/24 is recorded at 53% with EU Nationals with Settled status recording an overall attainment rate of 45%, Settlement status learners evidencing a 43% attainment rate and those with Refugee status, 35%. Learners with EU Nationality or Indefinite Leave to Remain perform better than the overall population with 63% and 68%, respectively.

In response to this risk, the Fundamentals of Academic English intervention strategy will provide an opportunity for learners with English as an additional language to gain further support in developing their academic skills, to build confidence when completing assessments and, consequently, provide an equal opportunity to achieve a good degree classification outcome.

Risk area: Insufficient Academic Support. Indicator of Risk: Uptake of Academic Support

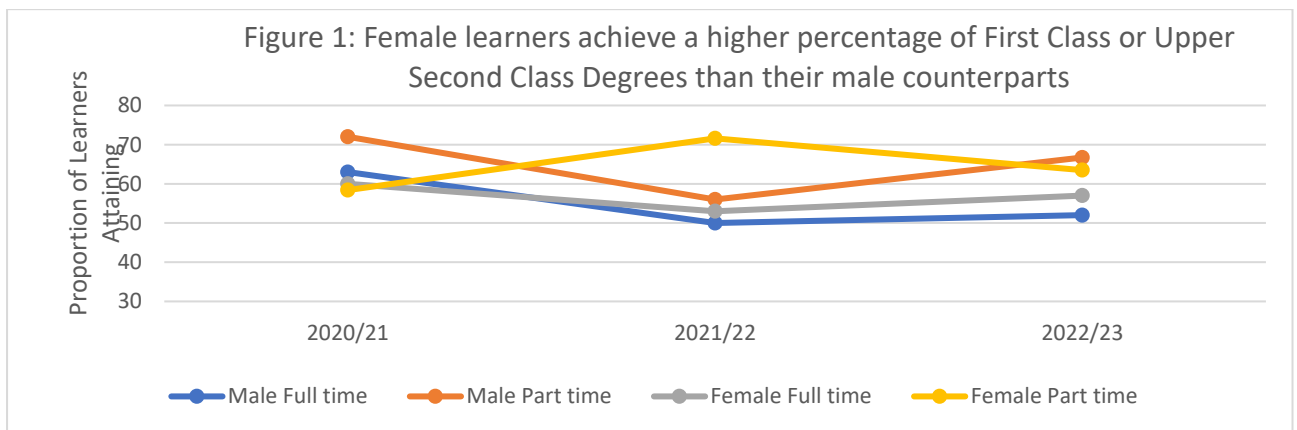
There is a need to broaden the profile of learners accessing Academic Skills Tutor one-to-one sessions and optional workshops in order to improve the uptake of academic support.

Why has this indicator of risk occurred?

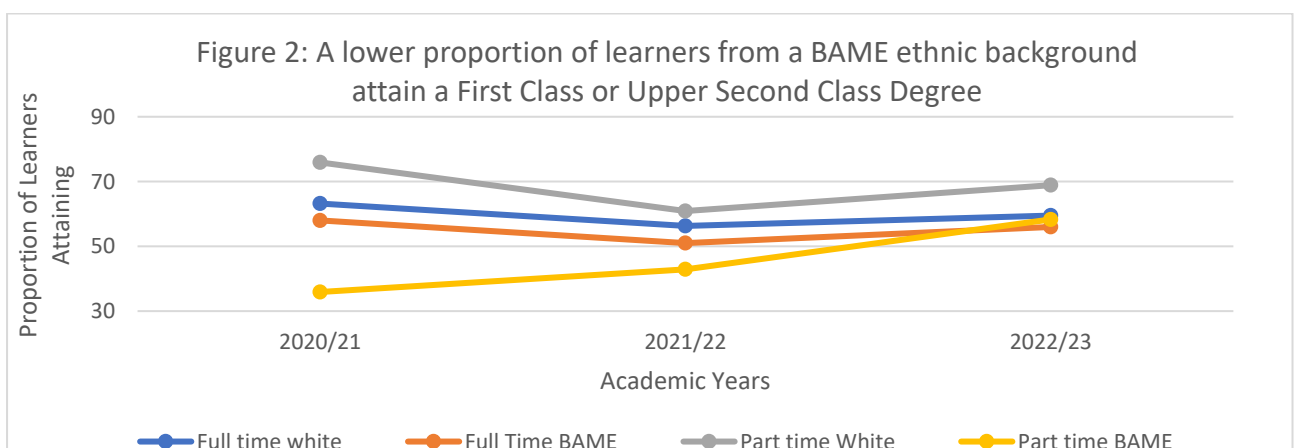
The Academic Skills Team provides a range of one-to-one appointments, workshops and resources for students including support with academic writing, critical thinking, digital capabilities, maths and statistics, reading and note taking, referencing and avoiding plagiarism. Attending these sessions can have a positive impact on course continuation and attainment. For example, between September 2019 and February 2023, 85% of learners who attended the Academic Skills sessions on a one-to-one basis continued onto Level 5 of their programme compared to the full and part time combined continuation rate, over the

same period of time, of 71%. During the same time period, 65% of learners attending one-to-one sessions attained a First Class or an Upper-Second classification compared to 58% of the whole population during the same time period. However, fewer Male learners attended these sessions than Female learners and there are noticeable differences between learners from different ethnic backgrounds attending academic session.

Figure 1 uses internal data to show the gap in the proportion of Males and Females attaining a First Class or Upper Second-Class degree over a three year period. There was a 20 percentage point difference between Female and Male part time learners in 2021/22 although this gap was reversed in 2022/23 with part time DL Males exceeding part time Females by 9 percentage points. The gap between full time Male and Female learners is more sustained with Males attaining at a lower rate than Female learners in 2021/22 and 2022/23 to date with a 5 percentage point difference in 2022/23.



In addition, figure 2 uses Office for Students’ Access and Participation data to illustrate the fact that a larger proportion of part time DL learners from a White ethnic background achieve a First Class or Upper Second-Class degree compared to the proportion of part time DL learners from a BAME ethnic background achieving the same level of classification. Full time learners from a White ethnic background have consistently attained at a higher rate than those from a BAME ethnic background between 2020/21 -2022/23 although this gap has narrowed in 2023/23 to 3.3 percentage points compared to a 5.3 percentage point difference in 2020/21 and 2021/22.



Attending Academic Skills sessions in addition to academic input can have a positive impact on learner outcomes, but it is clear that not all learners are taking full advantage of this service. Those learners that do attend benefit from the team’s support and expertise and therefore there needs to be a greater focus on supporting learners who may be at risk of not achieving their full potential to engage with this service.

In response to this identified risk, the Academic Skills Engagement intervention strategy will create a range of asynchronous learning materials tailored to the curriculum content as well as a bank of resources that will enable programme academic teams to embed academic skills into the curriculum. In addition, the Review of Reading Materials will enable learners to access key, and up to date resources, online and free of charge and therefore further embedding the academic support within the curriculum. The continuing Travel Bursary and Laptop Loan Scheme discussed in annex B will also facilitate in reducing the burden of cost pressures on commuter students.

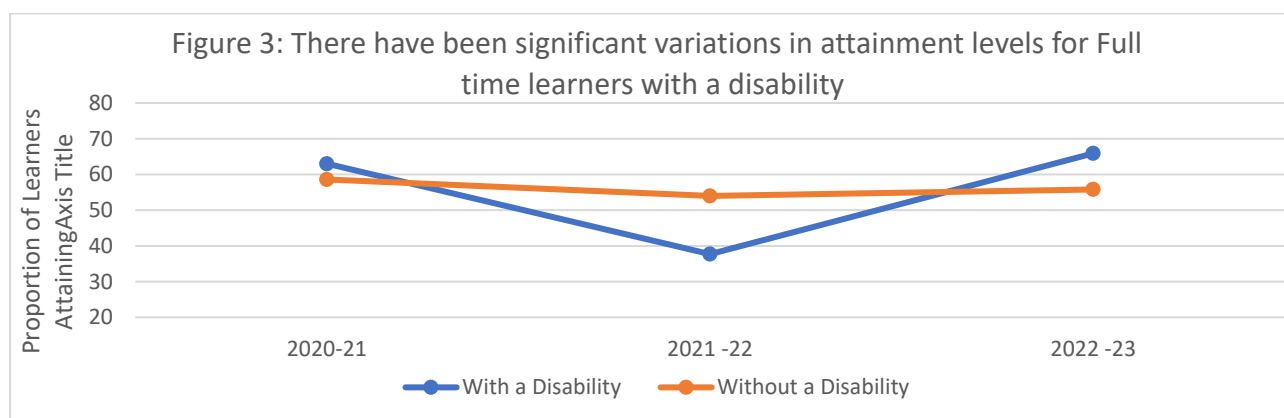
Underlying Risk Area: Insufficient Personal Support. Indicators of Risk: On Course Attainment, Completion Rates

There is a need to ensure that Personal Support measures are targeted at learners most at risk of not achieving their full potential (including those learners with a reported disability, those from BAME ethnic backgrounds and those who are care experienced) in order to improve completion and attainment rates.

Why has this indicator of risk occurred?

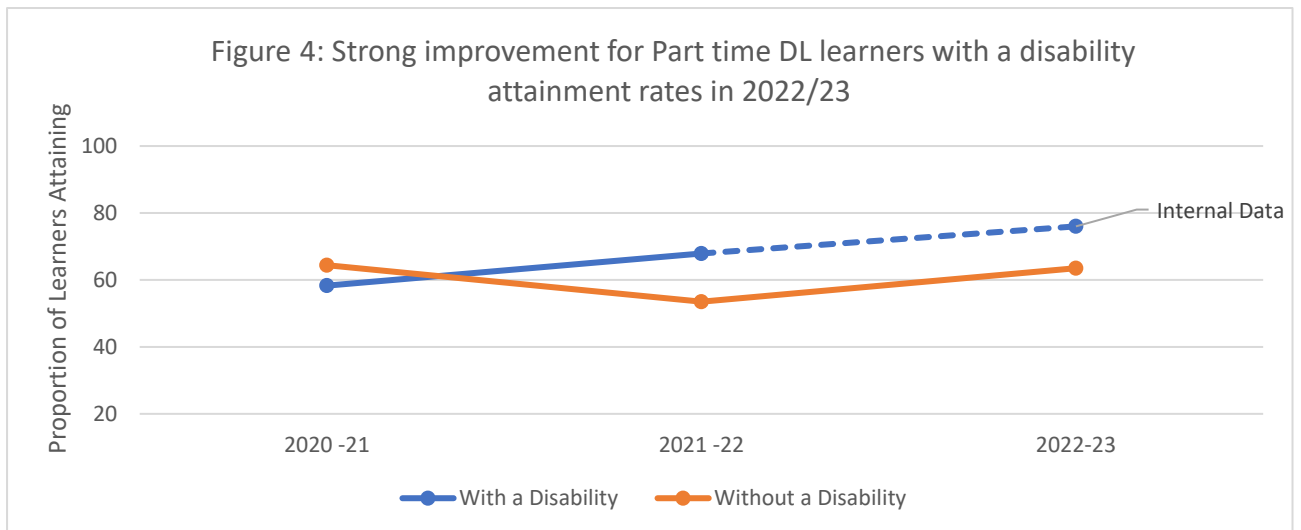
There has been an increase in learners reporting a disability with 149 full time and 9 part DL learners recorded as disabled in 2019 and 2124 full time learners and 1604 part time DL learners recorded as disabled in May 2024. Arden University’s Wellbeing team provides specialist guidance and support for students in the following areas: disability, mental health and wellbeing and financial support and welfare. However, overall attainment for the full academic years 2020/21 – 2022/23 has shown variability for learners with a reported disability.

Attainment for full time learners reporting a disability in 2020/21 was at 63% compared to 58.6% not reporting a disability, see figure 3. However, in 2021/22, attainment for full time learners reporting a disability declined by 25.3 percentage points to 37.7% compared to a 4.6 percentage drop for learners without a disability (54%). Attainment for full time learners with a disability improved to 65.9% in the last full academic year of 2022/23 compared to a slight increase of 1.8 percentage points for full time learners without a disability (55.8%)



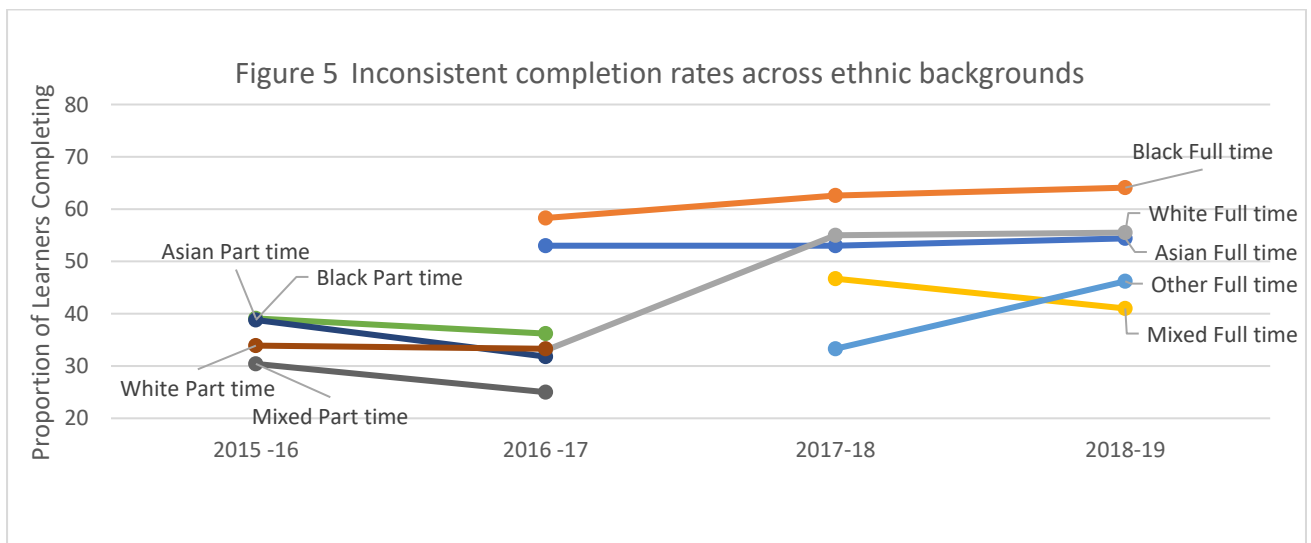
Attainment rates for part time DL learners in 2020/21 were lower for those with a disability compared to those without, 58.3% compared to 64.4%, (figure 4) . There was an improvement in attainment rates in 2021/22 for part time DL learners with a disability with an increase of 9.6 percentage points to 67.9% compared to learners without a disability whose attainment levels declined by 10.9 percentage points to 53.5%. Internal data for 2022/23 shows attainment levels for part time DL learners with a disability increasing by 8.1 percentage points (76%) whilst external Office for Students’ Access and Participation data

indicates that learners without a disability evidenced an improvement in attainment of 10 percentage points (63.5%)



There are varying completion rates for full time learners from different ethnic backgrounds (figure 5). Rates have remained static for full time learners from an Asian ethnic background starting between 2016/17-2017/18 at 53%. Learners from a Black ethnic background have the highest completion rate at 64.1% for those starting in 2018/19. Learners from a White ethnic background increased their completion rate from 33% for 2016/17 starters to 55.5% for 2018/19 starters.

Part time DL completion rates for those starting in 2015/16 (figure 5) consists of 39.1% of Asian ethnic background learners completing and rising to 36.2% for those starting in 2016/17. 38.8.1% of learners from a Black ethnic background who started in 2015/16 completed but this figure declined to 31.82% for 2016/17 starts. 33.9% of White ethnic learners who started in 2015/16 completed their studies and 33.3% for those who started in 2016/17. However, learners from a Mixed ethnic background have evidenced a decline in completion rates with a decline of 5.4 percentage points between the two intake years.



In response to these identified risks, an intervention strategy has been created which will address the gaps in completion rates between learners from different ethnic backgrounds through the Equality, Diversity and Inclusion Interns initiative. This intervention will provide opportunities for interns from non white ethnic backgrounds to work on a range of ongoing

projects related to Equality, Diversity and Inclusion including working with EDI colleague groups, supporting EDI lecturers with staff training and development and providing a student voice in the activities they are engaged in.

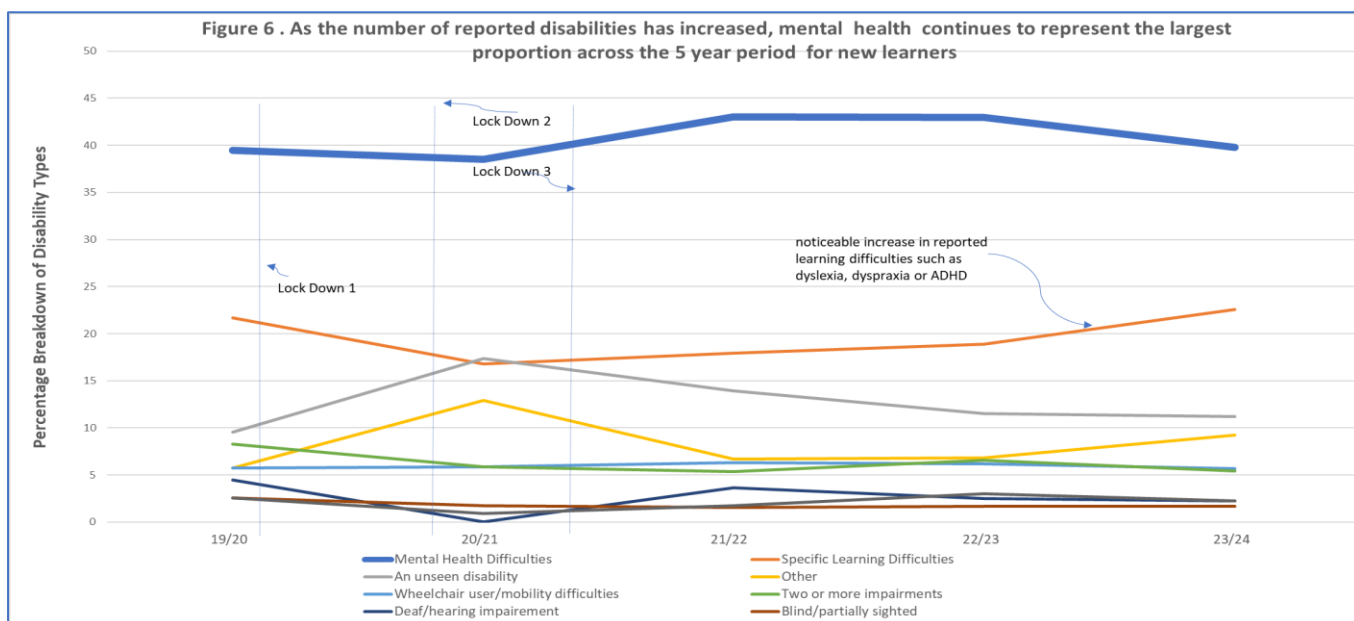
In addition, the Wellbeing Service Process and How to Videos intervention strategy will provide support for learners with a disability through the provision of accessible videos that guide the viewer through the various internal and external support mechanisms that are available on a range of wellbeing support issues including: disability disclosure, specific learning difficulties, mental health, accessing the Disabled Student's Allowance as well as welfare and financial support funds provided by the university.

Underlying Risk area: Mental Health. Indicators of Risk: Continuation Rates, Completion Rates

Additional provision needs to be put in place to support the growing numbers of learners reporting a mental health condition in order to improve continuation rates and completion rates.

Why has this indicator of risk occurred?

In 2022/23, 40% of full and part time DL reporting disabilities at enrolment were identified as having a mental health condition. There has been an increase in learners reporting a mental health condition since 2019/20-21, specifically after the second and third COVID19 lock down periods as evidenced in figure 6.

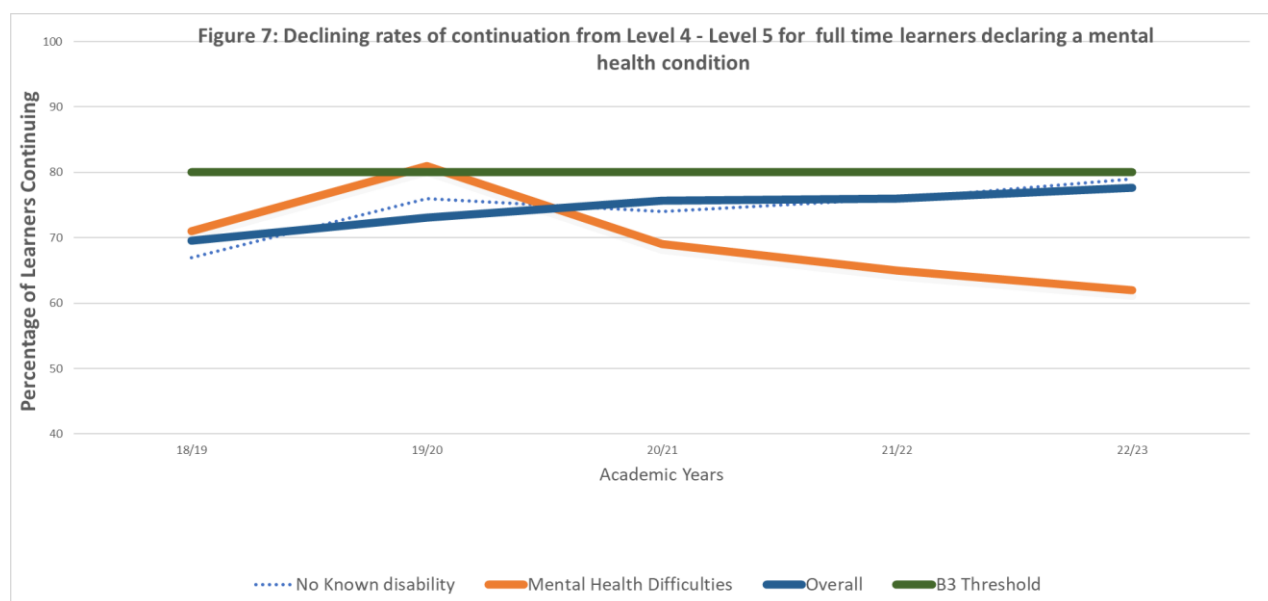


A review of the reasons identified in the requests for assessment deadline extensions (mitigating circumstances) submitted by learners between 2021/22 -2023/24 as of April 2024 indicated that:

- 7136 mitigating circumstance claims had been made with 1131 citing mental health as the reason for the claim.
- The largest ethnic group claiming mental health as a reason for mitigating circumstances was White (333 mitigation claims) followed by Black or Black British Caribbean (290 mitigation claims).

Whilst the overall full time continuation rate was 79% in 2022/23, which has steadily improved since 2020/21, there has been a marked decline in full time continuation rates for

learners reporting a mental health condition at the point of enrolment since 2019/20, 81%, and declining to its lowest point in 2022/23 at 62%. See figure 7:



The high levels of reported mental health difficulties amongst care experienced learners is identified as a key area of risk. 1361 care experienced full time learners were identified between 14/02/17 and 13/05/24, of which 167 had a recorded disability and 77 had mental health difficulties recorded as a disability. This represents 46% of all reported disabilities compared to 37% of learners who did not disclose being care experienced during the same time period.

Part time DL care experienced learners also recorded higher levels of mental health difficulties with 64 out of the 172 care experienced learners recording a disability and 34 stating mental health difficulties - representing 53% of all disabilities reported compared to 45% of part time DL learners who did not disclose being care experienced during the same time period.

In response to this identified risk, the Wellbeing Service Process and How to Videos intervention strategy will provide support for learners with a mental health condition through the provision of accessible information on a range of mental health concerns including: mental health and wellbeing and ways to stay well when studying, information for students applying with an existing mental health condition, information for students about studying at Arden University if they develop a mental health condition, positive psychology and mental health condition information and videos, managing anxiety in key areas of studies such as examinations and assessments .

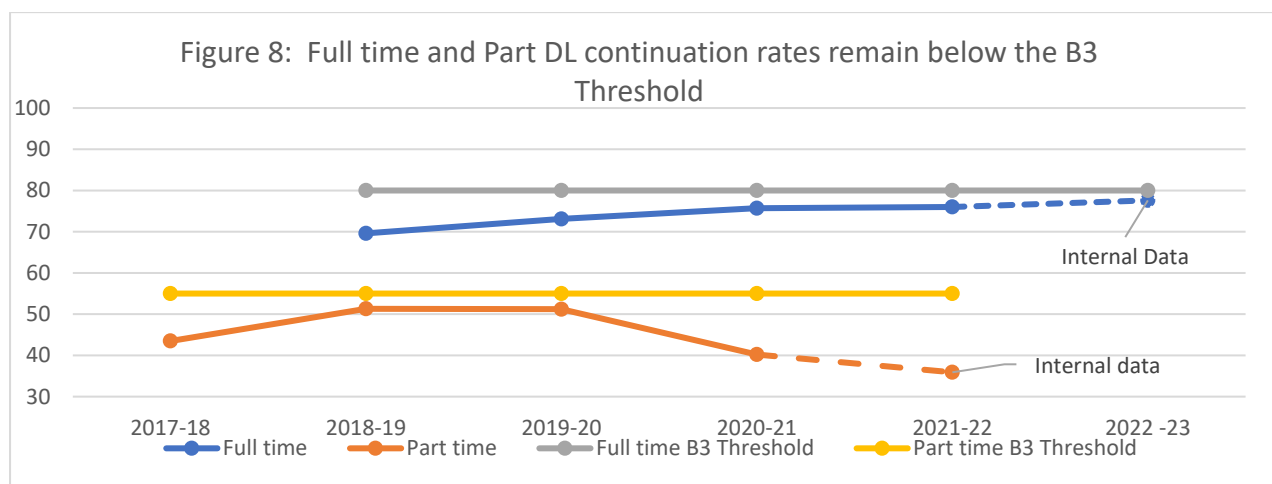
The Care Experienced intervention strategy will address the high levels of reported mental health conditions reported by learners with a care experienced background by providing a consistent point of contact throughout their learner journey from application to graduation and progression. The appointed forum co-ordinator will develop a range of activities and workshops that will aim to create a stronger sense of belonging and wellbeing and to signpost additional support that can be accessed internally through the Wellbeing Team and externally through different support agencies.

Underlying Risk Area: Cost Pressures. Indicators of Risk: Continuation Rates, Completion Rates, On Course Attainment

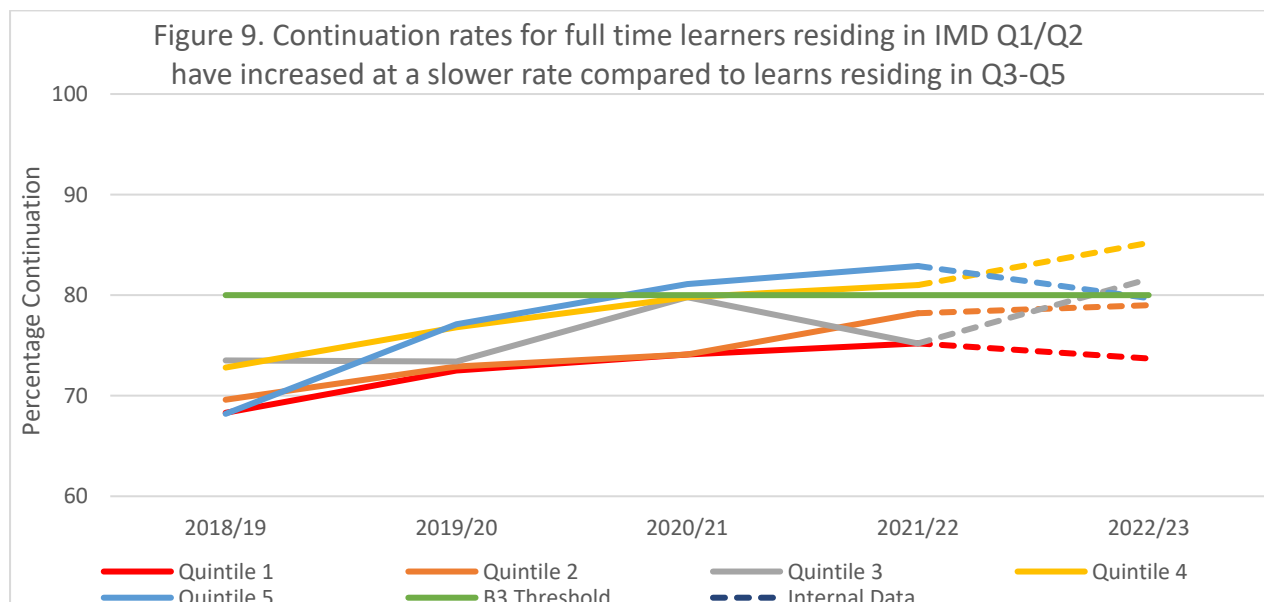
Social economic status and the cost of living crisis appears to be having a negative impact on learners' opportunities to continue on their course, complete and attain.

Why has this indicator of risk occurred?

Continuation rates for full time learners improved by 8% percentage points between 2018/19 (69.6%) and 2022/23 (78%) against the Office for Students' threshold of 80%. Part time DL learners evidenced a 7.8 percentage point increase in continuation rates between 2017/18 (43.5%) and 2018/19 (51.3%) but declined by 15.4 percentage points between 2018/19 and 2021/22 (35%) against the Office for Students' threshold of 55%.(see figure 8).

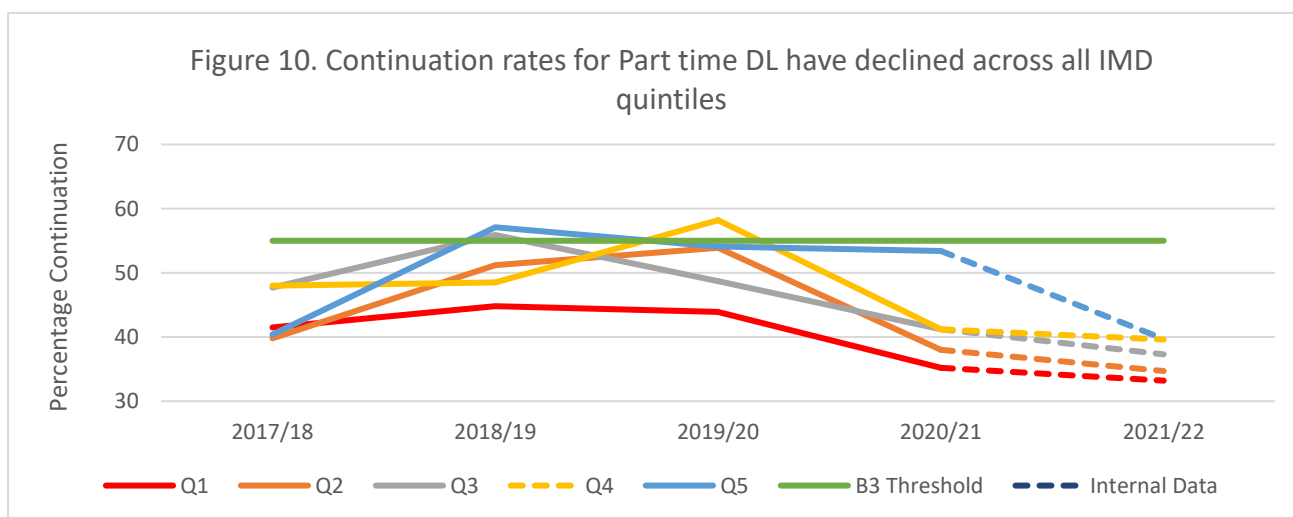


However, there are several nuanced differences in continuation rates across the different learner intersections. For full time learners across all quintiles, continuation rates have improved between 2018/19 -2022/23. However, learners residing in IMD Q1 and Q2 evidenced the smallest percentage increase at 5.6 percentage points for IMD Q1 and 9.4 percentage points for IMDQ2, compared to 12.4 percentage points at IMDQ4 - see figure 9:



Part time DL learners have experienced declines in continuation rates across each of the IMD quintiles with learners residing in IMDQ1 showing the lowest levels of continuation across the five years analysed. See figure 10:

Figure 10. Continuation rates for Part time DL have declined across all IMD quintiles



An analysis of the beneficiaries of the Hardship fund in 2023/24 identifies the following learner intersections:

- 940 of the 1888 (49.79%) Hardship fund beneficiaries reside in the highest level of deprivation, IMDQ1, and 488 (25.85%) in IMDQ2 giving an overall percentage of 75.64% from IMDQ1/Q2 areas.
- 1103 beneficiaries (59.85%) are from BAME backgrounds.
- Female learners represent the largest number of beneficiaries with 1276 (67.58%) in receipt of funding compared to 609 (32.86%) Male learners.
- 1597 (84.5%) of beneficiaries are on full time programmes compared to 359 (15.5%) on part time DL programmes

In terms of financial support for learners reporting a mental health condition, internal data indicates that:

- As of April 24, the Hardship fund has supported 1888 beneficiaries of which 586 (31%) have a reported disability.
- A Mental Health condition was the highest recorded disability category with 296 Hardship Fund beneficiaries reporting this condition- 50% of all reported disabilities.
- As of April 24, 220 full time learners had a mental health condition, representing 52% of all reported disabilities in receipt of hardship funds.
- As of April 24, 93 part time DL learners had a mental health condition, representing 48% of all beneficiaries in receipt of hardship funds.

In response to this risk, the Review of Reading Materials intervention strategy will enable learners to access key, and up to date, resources online and free of charge and therefore reducing the financial burden of studying for those students impacted by cost pressures. This embedded approach to provision of course reading will also enhance engagement with resources and academic support including the Academic Skills Intervention Strategy, contribute to improved student satisfaction and develop a more collaborative partnership with Faculties to support the university's learning and teaching strategy. The continuing Travel Bursary and Laptop Loan Scheme discussed in annex B will also facilitate in reducing the burden of cost pressures on commuter students.

Underlying Risk Area: 12 Progression. Indicators of Risk: Employment Outcomes

Stronger and more consistent links need to be formed between the curriculum/modes of study and the relevant sector requirements in order to support, and build upon, learners' career and further study aspirations.

Why has this indicator of risk occurred?

Careers and employability education is delivered via a multi-layered approach of careers education embedded in the curriculum to make it structurally unavoidable, work-based learning, co-curricular activities, and online information, advice, and guidance available 24/7, delivered through the Careers platform, Arden Futures. Careers support continues after students have completed their programmes for at least two years, and graduates can access career coaching, workshops, and career insight sessions to support their progression into further study or graduate or professional level employment.

However, the overall Male progression rate in 2021/22 is comparable to overall Female rates at 64.8% and 64.4%, respectively. However, there was a significant gap of 9.1 percentage points in 2020/21 with Male progression recorded at 69.3% and Female progression at 60.2%.

Overall progression rates for non White learners in 2021/22 was 65% compared to 74% for White learners . This compares to a progression rate of 55% for non White learners and 77% overall for White learners in 2020/21.

In response to this risk, the Career Mentors intervention strategy will create a mentoring network, supported by the Mentoring Project Officer, which will target full time learners from non White ethnic backgrounds, those with a disability including mental health or are care experienced. The network will consist of peers, alumni and professionals from industry and will aim to develop career confidence and employability skills.

Objectives and Targets

The 2025-29 Access and Participation Plan will work towards the following timebound objectives in order to address the identified indicators of risk to equality of opportunity:

Ref	Objectives	Ref	Objectives
1.1	30 pre-16 providers engaged in community outreach activity by the end of 2025/26 academic year	1.2	16 post 16 providers engaged in community outreach activity by the end of 2025/26 academic year
1.3	12 Community groups engaged in community outreach activity by the end of 2025/26.	1.4	1 networking event per academic year for all network partners from 2025 to 2029 to share good practice in raising attainment and aspiration raising activities.
2.1	30% point increase of non White ethnic learners attending Academic Skills Sessions by 2029.	2.2	10% point increase in the continuation rate of Male UG full time and part time DL learners by 2029
2.3	10% point increase in the continuation rates for learners from Black, Asian, Mixed and Other ethnic backgrounds by 2029	2.4	22% point increase in the continuation rate for full time earners with a reported mental health condition by 2029

2.5	10% point increase in the continuation rate for part time DL learners with a reported mental health condition by 2029	2.6	20% point increase in completion rates for full time Male learners by 2029.
2.7	20% point increase in the completion rates for part time DL learners by 2029	2.8	20% point increase in completion rates for full time learners from non White ethnic backgrounds points by 2029
2.9	20% point increase in completion rates for part time DL learners from non White ethnic backgrounds by 2029	2.10	10% point increase in attainment for full time learners from Non White backgrounds by 2029
2.11	10% point increase in attainment for part time DL learners from Non White backgrounds by 2029	2.12	22% point increase in attainment for full time learners with a reported disability by 2029.
2.13	10% point increase attainment for part time DL learners with a reported disability by 2029	2.14	10% point increase attainment for full time and part time DL learners who are recorded as care experienced by 2029
3.1	15% point increase in full time progression rates for non White ethnic learners by 2029	3.2	17% point increase in progression rates for female full time learners by 2029
3.3	15% point increase in progression rates for full time learners reporting a disability by 2029		

1.0 Access Targets

PTA1-PTA4. To increase the percentage of full time learners from a non White ethnic background progressing onto UG programmes to 65% by 2029.

2.0 Success Targets

PTS 1 To improve overall full time completion rates to 80% by 2029.

PTS 2 To improve overall part time completion rates to 45% by 2029.

PTS 3,7 To improve overall full time continuation rates to **85%** by 2029.

PTS 4,8 To improve part time DL continuation rates to **62%** by 2029.

PTS 5,9,10 To improve overall fulltime attainment to **65%** by 2029.

PTS 6,11,12 To improve overall part time DL attainment to **66%** by 2029.

3.0 Progression Targets

PTP 1,2 To improve full time progression rates to **65%** by 2029.

Intervention strategies and expected outcomes.

Intervention strategy 1: Community Outreach Programme. Risks to Equality of Opportunity: Underlying Risk Area: 1 Knowledge and Skills. Indicators of Risk: Progression Rates

Objectives: Access: **1.1** To establish a partnership network comprising of five pre -16 providers in each of the travel to study areas (30 in total) by 2025. **1.2** To establish a partnership network comprising of two post -16 providers in each of the travel to study areas (12 in total) by 2025. **1.3** To establish a partnership network comprising two Community Groups in each of the travel to study areas (12 in total) by 2025. **1.4** networking event per academic year for all network partners from 2025 to 2029.

Target: PTA1-PTA4: To increase the percentage of BL learners from a non White ethnic background across all UG programmes to 65% by 2029. Total cost of activities and evaluation for intervention strategy over the 4 year period of the Access and Participation Plan: **£1,325,000**

Activity	Description .	Inputs	Outcomes	Cross intervention strategy
Community Outreach Network	Create a network of 30 pre 16 and post 16 providers and community groups in communities within the travel to study areas of each of the campuses identified through socio-economic, participation and attainment indicators	The community outreach activities will be promoted, subject to the partners meeting the criteria described above and the general aims of the Access and Participation Plan, through channels created by the Community Outreach Team and academic staff within the university's academic schools.	The network to comprise a total of 30 pre 16 providers, 12 post 16 providers, 12 community groups based around areas served by Leeds, Manchester, Birmingham and London campuses	
Attainment and Aspiration Raising activities	To deliver a range of IAG sessions, workshops and events for learners, parents, academic and professional staff within schools, colleges and community groups	IAG sessions, workshops and events developed and delivered including sessions focused on raising attainment at KS4 such as English Language, Science including Computer Science and self-regulated learning. Sessions aimed at KS5 learners. Mental health workshops for pupils in KS 2-5 and community groups. IAG sessions for parents focusing on supporting their children through KS4-KS5 and into Higher Education. IAG sessions for community group staff and beneficiaries on applying for, and funding, a higher education qualification	Improved pupil performance, improved pupil metacognition, improved subject understanding, improved understanding of higher education options, improved progression into higher education	
Networking Events	Sharing of best practice on raising attainment and aspirations to progress into higher education	To hold one networking event per academic year for all network partners from 2025 to 2029 to share good practice in raising attainment,	Development of new IAG sessions, workshops and the identification of funding opportunities	

Summary of evidence base and rationale

Research has shown that outreach programmes that engage with schools, community groups, and families, and outreach interventions like mentoring, summer schools, and campus visits, can raise awareness and aspiration among marginalised populations (Gorard et al., 2006). Arden University does not recruit its learners through UCAS and has traditionally recruited mature learners. As of May 2024, 12% of full time learners are under the age of 21 with the largest age band at 31-40 years of age, representing 29.6% of the population and 14% of the part time DL cohort are under the age of 21 and 25% are aged between 21 -25. Consequently, Arden University has limited engagement with pre and post 16 providers.

Evaluation Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Community Outreach network	The creation of a vibrant network of pre and post 16 providers and community groups sharing best practice in raising attainment and aspiration raising NERUPI L1 (Pre 16) and L2 (Post 16) 'Become'	Type 2 empirical evidence using partner evaluation questionnaires to evaluate the NERUPI outcomes: Explore how personal circumstances, interests and characteristics influence academic and employment aspirations' (Pre-16) and 'Increase confidence in their capacity to progress onto Higher Education' (Post-16)	The findings from the individual activities and end of year strategic plan evaluation will be shared with the partner organisations during the partner network annual event and made available on the Arden University Community Outreach webpage: Community Outreach Arden University
Attainment and Aspiration raising activities.	Improved student performance at KS2-KS5 for learners within the network Increased awareness of, and progression into higher education NERUPI L1 (pre-16) and L2 (post-16) 'Know',	The Community Outreach Strategic Plan will use Type 2- Empirical Evidence using both quantitative and qualitative evidence pre and post each activity to identify any association between the activity and beneficial results in short, medium and long term. The evidence will be used to evaluate the NERUPI outcomes: 'Understand how GCSE study relates to Higher Education and future career opportunities' (Pre -16) and 'Explore academic, social, economic and personal benefits of progressing to Higher Education' (Post 16) Participation in Higher Education Access Tracker (HEAT) system for all attainment raising activities to track medium and long term outcomes for pre 16 participants.	Pre and post activity evaluations will be shared with participating network members and overall evaluations will be shared with partners at the annual network events.

Intervention strategy 2: Fundamentals of Academic English. Risks to equality of opportunity: Underlying Risk Area: 6 Insufficient Academic Support.

Indicators of Risk: Continuation Rates, Completion Rates

Objectives: Success **2.8** To increase completion rates for full time learners from non White ethnic backgrounds by 20% points by 2029, **2.9** To increase completion rates for part time DL learners from non White ethnic backgrounds by 20% points by 202.9

Target: **PTS1** To improve overall full time completion rates to 80% by 2029. **PTS2** To improve overall part time DL completion rates to 45% by 2029. Total cost of activities and evaluation for intervention strategy over the 4 year period of the Access and Participation Plan: **£106,000**

Activity	Description .	Inputs	Outcomes	Cross intervention strategy?
Fundamentals of Academic English 2	Following the successful completion of Fundamental of Academic English (FOAE) 1, which is a mandatory module, FOAE 2 will be offered as a 7 week course for full time learners whose English is an additional language	Staffing to deliver the 7 week delivery block and repeated for each new intake, 4 times over a 12 month period	<p>Short term – support students with the challenges of studying at AU in English (when English is not their first language)</p> <p>Medium – improve student experience and confidence with main module assignments.</p> <p>Long term – Improve attainment outcomes at the end of students’ programmes</p>	

Summary of evidence base and rationale

Studies show that students who receive structured academic English instruction perform better in written assignments, presentations, and exams (Wingate, 2015). Research by Evans and Morrison (2011) found that students who participated in EAP courses demonstrated significant improvements in their academic work, particularly in essay writing, where clarity, coherence, and argumentation are crucial.

Arden internal data indicates that there is a need to improve attainment for learners for whom English is an additional language The overall attainment rate between 2017/18 and 2023/24 is recorded at 53% with EU Nationals with Settled status recording an overall attainment rate of 45%, Settlement status learners evidencing a 43% attainment rate and those with Refugee status, 35%. Learners with EU National or Indefinite Leave to Remain performed better than the overall population with 63% and 68%, respectively.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Fundamentals of Academic English 2	Supporting students with the challenges of studying at Arden University in English (when English is not their first language) NERUPI L4 'Practise'	Quantitative: attendance data, student uptake numbers, student outcomes data at the end of the programme Qualitative: Student feedback, lecturer feedback. The evidence will be used to evaluate the NERUPI outcomes: 'Identify and develop skills and capacities needed to achieve academic successes.	Findings from the qualitative and quantitative evaluations will be shared internally with key stakeholders to ensure that the scheme continues to provide a positive impact on the learner experience and outcomes. Findings from the evaluation will be shared at relevant external conferences

Intervention strategy 3 : Review of Module Reading . Risks to equality of opportunity: Underlying Risk Area: 6 Insufficient Academic Support. Cost

Pressures. Indicator of Risk: Uptake of Academic Support, On Course Attainment, Completion Rates

Objectives: **Success. 2.4** To improve the continuation rate for full time learners with a reported mental health condition by 22% points by 2029 **2.5** To improve the continuation rate for part time DL learners with a reported mental health condition by 10% points by 2029. **2.6** To increase completion rates for full time male learners by 20% points by 2029. **2.7** To increase completion rates for part time DL Male and Female learners by 20% points by 2029.

Target: : PTS1 To improve overall full time completion rates to 80% by 2029. **PTS2** To improve overall part time completion rates to 45% by 2029.

Total cost of activities and evaluation for intervention strategy over the 4 year period of the Access and Participation Plan:£357,000

Activity	Description .	Inputs	Outcomes	Cross intervention strategy?
100% of reading provided digitally for all modules	Since 2021, Librarians have partnered with module authors and learning designers to source, recommend, and embed links to all course reading directly into the VLE, using accessible structured reading lists to ensure all required course reading is provided in context with the student's other course materials. All modules require ongoing maintenance as part of a regular review cycle to capture new edition updates	The appointment of three Content and Acquisitions Assistants working with internal stakeholder to ensure that all modules resourced by the Library have: Links to all eBooks, journal articles, weblinks, videos, cases studies and other reading materials provided directly from the lessons. Structured reading lists divided into Key Text/Essential Resources/Wider Reading A record of the resources used in the module that can be used for ongoing maintenance purposes.	This project will ensure all students, regardless of their programme or module of study or mode of learning will have access to the key, essential and wider reading resources in their module. Students will be able to access resources free of charge at the point of need without needing to spend additional resources on textbooks or accessing journal articles. Increased levels of student engagement, improved uptake of academic support, improved continuation and attainment rates	IS 4: Academic Skills Engagement Travel Bursary Laptop Loan Scheme

Summary of evidence base and rationale

In line with the University's aims to provide universal access to education, the Library service has developed a sector-leading offer and unique USP that provides Arden students with fully digital only access to 100% of reading materials, removing financial and physical barriers to learning. The aim of the project is to review and resource the remaining modules that have not undergone a systematic Library review and ensure regular reviews of those that have in the first phase of this initiative. This will ensure all Arden students regardless of their programme or module of study will be able to access the key, essential and wider reading they need to be successful in their programme of study without incurring additional costs. Discussions with students at a recent Access and Participation panel focus group highlighted the importance of this project; students on the panel fed back that they have needed to buy their own copies of the key reading for their modules and that if the libraries process for resourcing modules could be extended to cover all programmes and modules it would be a huge benefit to Arden students from a cost-of-living perspective.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
100% online for all modules	<p>Improved levels of student satisfaction</p> <p>Increased engagement with resources including Academic Skills sessions.</p> <p>NERUPI L4 'Know'</p>	<p>Type 2 empirical evidence using quantitative data including NSS and internal student survey results.</p> <p>Qualitative: Data from the Library Survey and Focus Group Data</p> <p>The evidence will be used to evaluate the NERUPI outcomes:</p> <p>Increase awareness of study options, social and leisure facilities, and career opportunities for students</p>	<p>Findings will be internally disseminated annually in internal reports, Arden University's annual teaching and learning conference. There would be at least one external publication and one external conference presentation during the five-year period</p>

Intervention strategy 4 : Academic Skills Engagement . Risks to equality of opportunity: Underlying Risk Area: 6 Insufficient Academic Support. Indicator of Risk: Uptake of Academic Support

Objectives: **Success. 2.1** To increase non White ethnic learners attending Academic Skills Sessions by 30% by 2029 **2.2.** To increase the continuation rate of Male undergraduate full and part time DL learners by 10% by 2029 **2.6** To increase completion rates for full time male learners by 20% points by 2029. **2.7** To increase completion rates for part time DL Male and Female learners by 20% points by 2029. **.2.10** To improve attainment for full time learners from Non White backgrounds by 2029. **2.11** To increase attainment for part time DL learners from Non White backgrounds by 2029.

Target: PTS 1 To improve overall full time completion rates to **80%** by 2029. **PTS 2** To improve overall part time completion rates to **45%** by 2029.

PTS 3,7 To improve overall full time continuation rates to **85%** by 2029. **PTS 4,8** To improve part time DL continuation rates to **62%** by 2029. **PTS 5,9,10** To improve overall fulltime attainment to **65%** by 2029. **PTS 6,11,12** To improve overall part time DL attainment to **66%** by 2029.

Total cost of activities and evaluation for intervention strategy over the 4 year period of the Access and Participation Plan: **£510,000**

Activity	Description .	Inputs	Outcomes	Cross intervention strategy?
Asynchronous learning module	The creation of an asynchronous learning module bespoke to the academic discipline and levelled to target support based on the where students are in their learning journey and the skills they need to develop at each stage	Deployment of Academic Skills Tutors and Learning Success Librarians to develop the asynchronous learning modules for each discipline area. VLE module development time to create the VLE modules	A learning module created for each full and part time DL programme	IS3 Review of Module Reading Travel Bursary Laptop Loan Scheme
Academic skills Resources	The creation of a bank of academic skills resources to be utilised by programme teams who are developing the Universities core programme modules	Deployment of Academic Skills Tutors and Learning Success Librarians to develop the asynchronous learning modules for each discipline area.	A broad range of learning resources utilised by academic teams to support learners through their journey and tailored towards the leaning outcome requirements at Level 4, 5 and 6	
Feedback tool	Introducing and promoting an asynchronous tool which will allow students to obtain anonymous feedback and support with their writing.	Acquisition and implementation of the asynchronous feedback tool	Improvements in module grades and a decrease in academic misconduct allegations	

Summary of evidence base and rationale

Research demonstrates that extra-curricular academic skills classes help improve students' academic performance, and promote independent learning, enabling students to engage more critically with their course material (Thomas and May, 2010; Entwistle & Ramsden, 2015). Arden's Academic Skills Team provide support to students through workshops, one-to one appointments which are optional for students to book onto and attend. Since 2022 the Academic Skills Team have also delivered embedded academic skills as part of the teaching day for full time learners. The embedded sessions are delivered in the classroom as a team teach with the course lecturer. There has been a higher trend in engagement with workshops and 1:1 academic skills appointment since the embedded sessions began to be rolled out. However, internal APP data has identified there is lower engagement with academic skills support from male students, particularly BAME male students. It may be that these students are less likely to engage with that they perceive as support services for reasons linked to gender and culture and a tendency not to reach out for help.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Asynchronous learning module	Improved engagement with academic skills support from male/BAME students NERUPI L4 'Practise'	Type 2 empirical evidence using quantitative data including NSS and internal student survey results. The evidence will be used to evaluate the NERUPI outcomes: Develop students' study skills and capacity for academic attainment and successful graduate	Findings will be internally disseminated annually in internal reports, Arden University's annual teaching and learning conference. There would be at least one external publication and one external conference presentation during the five-year period
Academic skills Resources	An increase in student satisfaction with the Library Service measured through NSS. NERUPI L4 'Practise'	Qualitative data: Library Survey and Focus Group Data The evidence will be used to evaluate the NERUPI outcomes: Develop students' study skills and capacity for academic attainment and successful graduate	
Feedback tool	Increased levels of student academic confidence leading to Improvements in the key success measures in terms of continuation, progression, and attainment for male/BAME students NERUPI L4 'Practise'	Qualitative data: Library Survey and Focus Group Data Quantitative data: OfS Access and Participation dashboard data and internal performance data The evidence will be used to evaluate the NERUPI outcomes: Develop students' study skills and capacity for academic attainment and successful graduate	

Intervention strategy 5: Care Experienced Support Forum . Risks to equality of opportunity: Underlying Risk Area: 7 Insufficient Personal Support.

Indicators of Risk: On Course Attainment, Completion Rates

Objectives: **Success. 2.14.** To increase attainment for full time and part time DL learners who are recorded as care experienced by 10% points by 2029.

Target: PTS 5,9,10 To improve overall fulltime attainment to 65% by 2029. **PTS 6,11,12** To improve overall part time DL attainment to 66% by 2029. **Total**

cost of activities and evaluation for intervention strategy over the 4 year period of the Access and Participation Plan: **£191,000**

Activity	Description .	Inputs	Outcomes	Cross intervention strategy?
Single point of contact	Named person to be a single point of care experienced, care leavers, estranged and unaccompanied asylum seeking students	Appointed Care Experienced Co-ordinator to act as a single point of contact	A consistent point of contact for target students throughout their learner journey from application to graduation and progression	
Regular check ins	Named point of contact to hold regular check in meetings with target learners as required	Communications plan established and delivered, in partnership with other internal stakeholders, to engage with target learners throughout their journey from application to graduation	This project will aim to increase a sense of belonging measured through module surveys, focus groups and project evaluation at the end of the 1 st year of operation.	
Creating a sense of belonging	Co-ordinating events for target students to create a sense of community and peer support ,both online and in person, in order to support both full time and Part DL students	A menu of events, activities and workshops developed in conjunction with target students and delivered by internal and external stakeholders and agencies that create a sense of belonging and wellbeing and enable participants to engage with other learners from similar backgrounds.	Improved target learner KPIs: continuation rates, completion rates, attainment rates and progression graduate outcomes	

Summary of evidence base and rationale

Research highlights that care-experienced learners can require additional support when navigating university (OfS, 2021.) Care experienced learners on full time programmes have a higher percentage rate for continuation compared to part time DL learners. Between 14/09/20 - 27/02/23, 146 full time Learners (4% of the full time cohort) declared themselves as care experienced with 63% continued from level 4 to 5 after 12 months. During the same time period, 3024 full time learners indicated that they were not a care leaver of which 63.8% continued. 228 full time Learners preferred not to say of which 69.79% continued. The overall continuation rate during this time period is 61.7% based on 3543 full time learners. From a Part time DL perspective, between 14/09/20 -31/01/22 43 learners (1.64% of the population) recorded as care experienced of which 26.2% continued after 2 years. This compares to those who are recorded as not care experienced (1701) and with 28.2% continuing. 52 part time DL learners preferred not to say of which 36.5% continued. The overall continuation rate during this time period is 28.1% based on 2619 part time DL learners.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Creation of Care Experienced Forum and a Single Point of Contact	<p>Increased sense of belonging, an improved target learner KPIs: continuation rates, completion rates, attainment rates and progression</p> <p>NERUPI L4 'Become'</p>	<p>Evaluation of qualitative feedback and data will be captured annually ensuring that informed consent from participants will be sought.</p> <p>Quantitative data will be evaluated through internal and OfS data on continuation rates, completion rates, attainment rates and progression.</p> <p>The evidence will be used to evaluate the NERUPI outcomes:</p> <p>Embrace the challenge of higher education and make a successful transition to university.</p>	Findings will be internally disseminated annually in internal reports, Arden University's annual teaching and learning conference. There would be at least one external publication and one external conference presentation during the five-year period.

Intervention strategy 6: Equality, Diversity and Inclusion Interns . Underlying Risk Area: 7 Insufficient Personal Support. Indicators of Risk: On Course Attainment, Completion Rates

Objectives: **2.3** To increase the continuation rates for learners from Black, Asian, Mixed and Other ethnic backgrounds by 10 % points each by 2029. **2.8** To increase completion rates for full time learners from non White ethnic backgrounds by 20% points by 2029. **2.9** To increase completion rates for part time DL learners from non White ethnic backgrounds by 20% points by 2029. **3.1** To improve full time progression rates for non White ethnic learners by 15% points by 2029.

Targets: **PTS 3,7** To improve overall full time continuation rates to 85% by 2029. **PTS 4,8** To improve part time DL continuation rates to 62% by 2029. **PTS 1** To improve overall full time completion rates to 80% by 2029. **PTS 2** To improve overall part time completion rates to 45% by 2029. **PTP 1,2** To improve full time progression rates 65% by 2029. **Total cost of activities** and evaluation for intervention strategy over the 4 year period of the Access and Participation Plan: **£64,000**

Activity	Description .	Inputs	Outcomes	Cross intervention strategy?
Recruitment of interns	Recruitment of interns from underrepresented backgrounds from across the university's undergraduate programmes	Recruitment and selection process to recruit EDI student interns (20 per academic year)	Providing work experience for Arden students - developing project management skills, marketing, understanding EDI, valuation skills, management and leadership, event planning and communication skills	
Internships	Interns to complete a paid 6 week EDI internships which will occur 4 times throughout the academic year	Interns to work on a range of ongoing initiatives related to Equality, Diversity and Inclusion including working with EDI Colleague groups, supporting EDI lectures with staff training and development and providing a student voice in the activities they are engaging in.	Supporting EDI development of Arden colleagues and enhanced inclusivity of Arden Meaningful input into policy and process at Arden Meaningful input into strategy at Arden to support student outcomes	

Summary of evidence base and rationale

Research highlights the high-impact benefits of internships for diverse students (Wolinsky-Nahmias and Auerbach, 2022). Arden University's continuation rates for full time learners are not consistent across all ethnic backgrounds with learners from an Asian, Black, Mixed and Other ethnic heritage continuing at lower rate than full time learners from a White ethnic background. There are varying completion rates for full time learners from different ethnic backgrounds with rates remaining static for full time learners from an Asian ethnic background starting between 2016/17 -2017/18 at 53% and are the lowest performing identified ethnic category. Part time DL completion rates for those starting in 2015/16 consists of 39.1% of Asian ethnic background learners completing, 38.8% of learners from a Black ethnic background completing , 33.9% of White ethnic learners completing their studies and 30.4% from a mixed ethnic background completing.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
EDI interns	<p>Supporting EDI development of Arden colleagues and enhanced inclusivity of Arden University</p> <p>Meaningful input into strategy at Arden University to support student outcomes.</p> <p>NERUPI L4: 'Know.' 'Choose.' 'Understand'</p>	<p>Evaluation of quantitative feedback and data will be captured annually through interns and stakeholders survey (annual survey evaluation)</p> <p>Qualitative survey data will be gathered via open questions contained within the annual interns and stakeholder survey.</p> <p>The findings from the survey will be used to develop the intern programme for subsequent cohorts.</p> <p>The evidence will be used to evaluate the NERUPI outcomes:</p> <p>Know: Increase awareness of study options, social and leisure facilities, and career opportunities for students Choose: Investigate opportunities available to students and make informed choices that align with personal interests and career Understand: Situate existing knowledge within wider fields of knowledge and apply to other contexts.</p>	<p>Findings will be internally disseminated annually in internal reports, Arden University's annual teaching and learning conference. There would be at least one external publication and one external conference presentation during the five-year period.</p>

Intervention strategy 7: Wellbeing Service Process and How to Videos Underlying Risk Area: 7 Insufficient Personal Support, Mental Health. Indicators of Risk: Continuation Rates, On Course Attainment, Completion Rates

Objectives: : **2.4** To improve the continuation rate for full time learners with a reported mental health condition by 22% points by 2029. **2.5** To improve the continuation rate for part time DL learners with a reported mental health condition by 10% points by 2029. **2.12** To increase attainment for full time learners with a reported disability by 22% points by 2029. **2.13** To increase attainment for part time DL learners with a reported disability by 10% points by 2029. **Targets: PTS 3,7** To improve overall full time continuation rates to 85% by 2029. **PTS 4,8** To improve part time DL continuation rates to 62% by 2029. **PTS 1** To improve overall full time completion rates to 80% by 2029. **PTS 2** To improve overall part time completion rates to 45% by 2029. **PTS 5,9,10** To improve overall fulltime attainment to 65% by 2029. **PTS 6,11,12** To improve overall part time DL attainment to 66% by 2029. **PTP 1,2** To improve full time progression rates 65% by 2029. Total cost of activities and evaluation for intervention strategy over the 4 year period of the Access and Participation Plan: **£170,000**

Activity	Description .	Inputs	Outcomes	Cross intervention strategy?
Development of a video library	The compilation of short, accessible, videos that cater for the needs of students seeking disability, mental health and welfare support	The university's Wellbeing Team to curate the video collection in conjunction with the Learning Design Team and relevant subject matter experts	Accessible support for students that can be accessed outside of one to one appointments with disability/mental health and welfare advisors but offering the same level of detail and supporting an accessible format	
Video Catalogue	Accessible video will be produced and further developed and made available both internally and externally to students throughout their learner journey.	<p>The video catalogue will cover the following areas:</p> <p>Disability disclosure</p> <p>Specific learning difficulties</p> <p>Mental Health including:</p> <ul style="list-style-type: none"> • Information on mental health and wellbeing with ways to stay well when studying, • Information for students applying with an existing mental health condition. • Information for students about studying at Arden University if you develop a mental health condition. • Positive psychology and mental health condition information and videos • Managing anxiety in key areas of studies such as examinations and assessments Students with hearing loss or those who are deaf. <p>Students with sight loss or are blind.</p> <p>Accessing the Disabled Student's Allowance</p> <p>Welfare and financial support funds provided by the university</p>	<p>Short-term: High immediate satisfaction scores after student have watched the video. Increase in referrals to Wellbeing team, where tailored support can be put in place for disabled students including those with mental health conditions –.</p> <p>Medium term: Improving accessibility of the Wellbeing service, support available and self-help resources to improve overall wellbeing of students as a preventative strategy to address supporting mental health in our student population –</p> <p>Long-term: improvement in continuation and completion rates for students with diagnosed/ undiagnosed, mental health conditions, those with diagnosed/diagnosed specific learning difficulties, those experiencing financial hardship and those who care experienced.</p>	

Summary of evidence base and rationale.

At present, Arden University has 10.2% (225) full time learners and 27.5% (1681) part time DL recorded as disabled. However, although the number of learners with a disability has increased, particularly in terms of mental health and specific learner difficulties/differences, many of these students are not utilising the disability support provision available through the university or government (DSA). Research highlights that

there could be numerous reasons for this low take up and highlights the benefits of offering different channels of communication and information sharing about disability support and disclosure (Lister et al, 2021). There is a strong relationship between those students who receive Disabled Students Allowance (DSA) and their successful completion and attainment of their degree programme, which is evidenced in national data. This highlights the vital role DSA and further support in contributing to successful student outcomes.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Development of a video library	<p>Accessible support for students</p> <p>NERUPI L4 'Become'</p>	<p>Student centred feedback to be sought on accessibility of video content and improvements made as a result.</p> <p>The evidence will be used to evaluate the NERUPI outcomes:</p> <p>Embrace the challenge of higher education and make a successful transition to university.</p>	<p>Findings will be internally disseminated annually in internal reports, Arden University's annual teaching and learning conference. There would be at least one external publication and one external conference presentation during the five-year period.</p>
Video Catalogue	<p>Improving accessibility of the inclusion service, support available and self-help resources to improve overall wellbeing of students as a preventative strategy to address supporting mental health in the student population.</p> <p>NERUPI L4 'Become'</p>	<p>Focus groups for academic and professional services staff who have accessed the video library to gain qualitative feedback around improvements of knowledge, whether this has led to an increase in referrals to the university's Wellbeing service and to explore new video content themes.</p> <p>The evidence will be used to evaluate the NERUPI outcomes:</p> <p>Embrace the challenge of higher education and make a successful transition to university</p>	

Intervention strategy 8: Career Mentors Underlying Risk Area: Progression

Objectives: **Success 2.6** To increase completion rates for full time male learners by 20% points by 2029. **2.7** To increase completion rates for part time DL Male and Female learners by 20% points by 2029. **2.8** To increase completion rates for full time learners from non White ethnic backgrounds by 20% points by 2029. **2.9** To increase completion rates for part time DL learners from non White ethnic backgrounds by 20% points by 2029.

Target PTS 1 To improve overall full time completion rates to 80% by 2029. **PTS 2** To improve overall part time completion rates to 45% by 2029. **PTP 1,2** To improve full time progression rates 65% by 2029.

Total cost of activities and evaluation for intervention strategy over the 4 year period of the Access and Participation Plan: **£193,000**

Activity	Description .	Inputs	Outcomes	Cross intervention strategy?
Expansion of the mentoring scheme launched in 2024/25	Based on experience from the pilot phase, the mentoring scheme will be expanded, supported by the mentoring project officer	Targeting full time learners with the following intersections: male/female, from a Black, Asian, Mixed and Other ethnic backgrounds, who may have a reported disability, mental health condition, or be care experienced	Increased career confidence of learners, measured by student surveys pre and post mentoring intervention	
Targeting of undergraduate programmes	Learners will come from programmes with Graduate Outcomes either lower than the OfS threshold, or at risk of being lower than the threshold	Data analysis of Graduate Outcomes at programme level	Learners who engaged with mentoring at Level 5 to evidence continued engagement with Careers and Employability activities and Level 6 and a career plan in place post completion of their programme	
Expansion of the mentoring network	The mentoring network will consist of peers, alumni and professionals from industry	Mentoring recruitment, training and monitoring by the 1FTE mentoring project officer appointed in the pilot stage	15 months after graduation participants of the scheme to have a positive graduate outcome recorded in the Graduate Outcomes survey	

Summary of evidence base and rationale

OfS Student Outcome data indicates that progression rates are not consistent between full time and part time DL students across the different learner characteristics. Full time learners' overall progression rate for 2021/22, based on the November 2023 HESA return, is 59.1% and has increased by 7.2 percentage points based on the 2020/21 rate of 51.9%. The part time DL progression rate in 2021/22 is 81.2% which has increased by 1.9% points since 2020/21 (79.3%) Research consistently shows that mentoring has high potential to impact positively on student outcomes (e.g. Collier, 2023).

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Mentoring Scheme	Increased career confidence of learners, measured by student surveys pre and post mentoring intervention. NERUPI L4 'Become', 'Practise'	Qualitative and quantitative evidence collected to measure careers learning gain. Qualitative evidence from mentoring start student surveys and focus group feedback after the mentoring programmes. Quantitative evidence from mentoring start and finish student surveys measuring career confidence (for mentors and mentees) The evidence will be used to evaluate the NERUPI outcomes: Identify and develop skills and capacities needed to achieve academic success	Findings from the qualitative and quantitative evaluations will be shared internally with key stakeholders to ensure that the scheme continues to provide a positive impact on the learner experience and outcomes. Findings from the evaluation will be shared at relevant external conferences attended by the Careers and Employability team

Whole provider approach

Arden University's clear strategic mission is to be a digital first university, to remove barriers to education and to focus on the employability of its students. The current Access and Participation Plan 2021 -2025 provides a lens through which the success of the implementation of this mission is measured in terms of providing equality of opportunity for all learners, regardless of their background or previous educational experience.

Arden University celebrates the diversity of its colleagues and students, and is committed to ensuring that colleagues, students and other people the institution engages with feel empowered and respected, as part of a positive, diverse, supportive and kind culture. This aligns with the following institutional values:

- We want to Stand out in the sector for our inclusive practice.
- We are Progressive, driving innovation in EDI.
- We are Accessible to our diverse colleagues and students.
- We are Resourceful in our EDI partnerships and approaches.
- We believe in Kindness in everything we do.

The university is committed to providing equal opportunities for colleagues, students and applicants, and it will not tolerate any discriminatory behaviour with respect to:

- Race, including skin colour, nationality, ethnic or national origin, accent, culture, appearance and clothing.
- Religion, spirituality or belief
- Sex
- Sexual orientation
- Gender identity and/or gender reassignment
- Marital or civil partnership status
- Pregnancy and maternity
- Age
- Disability, including neurodiversity and mental health.

These characteristics align with the protected characteristics defined in the Equalities Act 2010. Arden University is also committed to supporting colleagues and students who have minority characteristics or challenging circumstances that may not be protected by law. These include:

- Refugees and forced migrants.
- Carers
- Care-experienced people.
- People with challenging socio-economic circumstances

In support of the university's ethos and commitment to Equality, Diversity and Inclusion, the initiatives contained within the Access and Participation Plan are focused on promoting the values of equality of opportunity and supporting students, many of whom are first generation higher education participants facing significant cost pressures and from non white ethnic backgrounds, through their journey focusing on academic support, those with a declared disability and supporting students in financial need or facing problems in accessing the curriculum due to digital connectivity issues

The current Access and Participation Plan, 2021 -2025, funds a range of support services for learners who have reported a mental health concern. Learners are able to access up to four 1-1 support sessions with the university's mental health advisors to discuss how they are feeling and what support is available from Arden University and other services. This support also includes the identification and implementation of reasonable adjustments to teaching and learning and specialist mentoring support for those students who need ongoing

Arden study support through Optimum whilst DSA is put in place or for students not qualifying for DSA.

All university students have access to a platform which includes free online support such as advice for students and wellbeing support 24 hours a day, 365 days a year. The university also provides students with the opportunity to access counselling via the Problem Shared service which offers counselling in over 30 languages and multiple specialties including Cognitive Behaviour Therapy (CBT), Dialectical Behaviour Therapy (DBT) and Eye Movement Desensitization and Reprocessing (EMDR).

Arden University also provides a range of support services for learners experiencing financial difficulties. These include a Hardship fund to support students who are faced with unexpected costs associated with a disability, those experiencing financial difficulties with food, childcare, travel and rent and those struggling to engage digitally by offering financial support for laptop purchases, a newly introduced laptop loan scheme and broadband access.

Activity to support the removal of barriers has also involved a review of Arden University's existing curricula, funded by the current Access and Participation Plan 2021 -2025, in order to make recommendations, to make module content more inclusive for disabled, marginalised and minority students, according to sector best practice. The Equality, Diversity and Inclusion team applied the Inclusive Curriculum Framework (co-created with students) with added employability prompts in order to review employability skills and practice.

The focus of this initiative included:

- Identifying inaccessible areas that would prohibit disabled students from accessing the curriculum.
- Identifying areas where there is a lack of positive representation of diversity, which leads to the risk of diverse students disengaging from the curriculum.
- Identifying areas where employability skills can be included or enhanced, making students more ready for the workplace upon completion.

The Access and Participation Plan's performance is monitored through the Access and Participation Committee which is a sub-committee of the Academic Board. Its purpose is to oversee the development, annual review and ongoing monitoring of the university's Access and Participation Plan and ensuring compliance with the requirements and guidance of the Office for Students as well as success for students in Access and Participation Groups. The committee is chaired by the Director of Quality, Access and Participation and membership comprises of the Pro Vice-Chancellor (Effectiveness, Quality and Compliance), the Director of Equality, Diversity and Inclusion, the Pro Vice-Chancellor, Student Experience, the Director of Library and Learning Success Hub, the Head of Careers and Employability, the Students' Association Managing Director, Heads of each of the Academic School and the relevant professional services and a student representative.

The Access and Participation Committee meets on a quarterly basis and has adopted the following Terms of Reference:

- To develop and implement the university's approach around widening participation for undergraduate and postgraduate UK provision.
- To monitor the university's progress towards the commitments made in the approved Access and Participation Plan.
- To consider and review the progress of widening participation groups across the student lifecycle, including outcomes on access, student success and progression.
- To consider and review widening participation activity pre-university entry, through outreach activity or any other activity within the community as directed by the Office for Students
- To receive reports on Access and Participation initiatives with a focus upon monitoring, evaluation and impact
- To provide guidance and strategic direction on Access and Participation
- To provide a summary of progress and issues to the Academic Board

The work of the Access and Participation Committee closely aligns with the remit of the Equality, Diversity and Inclusion Committee, of which the Director of Quality, Access and Participation is a member. The primary purpose of the Equality, Diversity and Inclusion Committee, which reports to the Academic Board, is to represent the interests and aspirations of staff and students at Arden University by embarking upon actions and making decisions that will lead to parity of opportunity and experience for diverse students and staff. This will require members and invited speakers to engage in discussions that raise awareness about any barriers to equity within Arden University's processes, policies and procedures that negatively impact diverse students and staff, and to consider a wider scope of cross university activity related to Equality, Diversity and Inclusion. The committee's key responsibilities are to:

- Discuss and review existing policies, practices and processes, identifying EDI related issues that need to be addressed.
- Commission, approve and monitor cross-university activity to support the EDI agenda and enhance student and staff experiences.
- Commission, approve and monitor guidance, resources and process documents for staff across the university to use in promoting equity of opportunity in their areas.
- Oversee the implementation of the Committee's recommendations at an operational level.
- Monitor relevant EDI activity and initiatives within Arden and offer support as appropriate.
- Be a point of decision making for EDI issues across the university.
- Identify and celebrate good practice across the university.
- Keep an ongoing external sector focus on developments in this area.

Student consultation

As part of the development of the Access and Participation Plan, a series of workshops were held with student representatives through the Student Association. The workshops focused on specific equality of opportunity risks identified within the Access and Participation Plan and students were invited to put forward their views on how the risks impacted on them. The panel consisted of a range of students from both full and part time DL programmes and from different ethnic backgrounds as well as those with, and without, disabilities.

The student consultation process also involved a session in which different stakeholders presented their proposals to the panel in order to gain valuable insights into the potential impact the interventions would have on the student journey. As a result of this process, amendments were made to the focus of a number of projects including improving accessibility for part time DL learners.

As part of the ongoing evaluation process of the strategic interventions and their impact on equality of opportunity, The Director of Access and Participation, and the relevant intervention leads, will work closely with the Student Association, whose Terms of Reference and overall remit is to support representation at all levels and provide high quality advocacy for students based on their changing needs and the world around them. The Student Association plays a pivotal role in partnership with all Arden University colleagues, to effectively contribute to decision-making and influence in the University, through promoting student interests. Arden University is committed, based on further research with the Students' Association, to fund future interventions to meet the identified changing needs.

Evaluation of the plan

As discussed in the Whole Provider Approach section of this plan, Arden University will formally monitor the performance of the Access and Participation Plan through the Access and Participation Committee, which is a subcommittee of the Academic Board. The Board of Directors will receive overall annual evaluation via the Annual Report of Quality and Standards. In order to gain an in depth understanding of the impact each of the strategic interventions are having on addressing the identified areas of risk, as well as identifying areas for

improvement, Arden University will work closely with the Student Association, the Student Inclusion panel and beneficiaries of each of the intervention strategies to gather both quantitative and qualitative feedback alongside performance against the metrics specified in the Plan. Arden University will also adopt the Network for Evaluating and Researching University Participation Interventions (NERUPI) framework to provide a structured approach for assessing the effectiveness of programs aimed at widening participation and enhancing student success.

The feedback received through the student facing communication channels will also be supplemented by Arden University's formal quality assurance processes and specifically the Annual Monitoring Reviews, and subsequent action plans, which are completed by each programme area. The annual review requires programme teams to identify gaps at each stage of the learner journey at granular level including gender, age, disability reported, mental health, ethnicity, Index of Multiple Deprivation (IMDQ1-Q5), care experienced, refugee status and grades on entry. Each programme team is required to create an action plan to address areas for improvement, including gaps in performance between different learner characteristics, and report on progress made throughout the academic year via the relevant Programme Committees. An overall action plan detailing the identifying risks at programme level will be presented at the Access and Participation Committee and progress monitored against internal and Office for Students' data throughout the academic year.

The overall evaluation findings will also be shared internally with stakeholders from across the university through the Equality, Diversity and Inclusion committee as described in the Whole Provider Approach section as well as the staff and employer facing networks of Equality, Diversity and Inclusion, Gender, Disability Health and Wellbeing, Race and Ethnicity, LGBTQ+ and allies and Neurodiversity. Staff development sessions and workshops focusing on key risks to equality of opportunity are held throughout the academic year through the EDI Champions network which has ran university wide catalyst events on mental health, disability and ethnicity and have been responsible for instigating a number of intervention strategies contained within this Access and Participation Plan. In addition, at the end of each academic year, the Community Outreach Strategic Plan will be evaluated using Type 2 Empirical Evidence. The findings from the individual activities and end of year strategic plan evaluation will be shared with the partner organisations during the partner network annual event. The findings from both the internal and external Access and Participation intervention strategies will be shared externally, where relevant, with partners and sector wider bodies including TASO

Provision of information to students

Arden University's Access and Participation Plan will be published annually on its website and as such will be fully accessible to all student and prospective students and other stakeholders. The Arden website provides detailed, comprehensive information to students regarding programme fees and the maximum year on year increases that the University may make to these fees. The basis on which annual fee increases may be made is set out in the University's terms and conditions, which are sent directly to all successful applicants in their Offer Packs. Formal offer letters (which are sent electronically) contain a direct link to the University's Tuition Fee information page on its website. Information on financial support available to students, including where to find information on and check eligibility for government funding, details of the University's partnership with Future Finance, and how to apply to the University's internal hardship fund, is included in student handbooks which are sent directly to all successful applicants in their Offer Packs at the point when they are offered a place. The financial support packages available to students is detailed below:

Travel Bursary

In response to the cost-of-living crisis faced by learners, Arden University will provide additional support in the form of a Commuter Travel Bursary via its Hardship Fund. The bursary is aimed at learners who need financial support for travel costs to attend University lectures in person.

Eligibility Criteria

To be eligible, learners need to meet the following criteria:

- The learner is registered as a full Time student at Arden University, studying an undergraduate degree at a campus in Birmingham, Manchester, Leeds, Tower Hill, Ealing or Holborn.
- The learner lives outside a 10-mile radius from their campus.
- The learner is in receipt of a full maintenance loan from Student Finance England
- The learner's household income is below £25,000 per annum and has been verified by Student Finance England

In addition, full time learners may be eligible if they fall under one or more of the following categories:

- The learner is from an under-represented higher education background or lives in an area with low participation of young people in higher education (POLAR 4 Q1).
- The learner has a declared disability/mental health condition which is impacting on travel to and from the campus.
- The learner is a carer.
- The learner is care experienced .

Funding available

The bursaries are worth up to 50% of the commuting/travel costs between home and University for each semester, up to a maximum of £1000 per academic year.

How often

Learners are entitled to apply each semester on a first come, first served basis due to the amount of funding available each academic year.

Links to Intervention Strategies

The Travel Bursary will also contribute to the implementation of Intervention Strategy 3, Review of Reading Materials and Intervention Strategy 4, Academic Skills Engagement

Laptop loan Scheme

Initially piloted in the Leeds and Tower Hill campuses, the laptop loan scheme was introduced in 2024/25 to all UK campuses in recognition of the financial hardship that may be experienced by learners. The laptop loan scheme enables learners to borrow a laptop for up to 2 weeks for educational purposes for remote and on campus use. The laptops can be issued by learners at any time during their studies and is particularly aimed at learners waiting for financial support from the University to purchase a laptop or due to damage or breakdown of their own laptop.

Eligibility Criteria

To be eligible, learners need to meet the following criteria:

- The learner is registered as a full Time student at Arden University, studying an undergraduate degree at a campus in Birmingham, Manchester, Leeds, Tower Hill, Ealing or Holborn
- The learner has a good academic standing and has no outstanding financial obligations to the University.
- The learner agrees to use the loaned laptop exclusively for academic purposes.

Funding available

Not applicable

How often

The maximum loan duration is 14 days. Learners can request a further 2 week extension subject to device availability within a semester.

Links to Intervention Strategies

The Laptop loan scheme will also contribute to the implementation of Intervention Strategy 3, Review of Reading Materials and Intervention Strategy 4, Academic Skills Engagement and Intervention Strategy 7, Wellbeing Service Process and How to Videos

DSA200

Arden University acknowledges that students who may be managing a long-term health condition or have disclosed a disability may also face difficulties in relation to their financial stability and the University is committed to further reducing barriers for its learners. This fund offsets the mandatory contribution for IT equipment requested by DSA when awarded and therefore enabling learners to access their IT equipment at no extra cost.

Eligibility Criteria

To be eligible, learners need to meet the following criteria:

- The learner is registered and has access to a DSA2 entitlement letter which outlines access to IT equipment and requires the learner to pay a supplement of £200.

Funding available

£200 paid directly to a third party supplier.

How often

This is a singular award.

Links to Intervention Strategies

The DSA200 will also contribute to the implementation of Intervention Strategy 3, Review of Reading Materials, Intervention Strategy 4, Academic Skills Engagement and Intervention Strategy 7, Wellbeing Service Process and How to Videos

Digital Fund

Arden University acknowledges that many of its learners, having returned to study after a significant gap, may not have the IT equipment and access necessary to support their learning. The Digital Fund looks to offset the cost of a laptop and broadband and therefore enabling students to fully engage with their studies by removing the financial burden of purchasing this equipment.

Eligibility Criteria

To be eligible, learners need to meet the following criteria:

- The learner is registered and is able to demonstrate financial hardship evidenced through receipt of a full maintenance loan from Student Finance England and access to benefits where appropriate.
- A review of expenditure evidenced through bank statements covering a three month period.

Funding available

Financial support is available for broadband up to the value of £180. Payments will be made to third party suppliers for laptops up to a maximum of £764.

How often

Funding for a laptop is a singular award and a maximum of a yearly award for financial support for broadband.

Links to Intervention Strategies

The Digital Fund will also contribute to the implementation of Intervention Strategy 3, Review of Reading Materials, Intervention Strategy 4, Academic Skills Engagement and Intervention Strategy 7, Wellbeing Service Process and How to Videos

Financial Support Bursary

In response to the cost-of-living crisis faced by students, Arden University will continue to provide additional support in the form of financial assistance via the Financial Support Bursary. This financial award is aimed at students who can demonstrate that they are experiencing financial hardship which is creating a barrier to them engaging with their education. This financial support fund routinely covers costs around rent, food, travel and utility bills to reduce financial stressors which the University knows to be a huge barrier for learners.

Eligibility Criteria

To be eligible, learners need to meet the following criteria:

- The learner is registered and is able to demonstrate financial hardship evidenced through receipt of a full maintenance loan from Student Finance England and access to benefits where appropriate.
- A review of expenditure evidenced through bank statements covering a three month period.

Funding available

Funding allocations is made on a case by case basis and dependent on the learner's personal circumstances. The average award is £1356.

How often

Learners can make one application for financial support once per academic year.

Links to Intervention Strategies

The Financial Support Bursary will also contribute to the implementation of Intervention Strategy 3, Review of Reading Materials, Intervention Strategy 4, Academic Skills Engagement and Intervention Strategy 7, Wellbeing Service Process and How to Videos

Milestones / Emergency Fund

This fund is designed primarily to support students who require financial assistance during the milestones period of their course. The milestone period is defined as the first two weeks of an Arden University learner's academic course and includes a series of mandatory components which must be completed in order to be registered as a learner. Unlike most students attending more traditional universities, learners at Arden University will not have access to their maintenance loan until they have passed this milestone stage, and this can therefore leave students struggling financially. This fund aims to support travel/and or food purchases so that students can remain engaged.

This fund is designed primarily to support learners who require financial assistance during the milestones period of their course. The milestone period is defined as the first two weeks of an Arden University learner's academic course and includes a series of mandatory components which must be completed in order to be registered as a learner. Unlike most students attending more traditional universities, learners at Arden University will not have access to their maintenance loan until they have passed this milestone stage, and this can therefore leave them struggling financially. This fund aims to support travel/and or food purchases so that learners can remain engaged. This fund is also used on occasion outside of the milestones period to respond to safeguarding needs.

Eligibility Criteria

To be eligible, learners need to meet the following criteria:

- Learners must be within their milestones period or in the event of a safeguarding response.
- The learner is registered and is engaged with the Wellbeing Service around a Safeguarding concern.

Funding available

Between £100 - £200 is awarded depending on personal circumstances

How often

Learners are able to access the emergency Fund following engagement with the Wellbeing Service, this is usually a 1 off payment.

Graduation Fund

In response to the cost-of-living crisis faced by students, Arden University will continue to provide additional support in the form of a Graduation Fund via its Hardship Fund. This bursary is aimed at students who need financial support to enable them to celebrate their graduation, which is held in London, and covers support towards travel costs, gown hire and photo packages.

Eligibility Criteria

To be eligible, learners need to meet the following criteria:

- The registered learner's household income is below £25,000 per annum and has been verified by Student Finance England
- The learner resides in an area of low socio economic status as defined by the Index of Multiple Deprivation Quintile 1
- The learner has successfully completed their undergraduate qualification and the classification has been confirmed by the Award Board
- The learner has confirmed that they will be attending the Graduation Ceremony

Funding available

Learners will be offered up to a maximum of £156.10 which includes the cost of travel (up to a maximum of £100.00), photo package (£22.50) and gown hire (£33.60)

How often

This is a singular award paid after graduation is attended.

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

Overview of Arden University

Arden University’s strategic intention to be a digital first university, to remove barriers to education and to focus on the employability of its students has enabled the university to significantly grow its student numbers since 2020/21 and particularly in relation to full time learners (figure 1)

This strategy has also resulted in an overall student population in 2024 where the majority of learners are Female and the majority of full time learners are BAME (figure 2). In addition, 10.2% of full time learners and 27.8% of part time DL have a reported disability with mental health condition representing the most often reported disability for both modes of study (figure 3)

Further evidence of the diverse nature of Arden University’s student population can be seen in the fact that the largest age band for both full and part time DL is 31-40 (figure 4), 29% of students entered their undergraduate programme with a Level 2 qualification or no formal qualifications and are likely to be the first in their family to attend university with 35% residing in POLAR4 Q1 and Q2 areas.

A significant number are directly impacted by cost pressures with the majority of full and part time DL learners residing in IMD quintile 1 and 2 areas. (see figure 5 and 6). Similarly, all full time learners are categorised as commuter learners with 62% living within 10 miles of their campus and 17% living between 10-20 miles from their campus (figure 7)

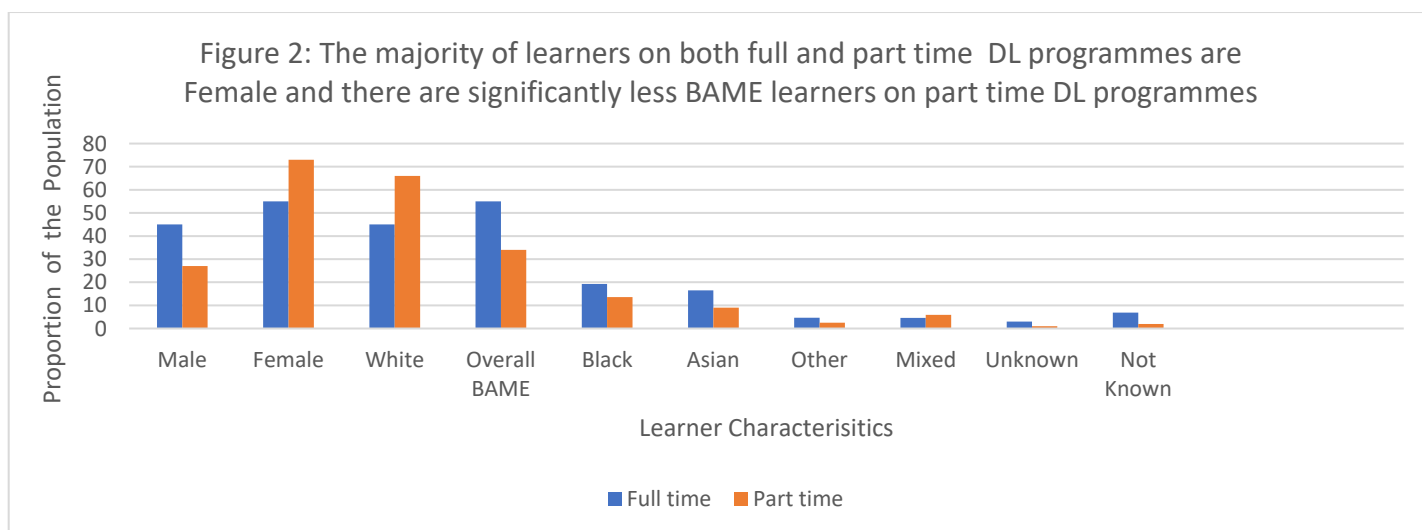
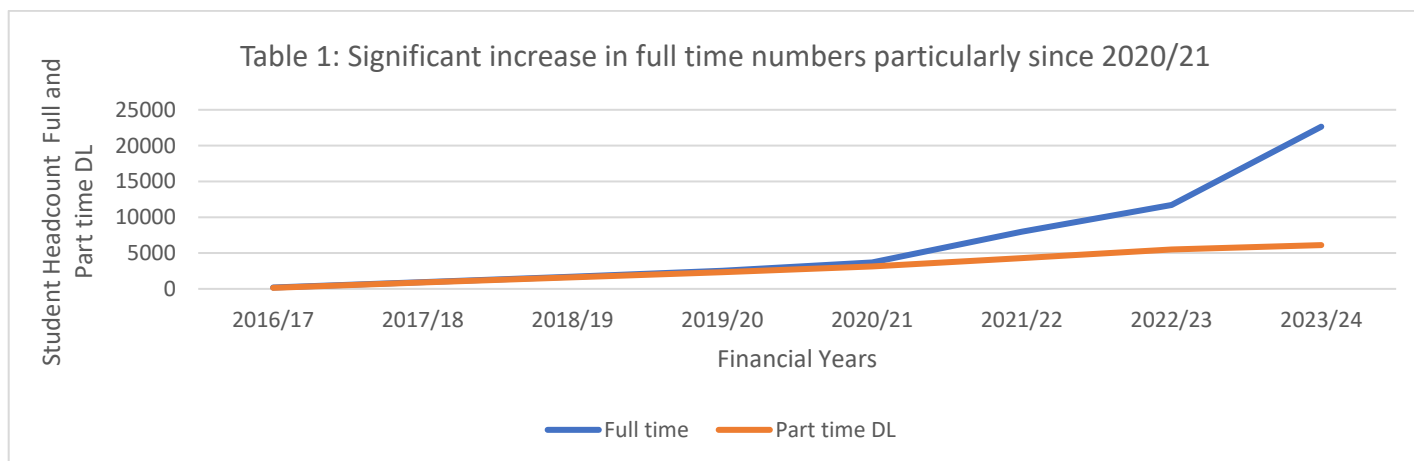


Figure 3: Mental Health difficulties are the most frequently reported disability for full and part time DL learners

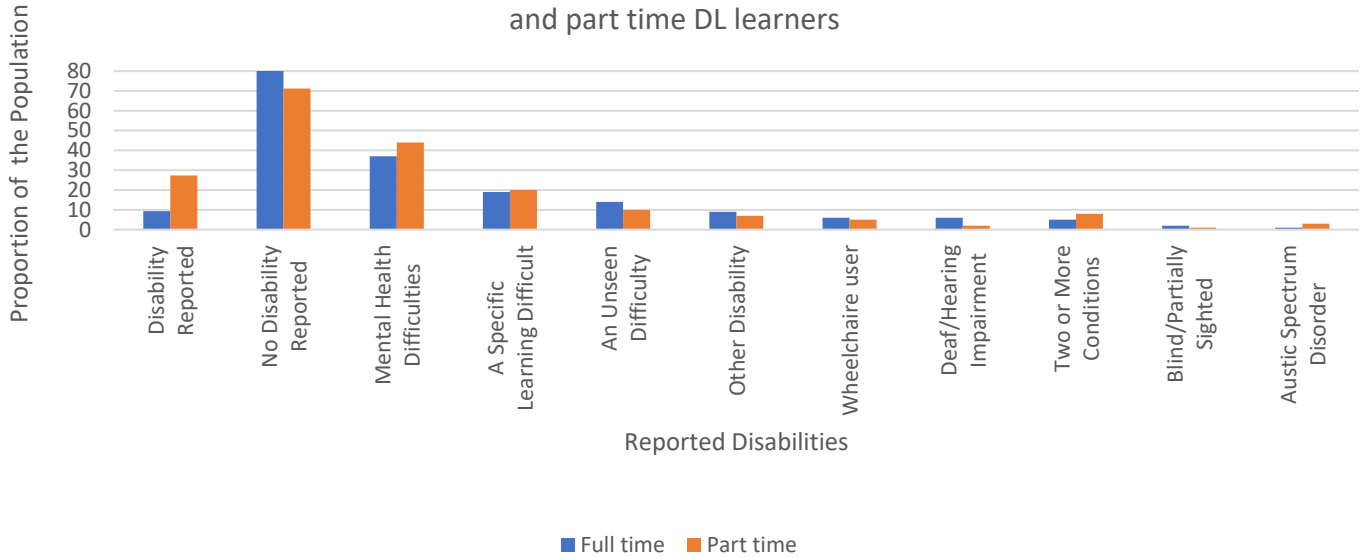


Figure 4: Part time DL programmes attract a younger student demographic than full time programmes

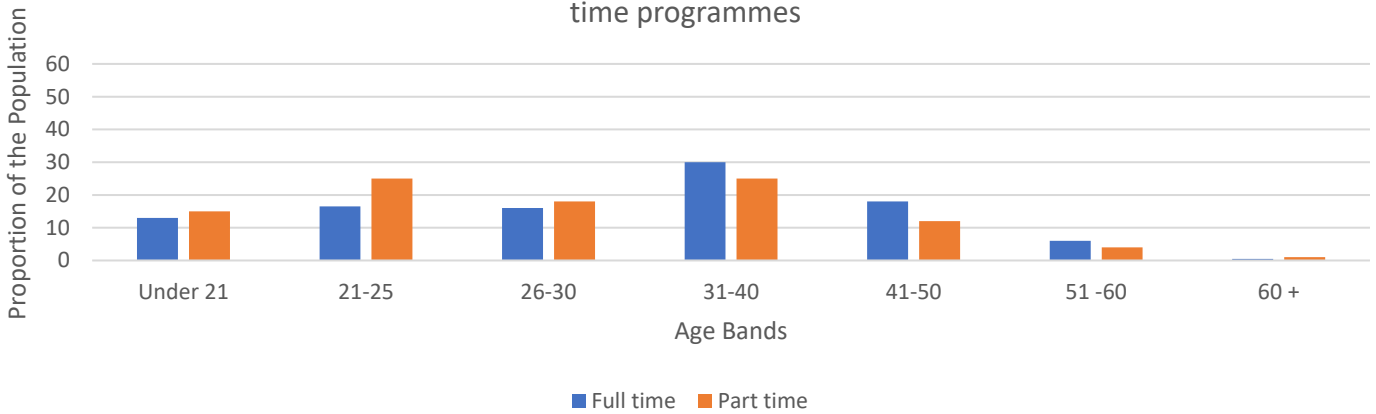


Figure 5: Arden University has consistently enrolled a higher proportion of full time learners from areas of high deprivation.

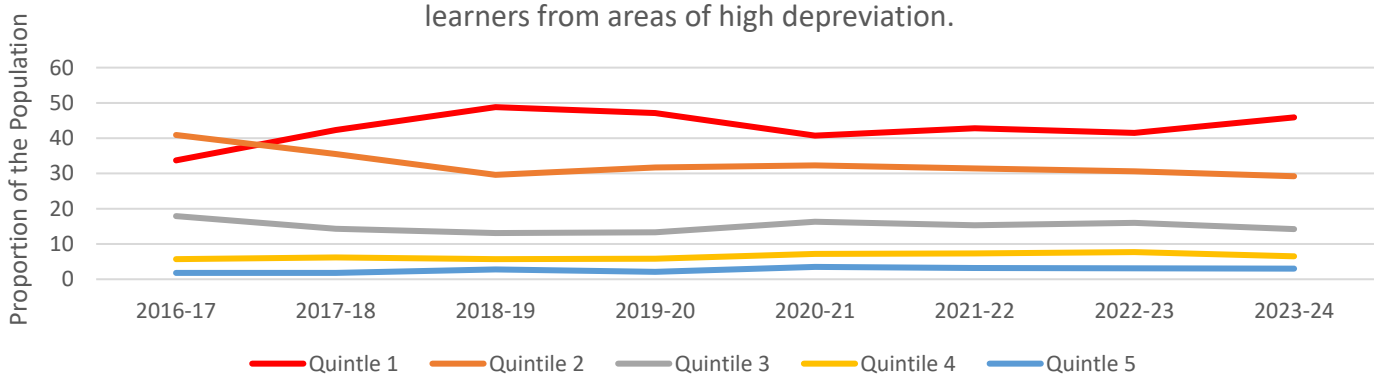


Figure 6: Arden University enrolls part time DL learners primarily from IMD Q1 and Q2

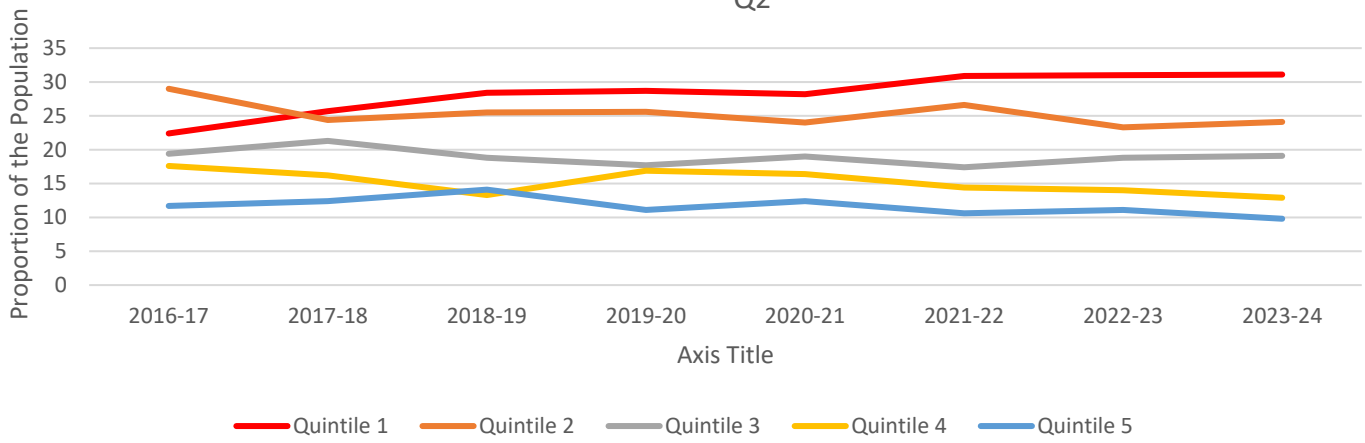
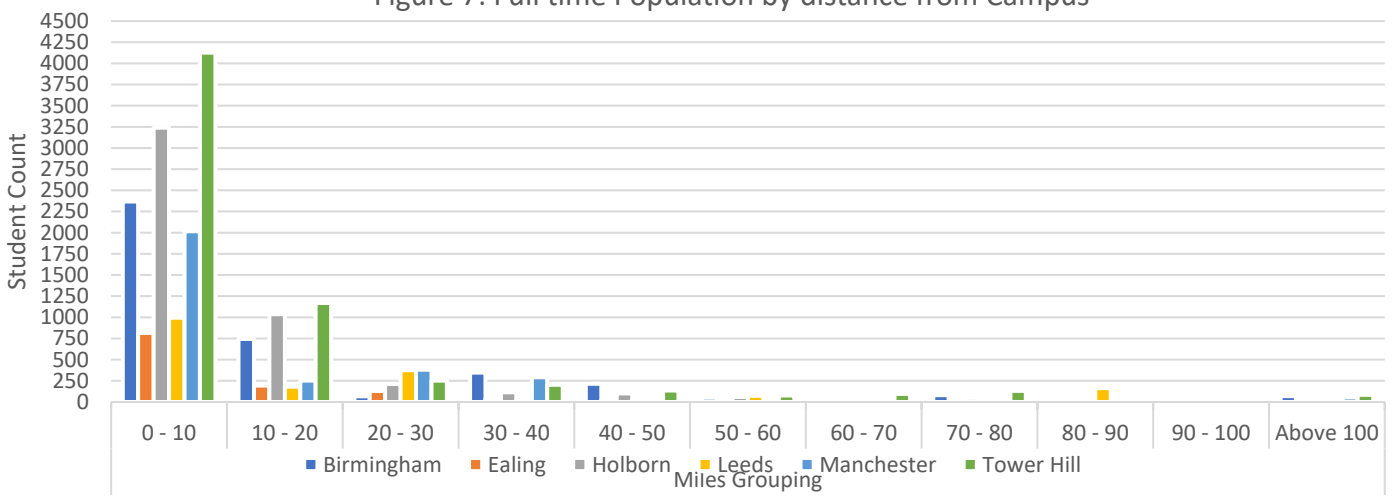


Figure 7: Full time Population by distance from Campus

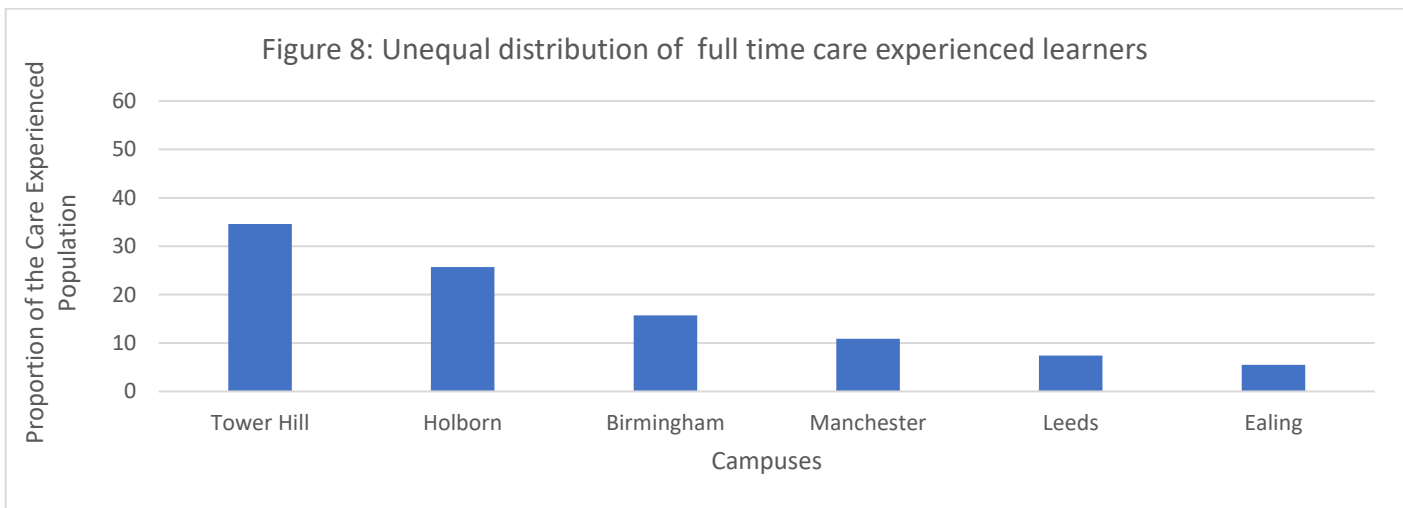


Identified Risks to Equality of Opportunity

In order to identify the risks to equality of opportunity for these learners, current and historic data was analysed using the Office for Students’ Access and Participation data dashboard and Student Outcomes data dashboard and internal student performance data. The purpose of this analysis was to identify any emerging gaps in performance between different learner characteristics at each stage of the learner journey. This data analysis and subsequent emerging risks was shared with internal stakeholders, including students, through a range of focus groups in order to validate the data and conclusions and to ensure that the intervention strategies addressed the risks and met the needs of the students. Detailed below is a further deep dive into the risks identified.

Underlying Risk Area: 7 Insufficient Personal Support. Indicators of Risk: On Course Attainment, Completion Rates

The analyse of the data in relation to Insufficient Personal Support included a focus on care experienced learners and how they performed compared to students who are not care experienced or preferred not to say. The analysis identified that 6.4% of the full time population were care experienced and were unequally spread across the centres as detailed below:



The analysis also indicated that there was a higher proportion of care experienced learners under the age of 21 (18.9%) compared to those who are not care experienced and under the age of 21 at 12.3%. The percentage of care experienced learners residing in IMD Q1/Q2 (72.5%) was similar to that of none care experienced learners (73.6%) but 12.3% of the care experienced full time population had declared a disability compared to 10.2% that were not care experienced. There was also a higher proportion of care experienced learners recording a mental health condition (46%) compared to non care experienced (37%)

Whilst continuation rates for care experienced full time learners was higher than non care experienced learners (80% compared to 73%), the analysis identified that full time care experienced learners had a lower level of attainment between 2020/21 -2023/24 with 46.42% attaining a First Class or Upper Second Class degree compared to 56% for non care experienced learners during the same time period.

Underlying Risk area: 8 Mental Health. Indicators of Risk: Continuation Rates, Completion Rates

The analysis of risks to the equality of opportunity and mental health also included a review of the 2024 NSS results in relation the responses from learners with a recorded mental health condition. The analysis evidenced that teaching on my course, academic support, organisation and management, learning resources, student voice and student engagement question banks recorded below the sector wide positivity measure as detailed below in figures 9A – 9F:

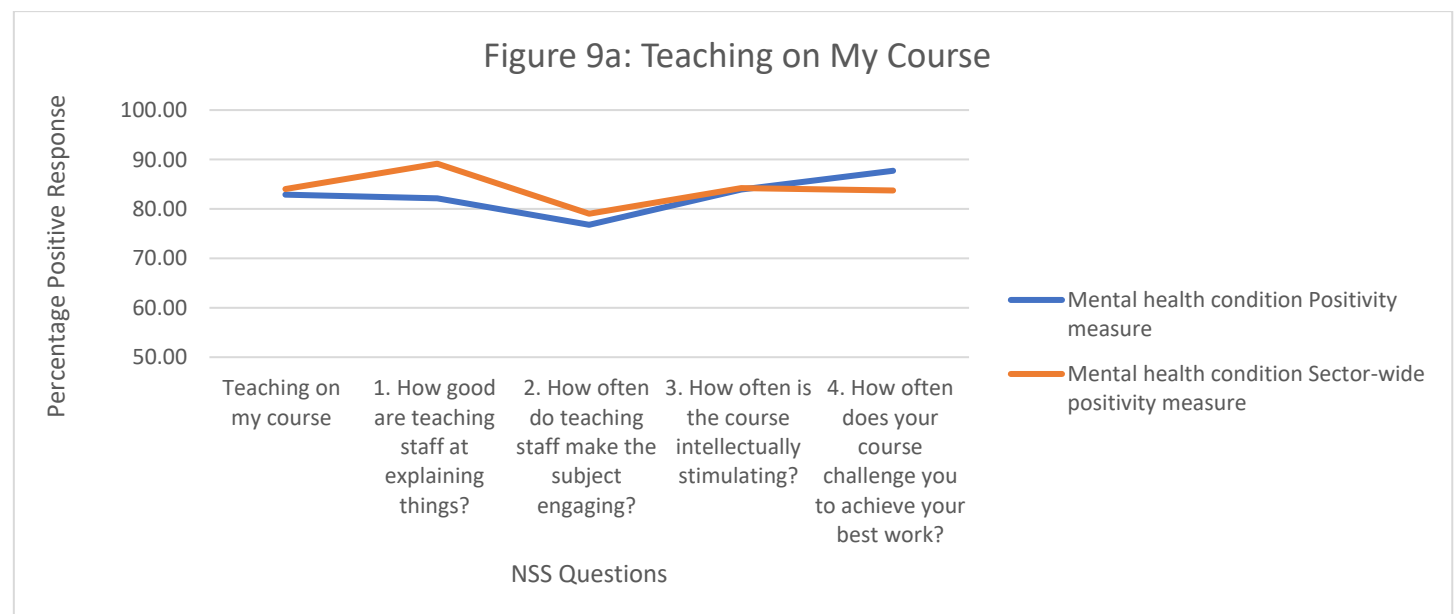


Figure 9b: Academic Support

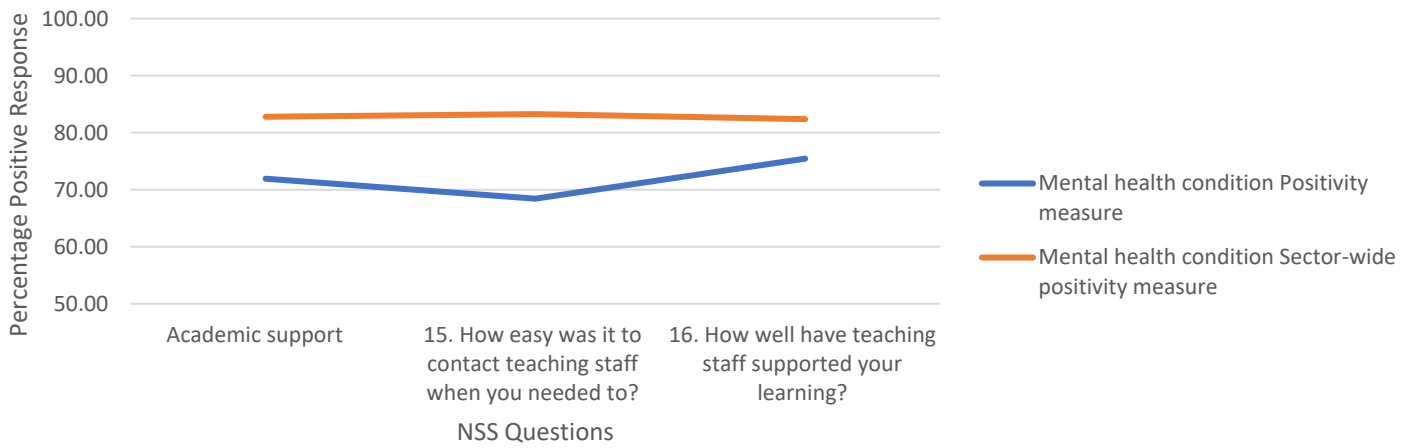


Figure 9c: Organisation and Management

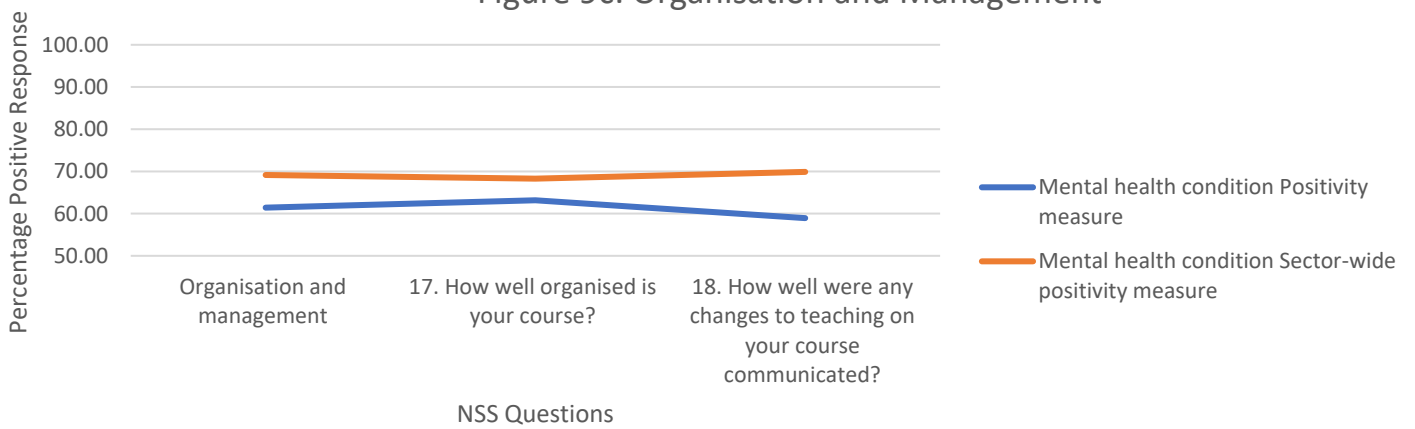


Figure 9d: Learning Resources

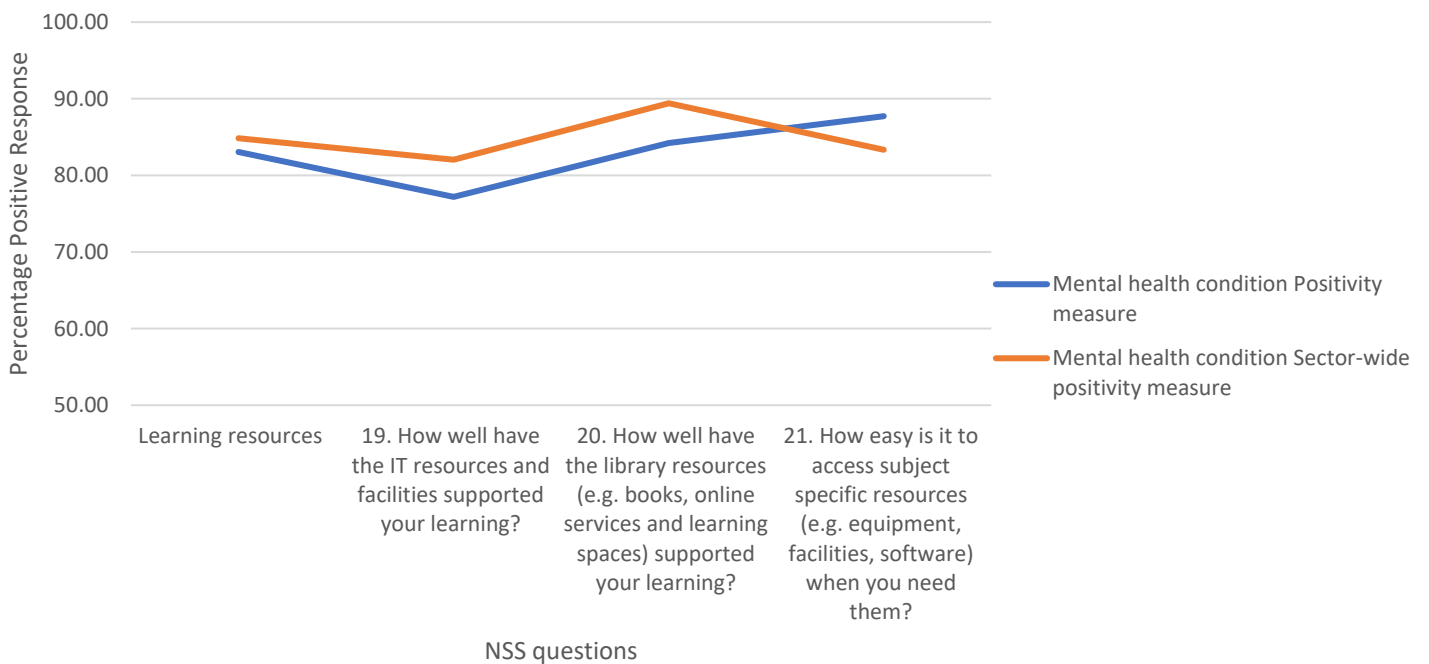


Figure 9e: Student Voice

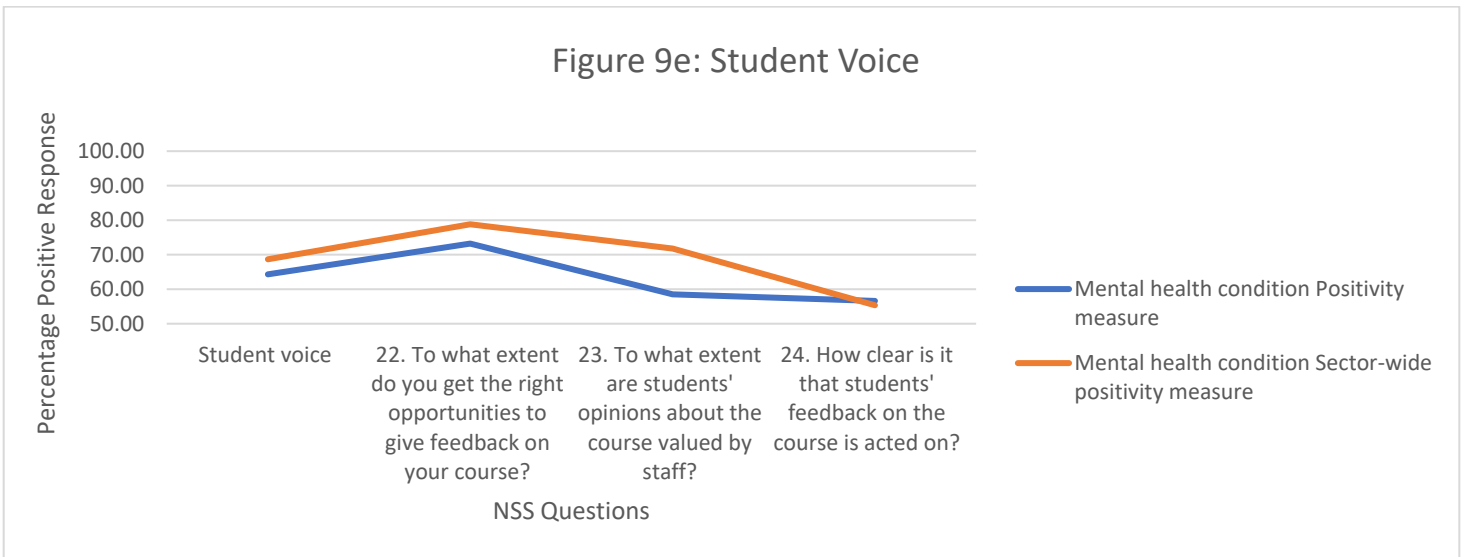
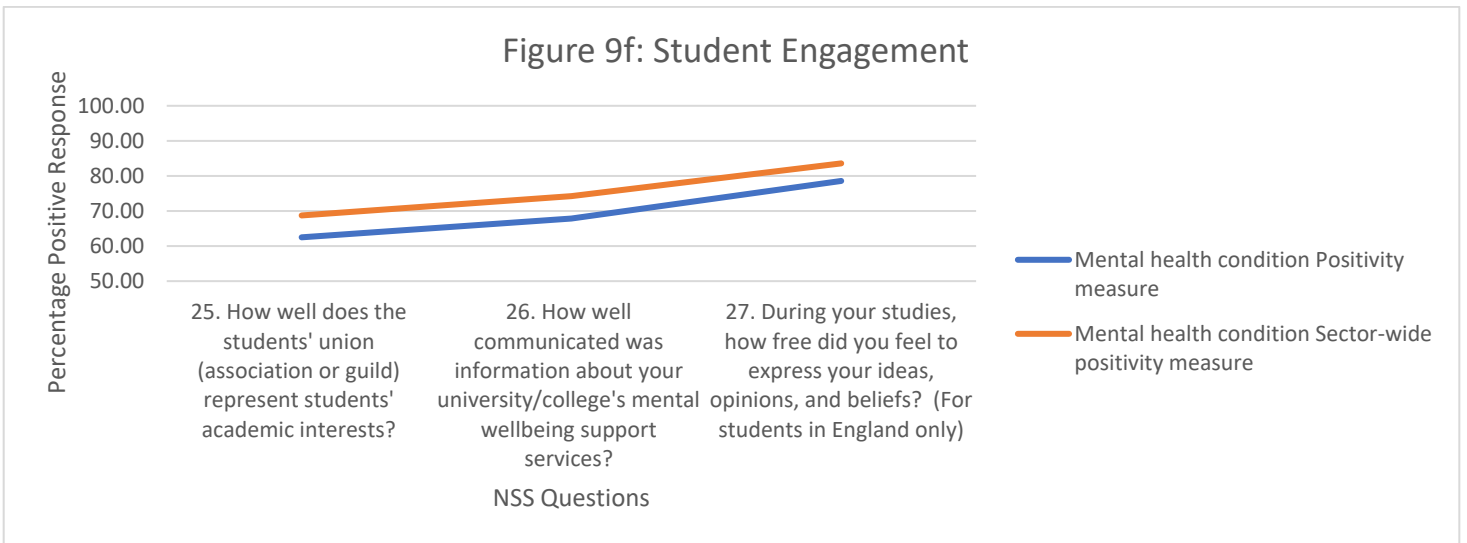


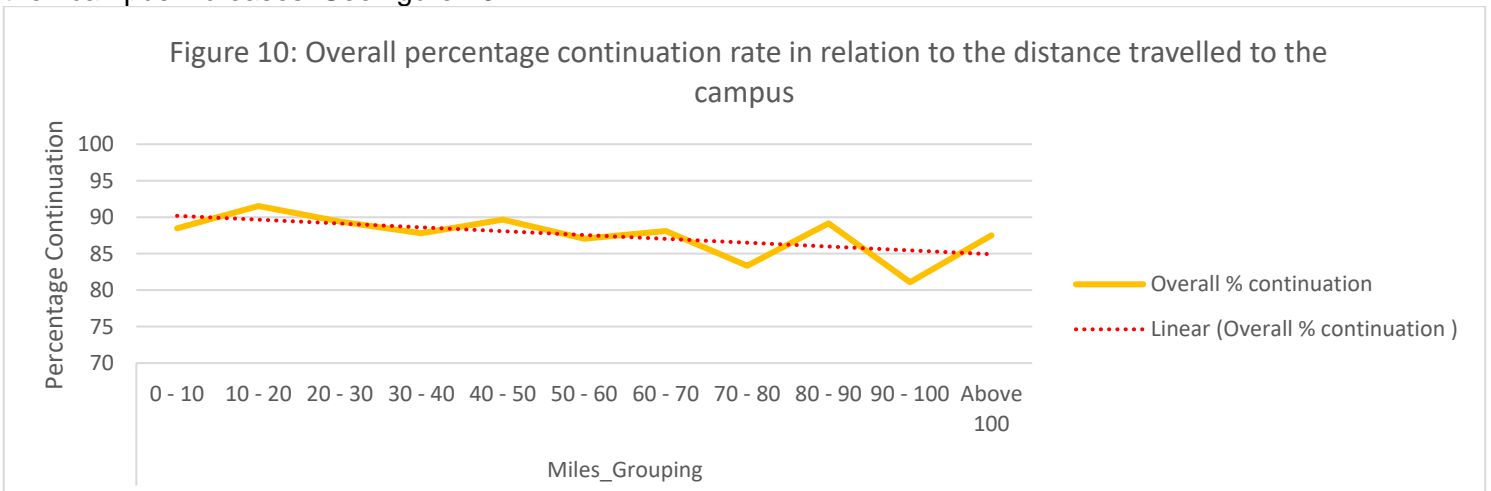
Figure 9f: Student Engagement



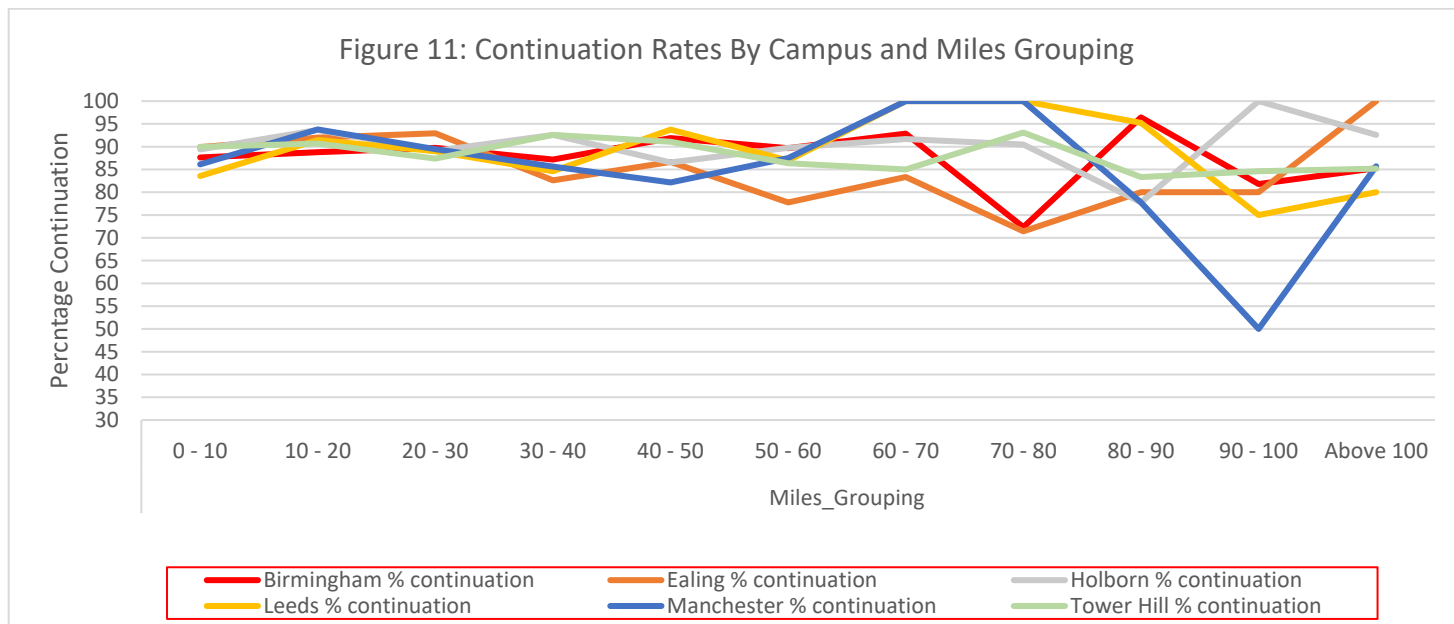
Underlying Risk Area: 10 Cost Pressures. Indicators of Risk: Continuation Rates, Completion Rates, On Course Attainment

Consideration was also given to the impact of travelling from the full time learner's residence to their home campus and if there was a correlation between the greater the difference and the lower the level of performance in terms of continuation and attainment rates. Using internal data for full time learners enrolled between 20/02/17 and 11/06/24, a general declining trend is evidenced as the distance between the learner's home and their campus increases. See figure 10:

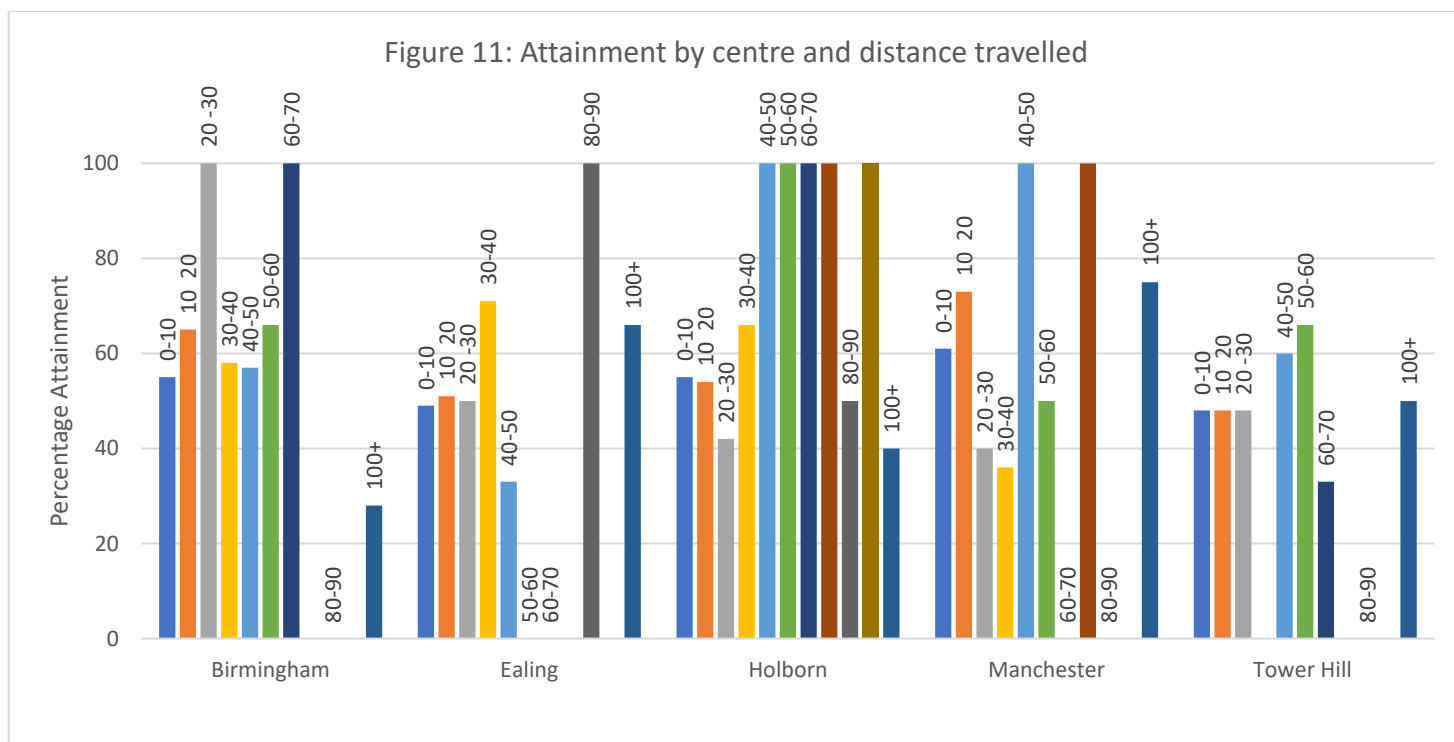
Figure 10: Overall percentage continuation rate in relation to the distance travelled to the campus



When the correlation between distance travelled and continuation rates at campus level is reviewed, there are noticeable differences between the campuses as the distance increase. This is particularly true for Ealing and Manchester. See figure 11:



The analysis of the correlation between the distance travelled to each centre and attainment is less conclusive and the numbers of students attaining and living between 50 -100 miles from the campus is low. However, there is an emerging trend of learners living between 0-20 miles being more likely to attain compared to learners who live further away. See figure 11 below:



Underlying Risk Area: 12 Progression. Indicators of Risk: Employment Outcomes

The analysis of November 2023 progression data evidences a narrowing in the gap in progression between full and part time DL students and between overall Male and overall Female learners although there are significant differences in progression rates across the different ethnic groupings. See figures 12-14:

Figure 12: Full time progression rates have improved by 19.8% points since 2017/18

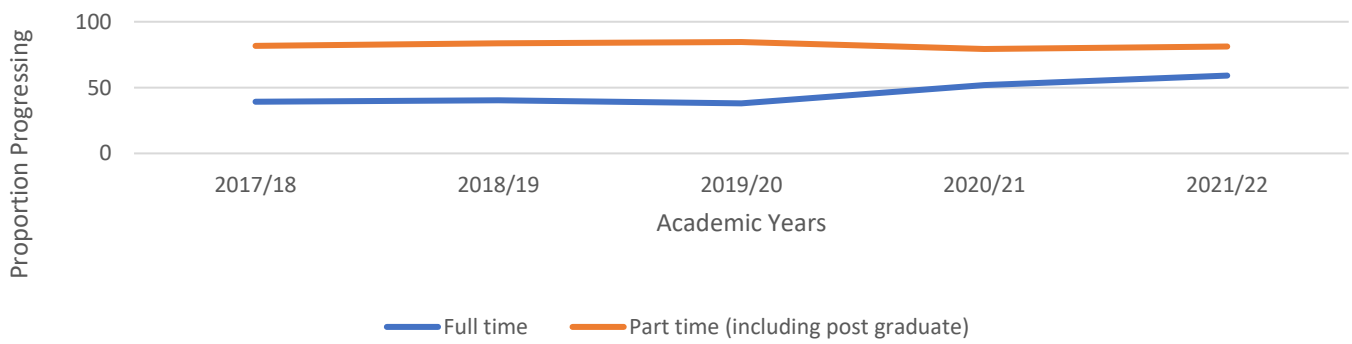


Figure 13: The gap between Male and Female progression has narrowed over a 5 year period

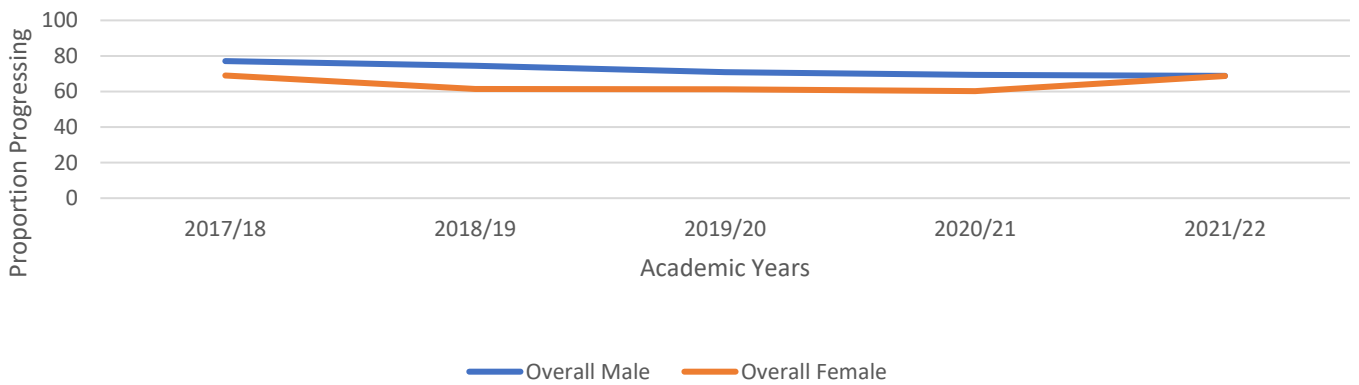
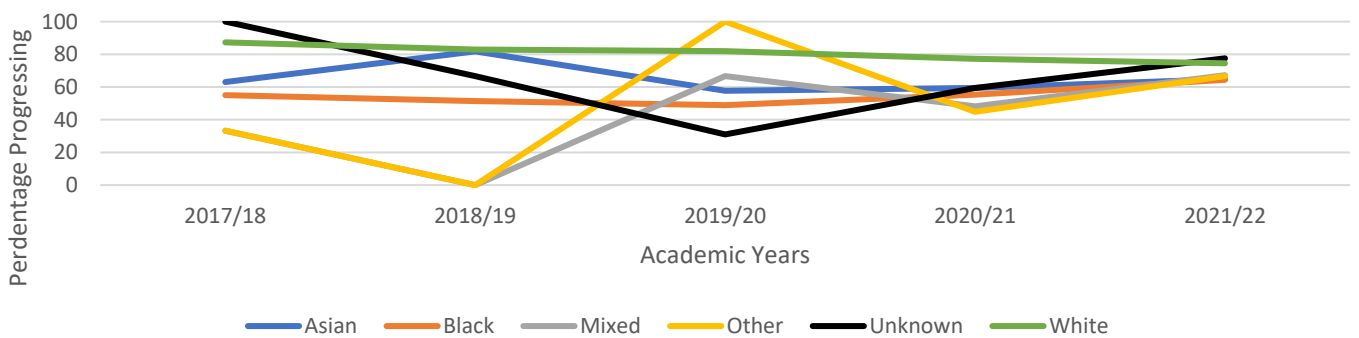


Figure 14: There are inconsistencies in progression rates between different ethnic categories



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.

The 2025-29 Access and Participation Plan's objectives, targets and strategic interventions are set in the context of Arden University's Student Outcomes Enhancement Plan, Arden Next. This ambitious, university wide, strategic plan will oversee the implementation of a range of new initiatives including how new students are orientated onto their programmes, Specifically, Arden Next will work towards achieving the following objectives:

1. Identify attrition factors and implement effective interventions.
2. Enhance academic success through persistence programs and peer mentorship.
3. Foster a supportive and inclusive campus environment.
4. Offer career development and alumni support through advising, opportunities for internships, and employer connections.
5. Provide professional development and curricular redesign to enhance excellence in an active learning classroom.
6. Create an engaging classroom learning space for active and collaborative learning.
7. Use active learning instructional methodologies for an engaged classroom learning experience.
8. Foster collaboration between academic departments and support services.
9. Improve communication and outreach to students developing a strategy that incorporates preferred methods of communication.
10. Improve data access and support for decision-making.
11. Identify at-risk students early and intervene promptly.
12. Regularly assess and adjust the student outcomes plan based on evolving needs for continuous improvement.

The key actions Arden Next will deploy to achieve these interventions include:

- Early Intervention and Academic Persistence Strategies
- Holistic and visible student support.
- Collective efforts to tackle academic persistence.
- Engagement analytics for data-driven decision-making.
- Flexible learning options and active spaces.
- Faculty interaction and support.
- Dynamic faculty professional development support program.
- Focusing on a learning model based on andragogy and Learning by doing.
- Continuous improvement efforts.
- Fostering Active campus student life.
- Institutional focus.

The strategic interventions contained within the 2025/29 Access and Participation Plan have been designed to both facilitate Arden Next's key objectives and ensure that all learners, regardless of their background or personal circumstances have an equal opportunity to be successful.

Further information on each of the new strategic interventions contained within the Access and Participation 2025/29 plan are detailed below:

Strategic Intervention 1: Community Outreach Plan

Vision

Arden University's Community Outreach vision, as part of its Access and Participation Plan, is to significantly expand the community engagement programme across the university to facilitate working with pre and post 16

providers to support in the raising of pupil attainment as well as working with community groups to support progression into Higher Education. This vision will be achieved through the creation of a vibrant network of pre and post 16 educational institutions and community groups based within the travel to study areas served by Leeds, Manchester, Birmingham and London campuses. Arden University will aim to meet the needs of organisations within the network by providing IAG sessions, workshops and events for learners, parents, academic and professional staff within schools and colleges and beneficiaries and staff within the community organisations.

Values

The Community Outreach Strategic Plan will seek to promote the values of equality of opportunity, support, aspiration raising and, crucially, the sharing of best practice across the network. The implementation of these shared values through the range of activities contained within the Community Outreach Strategic Plan will enable partner organisations to work with Arden University efficiently through regular sector updates, co-development of new activities and increased opportunities for joint funding bids with regulatory bodies.

Focus Areas

The Community Outreach Strategic Plan will focus on developing sustainable relationships with schools, colleges and community groups. Specifically, the strategic plan will:

- Target pre 16 providers in communities within the travel to study area served by each of the campuses, with providers characterised by high levels of Pupil Premium funding, Free School Meals and the predominance of learners residing in areas of high deprivation (IMD Q1/Q2)
- Work with pre16 providers within the travel to study areas served by each of the campuses to facilitate with the raising of attainment using the percentage of pupils meeting the expected standard in reading, writing and maths at KS2 and the Progress 8 measure and the Average Attainment Score 8 as key indicators at KS4.
- Work with both pre 16 and post 16 providers to raise aspirations to progress into Higher Education using POLAR4 (Q1/Q2) to identify 'cold spots'.
- Work with community groups based within the catchment areas of the identified pre and post 16 providers to deliver IAG, workshops and activities to both staff and beneficiaries.

Projects

The community outreach network will be promoted, subject to the partners meeting the criteria described above and the general aims of the Access and Participation Plan, through channels created by the Community Outreach Team and academic staff within the university's academic schools. The Director of Quality, Access and Participation will oversee the overall implementation of the strategic plan and agree any required change in focus with the relevant key stakeholders.

Arden University will also work in collaboration with The Brilliant Club's Make Your Mark Programme to deliver core-curriculum tutoring for students in Year 10, targeted at those who are eligible for Pupil Premium, live in the most deprived areas (IDACI quintiles 1 and 2), and with no parental experience of Higher Education. Make your Mark mobilises undergraduate students to offer curriculum-focussed tutoring, near-peer mentoring and study skills training to small groups of six students. As well as developing their subject knowledge, the programme aims to boost pupils' self-efficacy and academic confidence, which are strongly associated with improvements in attainment outcomes. The Make Your project will be evaluated through the improvement in subject knowledge assessed via baseline and final assignments with a target improvement of 10%, academic self-efficacy assessed via pre and post surveys with a target increase of 19% while metacognitive strategies increased by 9%. In the long-term, The Brilliant Club will evaluate GCSE attainment through the HEAT dataset.

Intervention strategy 2: Fundamentals of Academic English

Approximately 70% of Arden University students have English as an additional language in the UK study centres. Whilst these students have met the English language admissions requirement for their relevant programmes and can therefore speak English, they nonetheless often struggle with the academic English required for successful study in higher education. Fundamentals of Academic English 1 (FOAE 1) was developed to address this issue.

FOAE 1 has been successfully implemented in all Arden study centres. It is a timetabled, mandatory introduction to academic English. There is need to provide follow up support in the form of FOAE 2. The university successfully piloted FOAE 2 in the Berlin study centre in Feb 24. This was then followed up with a UK pilot in the May 2024 study block. 133 students, who undertook FOAE 1 in Feb 24, requested to sign up and participate in to the second FOAE course.

Intervention strategy 3 : Review of Module Reading

In line with the University's aims to provide universal access to education, the Library service has developed a sector-leading offer and unique USP that provides Arden students with fully digital only access to 100% of reading materials, removing financial and physical barriers to learning.

As part of the existing module development process, Librarians partner with module authors and learning designers to source, recommend, and embed links to all course reading directly into the VLE, using accessible structured reading lists to ensure the reading is provided in context with the student's other course materials.

Modules resourced by the Library have:

- Links to all eBooks, journal articles, weblinks, videos, case studies and other reading materials provided directly from the lessons.
- Structured reading lists divided into Key Text/Essential Resources/Wider Reading
- A record of the resources used in the module that can be used for maintenance purposes.

The embedded approach to provision of course reading has been the most impactful way that the Library has driven up engagement with resources, contributed to improved student satisfaction and developed a more collaborative partnership with Faculties to support the University's learning and teaching strategy.

To date, the library has provided access to 100% of reading in 499 new and rewritten modules through the module development process, which represents 4,990 lessons and 99,800 resources based on the average of 10 lessons and 200 resources per module.

The Library's involvement in module development was adopted in July 2021, so any modules written prior to this date, have not been checked by the Library to ensure reading materials are available and links to resources in the modules have not been added. These modules are usually older HTML modules that have not been rewritten or built on Articulate Rise. Students studying on these modules are not receiving an equivalent learning experience, which will lead to lower satisfaction ratings for Library and related measures on the NSS.

In addition, key texts and essential readings required to complete the module and assignments will not be available in the Library collection or may be out of print/behind broken links. These barriers to learning will impact continuation and success measures and students may need to purchase key reading materials to be able to successfully complete the module. The modules may have newer versions in revalidated programmes, but significant numbers of students are studying on these modules and will be for the next 2-5 years.

Discussions with Arden students at a recent Access and Participation panel focus group highlighted the importance of this project to our students. Students attending the focus group fed back that they have needed to buy their own copies of the key reading for their modules and that if the libraries process for resourcing modules could be extended to cover all programmes and modules it would be a huge benefit to Arden students from a cost pressure perspective. This project will ensure all students, regardless of their programme or module of study or mode of learning will have access to the key, essential and wider reading resources in their module.

As a result of completing this project in the short term, the university expect there to be:

- An increase in student satisfaction with the Library Service measured through NSS.
- Improvements in the key success measures for continuation, progression, and attainment as the university will be removing barriers to students learning.
- A decrease in student concerns regarding cost pressures as students would no longer need to spend money on purchasing expensive textbooks or journal articles.

In the longer term, the resources in these modules will be able to be managed as part of a regular cycle of review which means the quality and currency of the resources in the modules will be maintained.

Intervention strategy 5: Care Experienced Support Forum

This project will create a support network and a range of bespoke support opportunities for Arden University's care-experienced, care-leaver, estranged and unaccompanied asylum seeking students, in line with Office for Students best practice guidance.

It will involve:

- Having a named person to be a single point of contact for care-experienced, care-leaver, estranged and unaccompanied asylum seeking students.
- The named point of contact holding regular check-in meetings with Arden's care-experienced, care-leaver, estranged and unaccompanied asylum seeking students, as required.
- Coordinating events for these students, to create a sense of community and peer support (both online and in person, in order to support both full time and part time DL students)
- Creating support opportunities that are specifically tailored to these students' attainment, continuation and progression needs, working with Student Support, Academic Skills Tutors, Careers and Employability, Inclusion Team, the Library and other key stakeholders.
- Employing a member of staff to manage and coordinate this work.

Intervention strategy 6: Equality, Diversity and Inclusion Interns

In 2024 the Equality, Diversity and Inclusion (EDI) Team recruited 5 EDI Interns, working with the 10,000 Interns Foundation and the university's own student group as part of the recruitment process.

The initiative was twofold, recruitment of underrepresented groups whilst also giving career opportunities to Arden Students to experience working with the university. This project was started in May 2024 followed by a second phase in August 2024. The impact the interns made in the short time they were on placement was immense and included leading on projects, working with EDI colleague groups, supporting the EDI Lecturers with their focused areas, and providing a student voice in the activities that the university is engaging on.

The proposal for the 2025/29 Access and Participation Plan is to refine the process and ensure that the university works directly with Arden students in order to maximise the impact of the placements as detailed below:

Short Term :

- Providing work experience for Arden students - developing project management skills, marketing, understanding EDI, valuation skills, management and leadership, event planning and communication skills
- Supporting EDI development of Arden colleagues
- Providing a student voice

Medium to Long Term:

- Positive effects in increasing belonging for the student population
- Input into discussion forums providing student voice.
- Meaningful input into policy and process at Arden
- Meaningful input into strategy at Arden to support student outcomes.

Intervention strategy 7: Wellbeing Service Process and How to Videos

This project aims to compile a collection of short, accessible (designed for accessibility needs) videos that cater to the needs of university students seeking disability, mental health, and welfare support. The Inclusion Team would work design this project in conjunction with the Learning Design Team, which makes accessible digital content, and with the support of academics who want to use them as part of staff training on Inclusion at Arden University.

At present, the university has 10% of full time students and 27.8% of part time DL students who are recorded as disabled. However, many of these students are not utilising the disability support provision available through the university or government (DSA). There could be numerous reasons for this low take up, but regardless of the cause, it is concerning that many of these students are not aware of or accessing the support which they are entitled to at Arden, which will impact disabled student progression, attainment, and outcomes.

Arden University has a significant demographic of mature students who are undertaking their studies alongside the demands of work, family, and managing the challenges that arise from disability and other intersectional characteristics such as financial hardship or being first-generation university attendees. Given these challenges, it is important that the university offers accessible support to students, which can be accessed outside of one-to-one appointments with disability/mental health and welfare advisers but offering the same level of detail and support in an accessible format. Although the website has much content available, the information is not designed to support students through different Inclusion processes in detail. Furthermore, a website provides mostly written content. The university's neurodivergent staff/student community need more multifunctional /sensory formats of information.

The digital video library will help streamline the support and accommodations provided to the student, making sure all lecturers are provided with the same information, eliminating the need for repeated explanations across various university departments. Digital resources such as a video library that lecturers can share with their students would be one way to address the issues that arise for students around inclusion and accessing support. These resources can help guide the students step by step through the different forms of support available to them, assisting them through the different processes, and serve as a permanent digital source of information that students can revisit whenever they need to.

The video library will cover the following themes:

- Disability Disclosure
- Mental Health:
- Digital videos for students with hearing loss or those who are /Deaf:
- Digital videos for students with sight loss or those who are blind:
- Disabled Students' Allowances:
- Digital videos for neurodivergent students
- Digital videos for students with long term health conditions

Intervention strategy 8: Career Mentors

As part of the Careers, Employability and Alumni remit, a new Career Mentoring programme will be launched which will focus on engaging students targeted by the Arden University's Access and Participation Plan. The project will work with students across the university, developing and utilising IT systems and data to optimise engagement. An appointed Careers Mentoring officer will manage, develop, and maintain a strong and effective network of active student mentees and mentors from a pool of current students, alumni, and employers. This activity will also support the university's employer and alumni engagement strategies, and contribute to student continuation, completion, and progression into positive graduate outcomes and enterprise initiatives.

The project will be piloted in 2024 – 2025 with a target of 50 full time learners with the following intersections: male/female, from a Black, Asian, Mixed and Other ethnic backgrounds, who may have a reported disability, mental health condition, or be care experienced. Learners will come from programmes with Graduate Outcomes (GO) either lower than the Office for Students' threshold, or at risk of being lower than the threshold.

Mentoring training, matching, and monitoring of scheme will be delivered by 1 FTE mentoring project officer and, in the pilot phase, using the functionality with Arden Futures. In 2025-2029, based on experience from the pilot, the mentoring scheme will be expanded, supported by the mentoring project officer and a mentoring platform. The platform will deliver automated support to mentors and mentees, reducing the amount of staff resource needed to drive this forward, to deliver four mentoring programmes, which could be focused on a School, the Arden University Student Association or a central Careers focused initiative, assessed on characteristics of learner needs.

Ongoing APP Projects from the 2021 -2025 Access and Participation Plan

The following strategic interventions funded through the 2021 -2025 Access and Participation Plan will continue to be implemented, and evaluated, during the 2025/29 Access and Participation Plan time frame:

Micro internships

In 2023/24, the micro-internships pilot aimed to engage 50 students in 25-hour live projects with employers over three weeks targeting Black Heritage or Minority Ethnic students, or student with a disability, with no or limited work experience. The 2023/24 pilot was delivered over two periods (autumn 2023 and spring 2024). Overall, 51 students were offered a micro-internship opportunity and 28 completed their internship.

Delivering the internships in two periods has enabled different approaches to be taken responding to the feedback received. Quality enhancements to the second round of internships increased the number of applications, increased the number of places offered to students by 83% and increased the completion rate increased by 6%. The Impact of the micro-internships on students included:

- Increase in understanding of own interests, strengths, and motivations, 91%.
- Increase in student's awareness of next career steps, 93%.
- Increase in student's social & professional networks, 86%.
- Students increased employability / global skills, 91%.
- In terms of satisfaction, students scored 83% and Clients, 90%

It is proposed to continue to deliver co-curricular micro-internships, focusing on up to 100 Black Heritage or Minority Ethnic students, or student with a disability, with no or limited work experience in their preferred career area, by the Careers, Employability & Alumni team, building on the micro-internships pilot in 2023/24. The forecast investment for this strategic intervention is **£276,000**.

EDI initiatives fund

In 2023/24, the EDI initiatives fund was used to fund:

- Staff training on inclusivity in learning and teaching (30 events, over 500 staff participants)
- 'Catalyst' action planning events, identifying ways to tackle specific inequality areas (3 events, all schools and academic-related areas represented)
- Awareness raising events on EDI and inequalities for staff and students (10 events, over 2000 participants)
- Pilot initiatives (e.g. an inclusive curriculum review and the recruitment of student interns) which have gone on to be funded as separate initiatives in the APP.

In 2024/25, and in upcoming years, the fund will be used to fund further events and training, further pilots of initiatives, and will also be used to fund targeted evaluation activity of existing APP initiatives. The forecast investment for this strategic intervention is **£404,000**.

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Fees, investments and targets

2025-26 to 2028-29

Provider name: Arden University Limited

Provider UKPRN: 10005451

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9000
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	9000
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 2025-26

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6750
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Arden University Limited

Provider UKPRN: 10005451

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£312,000	£325,000	£338,000	£351,000
Financial support (£)	NA	£2,962,000	£2,915,000	£3,242,000	£3,603,000
Research and evaluation (£)	NA	£45,000	£47,000	£49,000	£51,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£250,000	£260,000	£270,000	£281,000
Access activity investment	Post-16 access activities (£)	£62,000	£65,000	£68,000	£70,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£312,000	£325,000	£338,000	£351,000
Access activity investment	Total access investment (as % of HFI)	0.4%	0.5%	0.4%	0.4%
Access activity investment	Total access investment funded from HFI (£)	£312,000	£325,000	£338,000	£351,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£100,000	£104,000	£108,000	£112,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£2,862,000	£2,811,000	£3,134,000	£3,491,000
Financial support investment	Total financial support investment (£)	£2,962,000	£2,915,000	£3,242,000	£3,603,000
Financial support investment	Total financial support investment (as % of HFI)	4.1%	4.1%	4.1%	4.1%
Research and evaluation investment	Research and evaluation investment (£)	£45,000	£47,000	£49,000	£51,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.1%	0.1%	0.1%	0.1%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Arden University Limited

Provider UKPRN: 10005451

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase full time enrolments for learners from an Asian ethnic background	PTA_1	Access	Ethnicity	Asian		Using Arden University's internal data to indicate the baseline data, progress will be measured using the proportion of enrolments for this ethnic group across each academic year's intake points	No	Other data source (please include details in commentary)	2022-23	Percentage	17.2%	18%	19%	20.5%	22%
Increase full time enrolments for learners from a Black ethnic background	PTA_2	Access	Ethnicity	Black		Using Arden University's internal data to indicate the baseline data, progress will be measured using the proportion of enrolments for this ethnic group across each academic year's intake points	No	Other data source (please include details in commentary)	2022-23	Percentage	21%	22%	23%	24%	25%
Increase full time enrolment for learners from a Mixed ethnic background	PTA_3	Access	Ethnicity	Mixed		Using Arden University's internal data to indicate the baseline data, progress will be measured using the proportion of enrolments for this ethnic group across each academic year's intake points	No	Other data source (please include details in commentary)	2022-23	Percentage	4.5%	5.5%	6.5%	7.5%	9%
Increase full time enrolment for learners from an Other ethnic background	PTA_4	Access	Ethnicity	Other ethnicity		Using Arden University's internal data to indicate the baseline data, progress will be measured using the proportion of enrolments for this ethnic group across each academic year's intake points	No	Other data source (please include details in commentary)	2022-23	Percentage	4.9%	6%	7%	8%	9%
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase overall full time completion rates	PTS_1	Completion	Ethnicity	Not specified (please give detail in description)	N/A	Using Office for Students' Access and Participation Dashboard for the baseline year the target incorporates a 20 percentage point increase in completion rates for Black, Asian and Minority ethnic learners	No	The access and participation dashboard	2018-19	Percentage	58%	63.5%	69%	74.5%	80%
To increase overall part time completion rates	PTS_2	Completion	Ethnicity	Other (please specify in description)	N/A	Using Office for Students' Access and Participation data dashboard for the baseline year incorporates a 20 percentage point increase in completion rates for Black, Asian and Minority ethnic learners	No	The access and participation dashboard (please include details in commentary)		Percentage	33%	36.5	40	43.5%	45%
To increase overall full time continuation rates	PTS_3	Continuation	Reported disability	Mental health condition	N/A	Using Office for Students' Access and Participation data dashboard for the baseline year the target incorporates a 22 percentage point increase in continuation rates for learners with a mental health condition	No	The access and participation dashboard	2021-22	Percentage	77%	79%	81%	83%	85%
To increase overall part time continuation rates	PTS_4	Continuation	Reported disability	Mental health condition	N/A	Using Office for Students' Access and Participation data dashboard for the baseline year the target incorporates a 10 percentage point increase in continuation rates for learners with a mental health condition	No	The access and participation dashboard	2020-21	Percentage	40%	45.5%	51%	56.5%	62%

