

# Access and Participation Plan 2025-26 to 2028-29

## Introduction and strategic aim

City College Norwich (CCN) is a large general further education college serving Norfolk and Suffolk. Of its 9684 students, 499 students are on Higher Education courses (based on 2023/24 internal CCN data). Within higher education, almost 30% of students are studying Higher or Degree apprenticeships, and a further 10% study Higher National qualifications.

The College's mission statement is: **Challenging minds, inspiring success, securing futures.** This represents our core purpose to deliver high-quality teaching and learning that leads to the strong achievement of learning goals and qualifications providing a springboard for progression into further study or work.

## Context and place

City College Norwich is a key anchor institution within Norfolk. The three campuses combined (City College Norwich, Easton College and Paston College) have served the county with educational provision for a total of 621 years (City College Norwich was founded in 1891, Easton College in 1951 and Paston College in 1604). The geography of Norfolk as a large rural county with its capital city of Norwich broadly centrally placed, means that the College is the only Further Education provider serving the large rural area of central Norfolk from Cromer on the North Norfolk coast to Thetford in the south. The recruitment area for the College is predominantly from Norfolk and North Suffolk. For some key specialist programmes such as those in land-based curriculum areas at Easton College and our Aviation Engineering degree at the International Aviation Academy Norwich (IAAN) regional and occasional national recruitment is seen. Given the rural context of the county, long and sometimes difficult public transport journeys are common for students and apprentices attending the College.

Within Norfolk, the College is:

- the largest educational provider to young people aged 16-18 in 5 of the 7 district council areas (Breckland, Broadland, North Norfolk, Norwich and South Norfolk)
- the largest apprenticeship provider to Norfolk apprentices and employers
- the second largest provider of adult learning
- the third largest provider of Higher Education

Within Higher Education, the College plays a key role in widening participation to HE in a region where Level 4+ skills are seen as a key priority. We know that our HE students:

- are older than average (47% classified as "mature" i.e. aged 21 and over on entry)
- come from areas where HE is not a typical destination in greater proportions than is the norm
- have higher prevalence of disabilities and difficulties than the sector average (33% of full-time undergraduates in 2022-23 report a Learning Difficulty or Disability)

The College works closely with its validating university, UEA, and other local anchor institutions such as Norwich University of the Arts and Norfolk County Council to contribute to our combined

civic roles in promoting and supporting higher-level skills development in our region. Norfolk is a complex county to serve, with wards of high levels of economic prosperity and educational attainment situated next door to wards within the 10% most deprived in the country. The rurality of the county can mask deprivation, and the pleasant environment of Norwich (often cited as one of the top 10 places to live in the UK) masks a lack of social mobility in some communities which led it to be identified as one of the 6 key Opportunity Areas for additional governmental investment (and more recently to be named as an Education Investment Area).

The College continues to focus its HE provision towards serving the local community, with 97% of our HE students recruited from Norfolk or Suffolk, an area with many wards of low HE participation. Additionally, Norfolk's population has lower rates of university-level attainment (Level 4+), compared to England as a whole (as shown in the graphic below from Norfolk Insights, based on the ONS Census 2021).

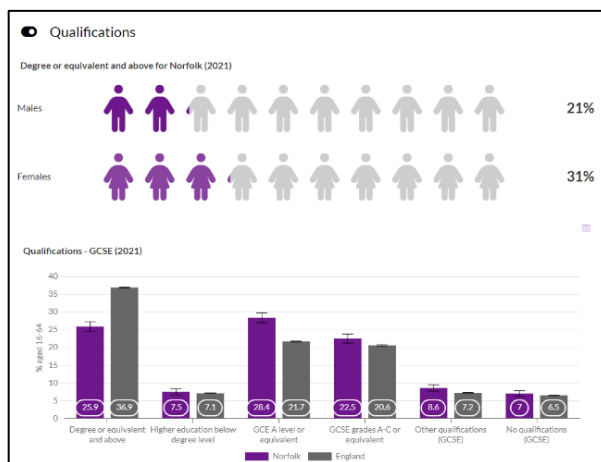


Table 1 – Qualifications held by individuals in Norfolk (Norfolk Insights, <https://www.norfolkinsight.org.uk/children-and-young-people/reports/#/view-report/07853ccb32274062987962b7d4e602b3/E10000020/G3>)

The College's strategic plan for 2024-2028, sets out five strategic themes: -

- **People** – Creating an enhanced culture of student and staff wellbeing and satisfaction.
- **Partnerships** - Further developing our curriculum to develop the skills needed within our community and the wider economy. Emphasis on partnership work with employers, local government, other local colleges and educational institutions, including our key university partner, the University of East Anglia (UEA)
- **Learning** - Ensuring that the quality of our Teaching, Learning and Assessment is at least Good in all aspects of our annual self-assessment. Specifically, within Higher Education: *“The College will re-establish its place as the home of higher level technical and vocational learning within Norfolk. Serving students of all ages and specialising in those who are learning alongside work or to enhance career progression, our higher education will provide Norfolk individuals with accessible and impactful programmes, particularly at Levels 4 and 5 and utilising nationally recognised Higher Technical Qualifications (HTQs), validated degree programmes and Apprenticeships as appropriate. We will identify the sectors where the College can have most impact for Norfolk and prioritise provision in response to those sectors’ needs, working in partnership with our local universities to provide what Norfolk and the region needs”, and for apprenticeships.* We will review our apprenticeship offer and delivery mechanisms to continue to evolve in response to the needs of the local economy and seek partnerships with employers to ensure our curriculum is current and focussed on local and regional specialisms. We will champion apprenticeships as a key route for training and

*employment, systematically enabling pathways into better paid employment for students progressing from our courses into careers with training”.*

- **Sustainability** - Creating a college that recognises and reduces its environmental impact. Ensuring the financial sustainability of the College by returning the institution to a financial health rating of at least Good.
- **Systems** - Ensuring that the College is improving key underpinning functions, systems and quality processes so that we are efficient and effective in supporting staff workload and creating a positive student experience.

These themes translate into a mission to ensure that the College is “*a place known for technical and academic excellence*”, and that “*effectively meet(s) the needs of businesses and the wider economy by supporting skills needs, both for current employees (apprenticeships, HE, adult upskilling) and for the future workforce (programmes for young people, adult reskilling)*”.

Within Higher Education, we have a strong record of recruiting students from underrepresented groups, pride ourselves on our support for students and the progress they make with us. Our growing focus is on level 4+ technical education, through HNC/HNDs, Higher Technical Qualifications, and Higher Apprenticeships, which will become a more significant part of our offer over the lifetime of this plan.

This plan takes a fresh look at our recent performance, through an assessment of performance, setting out strategic interventions to reduce or eliminate risks to equality of opportunity.

## **Risks to equality of opportunity**

Our analysis of performance focuses primarily on 4-year aggregated data, from the Office for Students (OfS) APP data dashboard, with a focus on underrepresented groups over the student lifecycle (Annex A includes a glossary of the range of underrepresented groups that are identified within this plan). We have looked at 4-year aggregates to counteract the impact of smaller cohorts of specific groups within our student population. This review included a review of published intersections between groups.

Following that assessment and a review of the OfS' Equality of Opportunity Risks, the following national risks apply to some City College Norwich students at various student lifecycle stages. Please note that we have summarised the risk indicators for reader accessibility, with more detail listed in Annex A.

### **Student Lifecycle Stage: Access**

Equality of Opportunity Risks seen in our analysis: -

- Risk 1: Knowledge and skills: Risk 2: Information and Guidance, and Risk 3: Perception of Higher Education.

Our analysis of performance shows that students from certain underrepresented groups are less likely to access higher education at City College Norwich (CCN). Evidence suggests this is a result of students from these backgrounds not having equal opportunities to develop the knowledge and

skills required to access higher education, to receive information and guidance that enables them to make informed choices about entering higher education and/or where financial or family circumstances might prevent them from applying.

These risks impact the following groups: (Please see Annex A for further definitions of the terminology used throughout the plan):

- Socioeconomically deprived students (from Index of Multiple Deprivation (IMD) Quintiles 1 & 2) are less likely to access higher education at CCN than the sector average. This is especially true for male students from IMD Quintiles 1 and 2 (see Annex A - Risk Indicators 1 and 17 for further details).
- We are seeing increasing numbers of students with Learner Difficulties and/or Disabilities enrolling at City College Norwich, which is likely to place greater demand on the support made available to students (see Annex A – Risk Indicators 7 and 8).
- Students from Asian, Black or Minority Ethnic groups (ABMO) are less likely to access higher education at CCN compared to white students relative to national rates. Whilst this is contextualised by the demographics of our recruitment area, with white residents accounting for 94.7% of Norfolk's population based on ONS Census 2021 data, we will monitor this as there is an increasing proportion of ABMO students in more urban schools locally and so we may see improved recruitment of these students, or a need to improve recruitment to better reflect the region's changing ethnic makeup (see Annex A – Risk Indicator 15).

### **Student Lifecycle Stage: Success**

Equality of Opportunity Risks seen in our analysis: -

- Risk 6: Insufficient Academic Support; Risk 7: Insufficient Pastoral Support; Risk 9: Ongoing impacts of Coronavirus, and Risk 10: Cost Pressures.

Our analysis shows that whilst we provide high levels of academic and pastoral support to most students, certain groups of underrepresented students are not able to access sufficient academic and/or pastoral support to achieve positive outcomes. For other students, cost pressures impact on their ability to succeed. In addition, we see a significant change in the resilience of students from some underrepresented groups because of the ongoing impact of Coronavirus.

These risks impact the following groups of our students along three dimensions:

- Continuation
  - Full-time undergraduate male students from deprived backgrounds (IMD Quintile 1 and Quintile 2) at CCN are more likely to drop out of HE than other groups (Male students from IMD Quintiles 3, 4, and 5), at a greater proportion than the national average (Annex A – Risk Indicator 18).
- Completion
  - Full-time undergraduate students from IMD Quintiles 1 and 2 are less likely to complete their HE course, and this rate has worsened in the last two years (Risk Indicator 2).
  - Full-time undergraduates, who were eligible for Free School Meals, are less likely to complete their HE degree (Risk Indicator 3)

- Male full-time undergraduate students are less likely to complete their HE degree, and this gap is much larger for males from the most socioeconomically deprived backgrounds (IMD Quintiles 1 and 2). This gap has grown in the most recent 2-year aggregated data (Risk Indicator 20).
- Disadvantaged female students (IMD Quintiles 1 & 2) are less likely to complete their degree than less disadvantaged females (IMD Quintiles 3, 4 & 5 Females) (Risk Indicator 19).
- Apprentices with learning difficulties and/or disabilities (LDD) are less likely to complete their apprenticeships than other apprentices. This gap is higher than the national average and has widened in the 2-year aggregated data (Risk Indicator 12).
- Full-time undergraduate ABMO students from more disadvantaged backgrounds (AMBO IMD Q1&2) are less likely to complete their studies than white students from similar socioeconomic backgrounds, with this gap in performance being larger than the national gap between these groups (Risk Indicator 23).
- **Attainment**
  - Male first-degree undergraduate students who fall from IMD Quintiles 1 & 2 are less likely to attain good honours (1st or 2:1 classifications) than less disadvantaged males. This gap is wider at CCN than the national average (Risk Indicator 21).
  - CCN students who were eligible for Free School Meals tend to have lower rates of good honours attainment (Risk Indicator 4).
  - Students from IMD Quintile 1 are less likely to attain good honours than students in all other quintiles (Risk Indicator 5).
  - Students with Learning Difficulties or Disabilities (LDD) on Full-time undergraduate degrees (BA/BSc's) have lower rates of attainment compared to our students with no reported disabilities. This attainment gap is significantly larger when comparing the subgroup of our LDD students with declared Cognitive or Learning Difficulties (Risk Indicators 13 and 14).
  - Black, Asian, Minority Ethnic and Other Ethnicity students (AMBO) at City College Norwich are less likely to attain good honours than white students, when looking at 4-year aggregate data for full-time undergraduate first degrees (Risk Indicator 16).

## **Student Lifecycle Stage: Progression**

Equality of Opportunity Risks seen in our analysis: -

- Risk 7: Insufficient Pastoral Support. Risk 9: Ongoing impacts of Coronavirus.

Other causal factors impacting on progression rates:

- Our regional context, that our students tend to stay within Norfolk, which creates lower opportunities to enter into Highly Skilled careers due to relatively fewer highly skilled roles in the local economy (see <https://www.officeforstudents.org.uk/data-and-analysis/a-geography-of-employment/> for details of Norfolk and North Suffolk).

We see that students from the most deprived backgrounds have less opportunity to achieve a positive progression into further study or employment which is reflective of their attainment.

This risk impacts the following groups: -

- Full-time undergraduate students from the most deprived backgrounds (IMD Quintile 1) have lower rates of progression into highly skilled roles or further study than our other students (See Annex A – Risk Indicators 5).
- When reviewing intersections of deprivation and sex, both female and male students from more deprived backgrounds have lower rates of progression than females or males from less deprived backgrounds. The gap is particularly marked between female students (Risk Indicators 22 and 23).

### **Student Mental Health (Across all student lifecycle stages)**

Equality of Opportunity Risks seen in our analysis: -

- Risk 8: Mental Health.

We see an increasing number of students reporting mental health conditions and/or displaying signs of poor mental health, indicating a growing need for student support services and signposting.

This is indicated through the following risk indicators:

- The rate of full-time undergraduate students reporting mental health issues rose significantly from 2016-17 to 2019-20. This has reduced slightly in subsequent years but is still higher than it was in 2016-17 (Risk Indicator 9).
- Mental health issues are less reported in our apprenticeship groups, but apprentices with Cognitive or Learning Difficulties account for 9.3% of our apprentices, over the 4-year aggregate, and 13.8% over the two-year aggregate, with a peak of 16.4% in 2021-22). Similarly, within our Part-time students, Cognitive or Learning Difficulties account for the largest proportion of LDD students with 4-year and 2-year aggregates of 6.7% and 4.9% respectively (Risk Indicator 10).
- Our students with Mental Health conditions tend to have lower rates of continuation than students with no disability reported (Risk Indicator 11).
- Our internal data from academic year 23/24 supports this; 77% of students who paused their studies (10 out of 13) disclosed mental health as a factor in their decision. In terms of withdrawals from programmes, 17% of students (5 out of 30 students), disclosed mental health concerns during their time on the course.

### **Equality of Opportunity Risks not addressed in this plan:**

There are risks identified through the Equality of Opportunity Risk Register (EORR) that are either not shown in our data and/or are not applicable to our institutional context, which we have listed below: -

**Risk 4: Application Success Rates** - We do not see patterns of low application success rates across underrepresented groups for our institution, so do not feel that this is a risk that we need to address in the plan.

**Risk 5: Limited Choice of course type and delivery mode** - CCN offers courses across a range of modes of delivery and course types, from part-time Higher National qualifications; Higher and



Degree apprenticeships; Foundation and Bachelor degrees; and, more recently, Higher Technical Qualifications. Whilst we do not see evidence that our applicants are exposed to this Equality of Opportunity risk, we intend to continue to expand the range of Level 4 and Level 5 courses that we offer, along with exploring alternative methods of delivery (online/part-time) and have added these into our intervention strategies to enable us to evaluate the impact over the lifetime of the plan.

**Risk 11: Capacity Issues** - We do not see this reflected in our analysis of performance but measures in our plan to deal with other identified risks, such as providing additional hardship and bursary funds will further protect students from any future exposure to this risk.

## Objectives and targets

We have identified five objectives across the student lifecycle to address the risks to equality of opportunity listed above. Each objective addresses one or more of these risks. The Equality of Opportunity risks each objective will address are included at the start of each intervention strategy, along with the targets that we will use to measure our progress to reach these objectives.

O1: To reduce the gap of access by entrants of full-time students from more deprived Socio-economic backgrounds compared to those from less deprived backgrounds by 2030, through financial support, targeted outreach, and increased Independent Advice and Guidance (IAG) (PTA\_1 and PTA\_2)

O2: Ensure that underrepresented groups remain on programme and complete their studies with similar rates to the wider student population by 2030, through financial support, better understanding of student needs and peer-to-peer mentoring for these students (PST\_1, PTS\_2 and PTS\_3).

O3: Eliminate unexplained gaps in attainment that correlate to learning difficulties/disability, deprivation and ethnicity by 2030, through programmes of enhanced academic support, peer-to-peer mentoring, and changes to policies to better support students (PTS\_4, PTS\_5, PTS\_6, and PTS\_7)

O4: To limit the impact of poor student Mental Health on continuation rates by 2030, through targeted support to the mental health of our students (PTS\_8)

O5: To reduce gaps in the progression to positive destinations of our more deprived students compared to our students from less deprived backgrounds (students from IMD Quintiles 1 & 2, compared to Quintiles 3, 4 & 5), through the introduction of a professional skills award, and targeted employability and progression support (PTP\_1, PTP\_2, and PTP\_3).

## Intervention strategies and expected outcomes

Intervention Strategy1 – Access					
Risks to Equality of Opportunity		Risk 1: Knowledge and Skills, Risk 2: Information and Guidance, and Risk 3 Perception of Higher Education			
Objectives		O1: To reduce the gap of access by entrants of full-time students from more deprived socio-economic backgrounds compared to those from less deprived backgrounds by 2030, through financial support, targeted outreach, and increased Independent Advice and Guidance (IAG) (PTA_1 and PTA_2)			
Targets		<p>O1.T1 - To close the gap of access by full-time undergraduate entrants from IMD Q1 and Q2 to City College Norwich to within 5% of the current sector average, by 2030 (Sector Average of 42.8% based on June 2024 publication of the APP Data Dashboard) (PTA_1)</p> <p>O1.T2 - To increase the access rate of full-time undergraduate male students from the most deprived backgrounds (males from IMD Quintiles 1 and 2) from a 4-year aggregate rate of 13.4% to 16 % by 2030 (PTA_2)</p>			
Evidence Base and Rationale		Evidence from TASO indicates that a multi-pronged approach for engaging and recruiting future students, including financial support, outreach and campus visits, and information, advice and guidance can have a larger impact on students' attitudes towards HE. Individual strategies like financial support can also have a small but positive effect on HE participation. Because more evidence and information are needed, especially in the UK context, in terms of the relative effectiveness of various interventions, evaluation will be embedded and based on multiple sources to get a better idea of mechanisms of change within our local context, and the short, medium and long-term impact. See Annex B for a more detailed review of the current evidence.			
#	Activity Description	Inputs	Outcomes	Cross-intervention strategy?	Evaluation Methods



1	Introduction of the CCN Progression Bursary (from January 2024), for City College Norwich, Easton College and Paston College students who progress onto a CCN HE BA/BSc, Foundation Degree, Higher National Certificate, Higher National Diploma, Higher Technical Qualification, or Foundation Year (Aviation) – New Activity	Marketing Resource, HE Office staff to administer the payments of £1k per qualifying, progressing students	Increased rates of internal progression onto CCN HE courses Increase in rates of progression to CCN HE of students from targeted underrepresented groups.	No	Type 1 Type 2
2	Adoption of Contextual Offers for September 2025/6 entry – offering a decrease in entry tariffs required for applicants from specific target groups – New Activity	Marketing, HE Office staff, Academic course teams	Increase rates of enrolment at CCN HE for students from the most deprived areas (IMD Quintile 1)	No	Type 1 Type 2
3	Expansion of Higher Technical Education, at levels 4 and 5, with an emphasis on Higher Technical Qualifications (HTQs) in key sectors within the local economy of Norfolk – New Activity.	Curriculum development by Course Team	More diverse portfolio of courses (in terms of mode of delivery, and duration) allowing more students to access our courses	No	Type 1 Type 2

4	Targeted Outreach to areas/schools with Low rates of progressions to HE - New Activity	HE Student Recruitment Officer (1 FTE), Marketing team to support promotion materials	Increased rates of students from IMD Quintile 1 and 2 postcodes progressing into higher education (Intermediate Outcome: informed, attitudes towards HE, knowledge and skills) Potential students will know what course options are available to them and be provided with the knowledge to make informed decisions about progression to HE.		Type 1 Type 2
5	Raising attainment activities across our own further education sites (City College Norwich, Easton College and Paston College) to encourage progression to HE for Further Education (FE) students, in accordance with the College's Strategic Target to increase progression of young students to higher education – Enhancement to existing activity.	HE Student Recruitment Officer, Further Education staff across the college  Additional training provided to key CCN roles on L4+ progression  Our work with the Network of East Anglia Collaborative Outreach (Neaco) / Uni Connect Partnership. This activity is costed separately to this Access and Participation Plan but will support this intervention strategy)	Increased progression to L4+ study from Level 3 FT programmes.	No	Type 1

6	College Higher Education Taster days offered to schools in the local area/targeted areas of deprivation, to raise aspirations within these schools – New Activity	HE Student Recruitment Officer, Academic Staff across our provision).	Pupils will have a greater awareness of our curriculum offer, and the support (Financial and academic/pastoral) that we provide		Type 1
7	Continued work as part of the Network of East Anglian Collaborative Outreach (Neaco) Uni Connect project to promote Higher Education to POLAR4 Quintile 1 and 2 students from within East Anglia – Existing Activity	Neaco team (This activity is costed separately to this Access and Participation Plan, but will support this intervention strategy)	Increased numbers of students progressing to higher education, from areas of historically low higher education participation	No	To be evaluated as part of the Neaco Uni Connect project.
8	Low-income bursary introduced for students with household income of £20,000 or less – New Activity	See IS2 for costs for this cross-cutting strategy	Increased rates of access to CCN HE for students from deprived backgrounds	Yes (see IS2, IS3, IS4)	Type 2
Total Investment cost over the 4 Years of the plan = £401k, including costs explicitly listed in the Fees, Investment and Targets spreadsheet (see Annex C)					
<b>Evaluation:</b> We plan to evaluate each activity within this intervention strategy to assess whether they lead to the intended outcomes. Each activity in this intervention strategy is built on previous research exploring how to increase access to HE (see Annex B for a literature review), in accordance with OfS Type 1 standards of evidence, and this previous research was used to build a logical, empirically based Theory of Change model. Not every activity is supported with equally strong empirical evidence, especially in a UK HE context, so we will continue to build our Type 1 evidence and evaluation by engaging in ongoing process evaluation and programme review at regular intervals and at the end of the plan and comparing it to the results of other HE institutions engaging in similar interventions. We will also engage in Type 2 evaluation by gathering both qualitative (surveys, interviews with various stakeholders) and quantitative (surveys, application/enrolment/retention and financial data) findings to analyse short-medium outcomes before and after these strategies were undertaken. To measure the impact of financial support, we will adapt the					

OfS Financial Support Evidence Toolkit to suit our context. We also aim to engage in long-term impact analysis, but this will by its nature extend beyond the lifespan of this plan.

(NB some Type 2 evidence will be limited by the extent of available 'before' data we can compare with 'after' data- we will compare what we can compare and implement further structural data-gathering which will enable more rigorous Type 2 evidence.

**Summary of publication plan:** Our findings will be shared at regular intervals throughout the year within our Access and Participation Committee, and formally reported in our HE Annual Reports to our Governing Body. We will share any key findings with TASO and OfS, especially as applies to the context of small providers. It is our intention to publish key interim findings, annually, on our website. After 4 years we intend to publish our full findings and an evaluative report on our website.

Intervention Strategy 2 (IS2) - Continuation and Completion	
Risks to Equality of Opportunity	<i>Risk 6: Insufficient Academic Support / Risk 7: Insufficient Pastoral Support / Risk 9: Ongoing impacts of Coronavirus / Risk 10: Cost Pressures</i>
Objectives	O2: Ensure that underrepresented groups remain on programme and complete their studies with similar rates to the wider student population by 2030, through financial support, better understanding of student needs and peer-to-peer mentoring for these students (PST_1, PTS_2, PTS_3, PTS_4, and PTS_5).
Targets	<p>O2.T1 – To reduce the continuation gap for full-time male students from deprived backgrounds (IMD Quintiles 1 and 2) from 4.5 percentage points to 2.0 percentage points (bringing this in line with the Sector 4-year average gap for this underrepresented group) by 2030 (PTS_1)</p> <p>O2.T2 - To reduce the gap in completion of full-time undergraduate male students from deprived backgrounds (IMD Quintiles 1 and 2) to within 2 percentage points of the average for all other groups by 2030 (baseline data - males from IMD Q1 &amp; Q2 have completion rates of 76% at City College Norwich, compared to an average completion for all other groups of 82%) (PTS_2)</p> <p>O2.T3 – To reduce the gap in completion rates for apprentices with Learning Difficulties or Disabilities, compared to the non-disabled apprentices at City College Norwich, from 3.2 percentage points to 1 percentage point by 2030 (PTS_3)</p> <p>O2.T4 - To reduce the completion gap for full-time undergraduates, who were in receipt of Free-School Meals, from 16.5 percentage points to 10 percentage points, compared to full-time undergraduates at City College Norwich who were ineligible for Free School Meals by 2030 (PTS_4)</p> <p>O2.T5 - To reduce the completion gap for full-time undergraduate ABMO students, from more disadvantaged backgrounds (AMBO students from IMD Quintiles 1 &amp; 2), compared to white students from similar backgrounds from a 5.1 percentage point gap to within a 1.00 percentage point gap (PTS_5)</p>

Evidence Base and Rationale	<p>Previous research shows that students often drop out because of financial difficulties, either personal or due to their family's socioeconomic status. It would follow, therefore, that financial support would significantly help with continuation and completion. Internal findings show that it is certainly needed; in the '23-'24 academic year, the HE hardship fund at CCN was depleted by March 2024, and at least six students enquired about financial support after this date. Approximately half of the students who accessed the fund were students from more deprived backgrounds. Though more evidence is needed, there is some indication that learning analytics (the collection, analysis, and reporting of data about learners, for the purpose of understanding and optimising their learning and the environments in which it occurs) has a positive impact on student success- our student survey should help us gain a better understanding of the struggles that students are facing, and enable staff to provide the support needed at an earlier stage. Narrative (Type 1) evidence from student support staff indicates that, when it is filled out, it enables more proactive and targeted support for students who might struggle to complete their studies for various reasons. Emerging evidence supports the use of mentoring, which can have a positive impact on continuation and completion, and a trial mentoring programme within one CCN course showed promising results, but further analysis and evaluation is needed. See Annex B for a more detailed review of the current evidence.</p>				
#	Activity Description	Inputs	Outcomes	Cross-intervention strategy?	Evaluation Methods
1	Low-income bursary introduced, for students with household income of £20,000 or less – New Activity	Anticipated cost of £272,000 over the 4 years of the plan (£500 per year, per claimant; Assuming 136 claimants, based on Student Loans Company data £500 x 136 = £272,000)	Improve Continuation, Completion and Attainment rates for students from deprived backgrounds.	Yes (see IS1, IS3, IS4, IS5)	Type 1, Type 2
2	Promotion of Enhanced New and Continuing Student Survey – New Activity	Staff Hours: 1 x HE Student Support staff for 25 hours pa	<p>Better understanding of how issues are likely to impact on student learning for these students.</p> <p>Students are signposted to support services relevant to them and their particular concerns.</p>	Yes (see IS3, IS4, IS5)	Type 1, Type 2

			<p>To gather data from enrolled students on impact of recruitment activities which can be used to further enhance recruitment strategies.</p> <p>To gather data on student aspirations for future careers to help focus/tailor employability and progression support.</p>		
3	CCN Buddying System / Mentoring Scheme (2nd/3rd years to Buddy with 1st years) – New Activity	25 Student Champions (£11/hr x 25 student champions x 3hrs of mentoring per year) approx. £3.3k over four years	<p>1st year students will benefit from the additional source of support and advice from someone who understands.</p> <p>Positive impact on student uptake of support services and procedures if they have another person informing them of these.</p> <p>Mentors develop professional / transferable skills</p>	Yes (see IS3, IS4, IS5)	Type 1, Type 2



4	Targeted support for students at risk of withdrawal /non-completion of their course of study – Existing Activity	HE Student Support Officer	Students have a direct point of contact regarding issues that may impact on their continuation or completion Students feel more supported and are better able to access additional support both academic and pastoral Students are signposted to additional professional services both within and outside the College Increased rates of continuation for targeted groups Increased rates of completion for targeted groups	Yes (see IS3, IS4 IS5)	Type 1
5	Staff development – Additional Continuous Professional Development for HE Student Support Staff – New Activity	Training for Support staff (£5k budgetary estimate)	Improved ability to support students with all aspects, and identify students at risk of not continuing / completing their studies	Yes (see IS3, IS4, IS5)	Type 1, Type 2
Total Investment cost over the 4 Years of the plan = £433k, including costs explicitly listed in the Fees, Investment and Targets spreadsheet (see Annex C). To further support students we will also expand our HE hardship fund, which is available to all students facing hardship, in light of identified cost pressures facing students.					
<b>Evaluation:</b> We plan to evaluate every activity within this intervention strategy to assess whether they lead to the intended outcomes. Each activity in this intervention strategy is built on previous research in accordance with OfS Type 1 standards of evidence, and this previous research was used to build a logical, empirically based Theory of Change model. Not every activity is supported equally strongly with empirical evidence, however, especially in a UK HE context, so we will continue to build our Type 1 evidence and evaluation by engaging in ongoing process evaluation and programme review at regular intervals and at the end of the plan and comparing it to the results/evaluations of other HE institutions engaging in similar interventions. We will also engage in Type 2 evaluation by gathering both qualitative (surveys, interviews with various stakeholders) and					

quantitative (surveys, continuation/completion and financial data) findings to analyse short-medium outcomes before and after these strategies were undertaken. To measure the impact of financial support, we will adapt the OfS Financial Support Evidence Toolkit to suit our context. We also aim to engage in long-term impact analysis, but this will by its nature extend beyond the lifespan of this plan.

**Summary of publication plan:** We will disseminate interim, end of year and APP lifecycle findings in the same way as delineated in Intervention Strategy 1.

### Intervention Strategy 3 (IS3) (Student Lifecycle Phase: Attainment)

Risks to Equality of Opportunity	Risk 6: Insufficient Academic Support / Risk 7: Insufficient Pastoral Support
Objectives	O3: Eliminate unexplained gaps in attainment that correlate to learning difficulties/disability, deprivation and ethnicity by 2030, through programmes of enhanced academic support, peer-to-peer mentoring, and changes to policies to better support students (PTS_6, PTS_7, PTS_8, PTS_9 and PTS_10)
Targets	<p>O3.T1 – To reduce the attainment gap (1st or 2:1 awards) for full-time undergraduate students from the most deprived backgrounds who were eligible for Free School Meals to within 10 percentage points by 2030, from a current gap of 19.1 percentage points (based on 4-year aggregate data) - (PTS_6)</p> <p>O3.T2 – To reduce the attainment gap for students with Learning Difficulty or Disabilities (LDD) on Full-time undergraduate degrees from 8.4 percentage points to 5 percentage points by 2030 (PTS_7)</p> <p>O3.T3 - To reduce the attainment gap for full-time undergraduate students with declared Cognitive or Learning Difficulties from 19.4 percentage points to 10 percentage points by 2030 (PTS_8)</p> <p>O3.T4 – To reduce the attainment gap for full-time undergraduate Asian, Black, Minority Ethnic and Other Ethnicity students (AMBO) compared to their white counterparts from 23.99 percentage points to 10 percentage points by 2030 (PTS_9)</p> <p>O3.T5 - To reduce the attainment gap for first-degree undergraduate male students, from more deprived backgrounds from 16.9 percentage points to 8 percentage points, compared to less disadvantaged males by 2030 (PTS_10)</p>

Evidence Base and Rationale	<p>Though more evidence is needed, there is some indication that learning analytics (the collection, analysis, and reporting of data about learners, for the purpose of understanding and optimising their learning and the environments in which it occurs) has a positive impact on student success. Our student survey should help us gain a better understanding of the struggles that students are facing and enable staff to provide the support needed at an earlier stage. There is emerging evidence for targeted academic support - via mechanisms of personalised attention, increased skills and building confidence for people whose previous education did not necessarily provide strong academic skills training. Emerging evidence supports the use of mentoring, which can have a positive impact on continuation and completion, and a trial mentoring program within one CCN course showed promising results, but further analysis and evaluation is needed. Qualitative evidence and extrapolations from research on inclusive practices support the concept of streamlining reasonable adjustment procedures.</p>				
#	Activity Description	Inputs	Outcomes	Cross-intervention strategy?	Evaluation Methods
1	Promotion of Enhanced New Student Survey - New activity	See IS2 for costs	<p>Better understanding of how issues are likely to impact on student learning. Students are signposted to support services relevant to them and their particular concerns.</p> <p>Highlights individual need for RA's quicker and more likely in time for assessments, and answers immediate concerns that may support continuation and success.</p>	Yes (see IS2, IS4, IS5)	Type 1
2	Targeted Academic Skills Workshops to be offered to individual students from BAME, LDD and more deprived socioeconomic groups to raise	Library Staff (15 hours per annum for library staff and 5 hours per annum for HE Student Support Officer)	<p>Students have greater confidence to meet the academic requirements of their courses.</p> <p>Closure of the attainment gaps for BAME and LDD Students</p>	Yes, (see IS2, IS5)	Type 2: Empirical evidence (i.e. Pre- and Post

	their academic attainment – Enhancement of existing activity				intervention surveys)
3	Buddying System / Mentoring Scheme (2nd/3rd years to Buddy with 1st years) – New Activity	See IS2 for costs	1st year students may benefit from the additional source of support and advice from someone who understands. Positive impact on student uptake of support services and procedures if they have another person informing them of these. Mentors develop professional / transferable skills	Yes (see IS2, IS5)	Type 1, Type 2
4	Changes to Reasonable Adjustment (RA) procedure, such that RAs which would not provide an advantage to students (with a need for the mitigation) are offered without evidence. - New Activity	Administration Costs to review and rewrite procedures and associated documentation	More inclusive practice for students with conditions such as Dyslexia. LDD students feel there is more equity in treatment. A more stress-free and simple procedure for LDD students – they don't have to justify their need for all allowances. Reduces workload on the SpLD team for those students who know what they need and only need Type 1 RA's. Improved LDD student access to needed support.	Yes, see (IS2, IS4, IS5)	Type 1, Type 2
Total Investment cost over the 4 Years of the plan = £13k (NB this excludes some of the cross-cutting activities listed in the plan, but which are costed in other Intervention Strategies).					

Evaluation: We plan to evaluate every activity within this intervention strategy to assess whether they lead to the intended outcomes. Each activity in this intervention strategy is built on previous research in accordance with OfS Type 1 standards of evidence, and this previous research was used to build a logical, empirically based Theory of Change model. Not every activity is supported equally strongly with empirical evidence, however, especially in a UK HE context, so we will continue to build our Type 1 evidence and evaluation by engaging in ongoing process evaluation and programme review at regular intervals and at the end of the plan and comparing it to the results/evaluations of other HE institutions engaging in similar interventions. We will also engage in Type 2 evaluation by gathering both qualitative (surveys, interviews with various stakeholders) and quantitative (surveys, interim academic results and attainment data) findings to analyse short-medium outcomes before and after these strategies were undertaken. To measure the impact of financial support, we will adapt the OfS Financial Support Evidence Toolkit to suit our context. We also aim to engage in long-term impact analysis, but this will by its nature extend beyond the lifespan of this plan.

Summary of publication plan: Summary of publication plan: We will disseminate interim, end of year and APP lifecycle findings in the same way as delineated in Intervention Strategy 1.

Intervention Strategy 4 (IS5) – Improving the Mental Health of CCN HE Students	
Risks to Equality of Opportunity	Risk 8: Mental Health
Objectives	O4: To limit the impact of poor student Mental Health on continuation rates by 2030, through targeted support to the mental health of our students (PTS_8)
Targets	O4.T1 - To reduce the continuation gap for full-time undergraduate students with Mental Health Conditions from 5.7 percentage points (based on 4-year aggregate data) to 2.5 percentage points by 2030 (PTS_11)
Evidence Base and Rationale	Internal / informal data shows an increase in students disclosing an ongoing mental health condition, or period of poor mental health. A high proportion of students are accessing extensions due to a mental health-related circumstance, and many of the students who have withdrawn from the course or temporarily paused their studies have disclosed a mental health concern. This is also supported by national data indicating that mental health issues were the primary reason for withdrawing from HE in 2022-23 (Kings College London/TASO, 2023). Though evidence in the UK undergraduate context can be mixed, there are previous findings that show that

	increased individual and mental health support, professional training for staff and easy access to mental health resources like wellbeing apps can increase resilience and the ability to cope with stress and poor mental health. See Annex B for a more detailed review of the current evidence.				
#	Activity Description	Inputs	Outcomes	Cross-intervention strategy?	Evaluation Methods
1	Sign up to the Association of Colleges (AoC) Mental Health Charter application and subsequent initiatives to meet the Charter requirements – New Activity	Staff costs across the organisation to meet AoC Mental Health Charter requirements	The introduction of new processes, initiatives, and projects to improve wellbeing, leading to staff and students feeling better supported by the College	Yes	Type 1, Type 2
2	Raise awareness amongst students of the support available within the School of HE and wellbeing / mental health support specialist teams at CCN – Existing Activity	Staff Hours: 1 x HE Student Support staff for 20 hours pa	Improved student awareness of available services (as measured by NSS responses). With better awareness of the wellbeing team/service, student uptake of this service is likely to increase. With more students accessing mental health/wellbeing support, this should see improvements in overall student wellbeing and lessen the impact of mental health on grades and continuation.	Yes (IS2, IS3)	Type 2 (survey of awareness / confidence to access support)
3	Promotion of the New Student Support Survey (Enhanced activity) – New Activity	See IS2 for costs	Increased response rates to the survey, leading to greater awareness of students with Mental Health issues, and for them the support that is available to them	Yes (see IS2, IS3)	Type 2
4	Continued investment in training for the HE Student Support team, so that they can identify and	Staff Training Cost (tbc)	1 x FTE to complete Level 3 Counselling/Mental Health training Students will have access to an initial conversation about their options for mental	Yes (IS2, IS3)	Type 1

	triage support for Mental Health issues – New Activity		health support by someone with the necessary skills to discuss their mental health and personal circumstances. Students are likely to feel better supported and heard and will have a smoother transition to the wellbeing team support, or another external service.		
5	<p>On Campus Mental Health presence (across our campuses) to provide both 1:1 support for individual students and the provision of workshops for our current students to include: -</p> <ul style="list-style-type: none"> <li>• Resilience, perseverance</li> <li>• Confidence</li> <li>• Mindfulness</li> <li>• Coping strategies</li> <li>• Mental health awareness and care</li> </ul> <p>New Activity</p>	Wellbeing Team Staff (0.2FTE)	<p>Improved NSS results around wellbeing support and knowledge of wellbeing services</p> <p>Improved sense of support within Norfolk House,</p> <p>Increased number of students accessing wellbeing support either through formal referral or drop-in support</p> <p>Faster support for students dealing with poor mental health (due to having HB and/or wellbeing onsite).</p> <p>Improvement of student access to mental health and wellbeing information</p> <p>Raising awareness of the CCN wellbeing – subsequently higher numbers of students accessing their support</p> <p>Improved sense of support and student satisfaction</p>	Yes (IS2, IS3)	Type 2



6	Student access to 24/7 Student Wellbeing services (paid for service to provide health and well-being support to students, to include online app, and professional counselling services, as required) – New Activity	Budgetary cost of £30k over the lifetime of the plan	Better NSS results around wellbeing Improved absence data Students have access to medical and mental health advice and support Possible positive impact for students needing medical evidence for EC's		Type 2
Total Investment cost over the 4 Years of the plan = £63k					
<p><b>Evaluation:</b> We plan to evaluate every activity within this intervention strategy to assess whether they lead to the intended outcomes. Each activity in this intervention strategy is built on previous research in accordance with OfS Type 1 standards of evidence, and this previous research was used to build a logical, empirically based Theory of Change model. Not every activity is supported equally strongly with empirical evidence, however, especially in a UK HE context, so we will continue to build our Type 1 evidence and evaluation by engaging in ongoing process evaluation and programme review at regular intervals and at the end of the plan and comparing it to the results/evaluations of other HE institutions engaging in similar interventions. We will also engage in Type 2 evaluation by gathering both qualitative (surveys, interviews with various stakeholders) and quantitative (targeted surveys, withdrawal/completion data, NSS results) findings to analyse short-medium outcomes before and after these strategies were undertaken. To evaluate improved student awareness, we will monitor NSS scores for the question, <i>How well communicated was information about your university / College's mental wellbeing support services</i>", so that we equal the NSS sector benchmark score for this metric, by at least the end of the plan. We will also monitor any increases in take-up of support services after these activities have been implemented. To measure the impact of financial support, we will adapt the OfS Financial Support Evidence Toolkit to suit our context. We also aim to engage in long-term impact analysis, but this will by its nature extend beyond the lifespan of this plan.</p>					
<p><b>Summary of publication plan:</b> We will disseminate interim, end of year and APP lifecycle findings in the same way as delineated in Intervention Strategy 1.</p>					

Intervention Strategy5 (IS5) - Progression	
Risks to Equality of Opportunity	Risk 12: Progression
Objectives	O5: To reduce gaps in the progression to positive destinations of our more deprived students compared to our students from less deprived backgrounds (Students from IMD Quintiles 1 & 2, compared to Quintiles 3,4 & 5), through the introduction of a professional skills award, and targeted employability and progression support (PTP_1, PTP_2 and PTP_3).
Targets	<p>O5.T1 – To reduce the progression gap for female full-time undergraduate students from more deprived backgrounds from 17.33 percentage points to 10 percentage points compared to less deprived females (IMD Quintiles 3,4 and 5) by 2030 (PTP_1)</p> <p>O5.T2 – To increase the rates of progression into Highly Skilled roles / Further study for full-time undergraduate students from the most deprived backgrounds (IMD Quintile 1) from 44% to 50% by 2030 (PTP_2)</p> <p>O5.T3 - To reduce the progression gap for male full-time undergraduate students, from the most deprived backgrounds (IMD Quintiles 1 and 2) compared to their male peers from IMD Quintiles 3, 4, and 5, from 8.6 percentage points to 5 percentage points by 2030 (PTP_3)</p>
Evidence Base and Rationale	<p>When it comes to learning about the progression of CCN students from HE to skilled jobs, it can be difficult to track former students, which gives us an incomplete picture of who is progressing and who is not. This is why one of our goals is to develop better analytics and tracking, so that if we find systematic gaps in progression in the future, we can be confident that they are reflecting reality.</p> <p>Though research is mixed and causal evidence regarding the effectiveness of employability is lacking (possibly in part due to the difficulties in data collection mentioned above), there are indications that providing the resources to help students gain both transferrable skills and self-perception/efficacy can improve how navigate the job market and how satisfied they are in their work (see Annex B for a literature review). The CCN Professional Skills Award was developed by the new employability and progression staff role, in consultation with institutions who had something similar in place, CCN students, and local businesses, with parts having been trialled previously to promising results.</p>

#	Activity Description	Inputs	Outcomes	Cross-intervention strategy?	Evaluation Methods
1	Introduction of Employability and Progression staff role (from Nov 2023) – Existing Activity	HE Student Support Officer (Employability and Progression (0.7 FTE)	Students will gain focused progression input, increasing their knowledge and skills related to careers and employability.	No	Type 1, Type 2
2	Staff development (IAG Level 6 training for HSSO(E&P) from March 2024-May 2025?) – Existing Activity from March 2024	Training Cost for 1 x FTE of £3.1k	Improved ability to support students with all aspects of employability and progression. Skills acquired to deliver one-to-one careers advice appointments.	No	Type 1
3	CCN Professional Skills Award – New Activity, to be launched in 2024/5 academic year. To complete the award students have to engage in different types of work experience and a range of employability activities and learn job application skills – New Activity	Cost covered in Activity 1	Increased knowledge and abilities related to careers and employability. Students gain work experience. Increased level of professional networks and contacts. Increased knowledge and understanding of the labour market. Improved self-perceptions about career and employability skills, readiness and confidence for employment.	No	Type 1, Type 2
4	Ongoing employability and careers one-to-one tutorial support, with a focus on individuals from underrepresented groups – New Activity.		Students supported to explore career and further education opportunities. Students supported with job searches and applications.	No	Type 1

5	Employability workshops with targeted groups and individuals, including encounters with local employers via guest speakers and workplace visits – New Activity.		Increased level of professional networks and contacts. Increased knowledge and understanding of the labour market.	No	Type 1
6	Alumni System to track progression of students - Enhancement to Existing Activity	Cost covered in Activity 1	Greater response rates to the Alumni Survey, meaning CCN will have a better sense of the progression outcomes of its students	No	Type 1
Total Investment cost over the 4 Years of the plan = £129k including costs explicitly listed in the Fees, Investment and Targets spreadsheet (see Annex C)					
<p><b>Evaluation:</b> We plan to evaluate every activity within this intervention strategy to assess whether they lead to the intended outcomes. Each activity in this intervention strategy is built on previous research in accordance with OfS Type 1 standards of evidence, and this previous research was used to build a logical, empirically based Theory of Change model. We will continue to build our Type 1 evidence and evaluation by engaging in ongoing process evaluation and programme review at regular intervals and at the end of the plan and comparing it to the results/evaluations of other HE institutions engaging in similar interventions. We will also engage in Type 2 evaluation by gathering both qualitative (surveys, interviews with various stakeholders) and quantitative (targeted surveys, withdrawal/completion data, NSS results) findings to analyse short-medium outcomes before and after these strategies were undertaken. To measure the impact of financial support, we will adapt the OfS Financial Support Evidence Toolkit to suit our context. To measure the impact of the progression and employability staff role, we will use small-n contribution analysis methodology (building on our work with TASO). We also aim to engage in long-term impact analysis, but this will by its nature extend beyond the lifespan of this plan.</p>					
<p><b>Summary of publication plan:</b> We will disseminate interim, end of year and APP lifecycle findings in the same way as delineated in Intervention Strategy 1.</p>					

## Whole provider approach

As set out above, City College Norwich's mission is grounded in our support for equality, diversity and inclusion. As well as being detailed in our Equality and Diversity Policy (available here: <https://he.ccn.ac.uk/assets/policies/Equality-and-Diversity-v3.6.pdf>), which sets out our responsibilities in accordance with the Equality Act 2010 this commitment is rooted in all we do. From our position as Centre for Excellence for SEND (<https://tinyurl.com/yc25myb5>), our dedicated Supported Employment Agency (MINT) through to our Student Union Trans and Enby clubs we **promote equality because we know it's the right thing to do and we value diversity because it makes our organisations more creative places to learn and work.**

Our students, our community and our region shape our approach to EDI and provide the backdrop for this plan. Student input is threaded through our leadership and governance, with the Student Union President taking a place in the Senior Leadership Team and on the College Board of Governors (along with a further student representative and staff governors). Other Governors are drawn from local business, the public and third sectors including a former Degree Apprentice.

The College's Equality and Diversity Statement, reviewed as a cross-college process every 4 years, includes commitments against 5 key objectives which are reflective of our local context. This Statement, monitored by Governors, includes the commitment to *reduce the impact of deprivation and other forms of disadvantage on students' learning* and to *provide programmes that support under-represented groups and communities, particularly the most disadvantaged*. The Statement, which is College-wide, aligns very clearly with both our organisational mission and the commitments made within this Access and Participation Plan.

Access and Participation is a key element of our approach to promote equality of opportunity to our local community, and our students. For our 2025-26 to 2028-29 plan, we have focussed on intervention strategies that cover all stages of the student lifecycle from access, participation and progress into further study or employment, with a clear focus on underrepresented groups, and those with protected characteristics.

Our intervention strategies have been shaped by, and align to other strategies, around teaching and learning; equality, diversity and inclusion; and engagement with the local community.

In developing this plan, we have engaged with our student body, to help to shape the intervention activities that we have proposed and to seek their feedback on any issues that they feel are relevant to them that might otherwise not be picked up through analysis of published data. Students have also been encouraged to take an active involvement in our ongoing evaluation of the activities within the plan.

Beyond the work of staff within our Higher Education Access and Participation team, the intent of our Access and Participation Plan is supported by our Governors, Senior stakeholders; and leaders and academic staff within the School of Higher Education. We will

draw upon other areas of the College to support the delivery of our equality of opportunity goals. This will include staff from our Wellbeing and Safeguarding teams; Student Services; Student Financial advisers, as well as staff working to promote Equality, Diversity and Inclusion more broadly to all of our Further and Higher Education Students.

We will report progress against the plan both to our students, and their representatives, and to our Governing body through our committee structure to enable appropriate oversight. Within the governing body, there is also direct representation from our Student Union.

## **Student consultation**

We have engaged with our student body at the start of our plan development to canvas their opinions of the relevancy of the national Equality of Opportunity Risk to their own experience and used these results to support our approach to developing our intervention strategies.

We have also used surveys, to canvas opinions of a representative mix of our students regarding our proposed intervention activities, with the following findings

- Progression Bursary - 93% of students responding to the survey felt that the introduction of progression bursary would support students to access and succeed within their higher education course.
- Low-Income Bursary – 96.6% felt that the introduction of the low-income bursary would support students to access and succeed within higher education. Some students did query whether the threshold, originally proposed at or below £16k household income was too low. In light of this, we have raised the threshold to at or below £20k household income.
- Of the proposed outreach work - students felt that an expansion of our Higher Technical Education offer; Increased IAG; and the offer of College Taster Days would all support our access objectives - Students pointed to a lack of awareness of the courses and course types offered by the College. Some questioned targeted outreach, feeling there might be some applicants who might miss out by being just outside of the target range (IMD Quintile 3 for example) but we do not feel that this will be the case with continued outreach to these applicants.
- Students were supportive of the proposed Success schemes (Buddying Scheme; Academic Skills Workshops and Changes to Reasonable Adjustments), with students particularly feeling that academic skills workshops would help them individually (79.3% of respondents Strongly Agreed/Agreed). Students did caution over the need to train buddies so that they can support new students appropriately, which is something we will consider in the implementation of the scheme.
- In terms of our Mental Health strategy – students were particularly supportive of attempts to raise awareness of the available support (almost 90% of respondents Strongly Agreed / Agreed), and the setting up of additional mental health/well-being support through external agencies (93% supported this initiative). One student highlighted how mature students may feel less comfortable talking about their wellbeing and so there may be some barriers to overcome with this group, so this will be something to monitor.

- The HE Employability and Progression staff role, was seen as very important, with 89.6% of respondents Strongly Agreeing/Agreeing that it would benefit students. In this case students have started to already see the benefits of this role. Some students felt that the CCN Professional Skills award would motivate students, but they did caution us to be mindful of students with parental responsibilities, or those with Disabilities, who might not be able to allocate additional time to extracurricular activity to gain the Bronze, Silver or Gold Awards. As the award was designed in collaboration with students, we made sure that there are plenty of opportunities within the suggested activities for students from all groups to achieve, so we do not believe that any students will be disadvantaged. However, we will monitor take-up over the lifetime of the plan to make sure that students have equal opportunity to complete the various award levels.

We intend to involve representative students in the evaluation of our intervention strategies, working alongside academic and evaluation staff. Eighteen students so far have expressed a willingness to be involved in our ongoing Access and Participation work, including the evaluation of our proposed interventions. This work will also enable them to demonstrate skills that should further enhance their employability.

## **Evaluation of the plan**

Since the publication of our last plan, we have enhanced our evaluation capabilities, through working on two projects with the Centre for Transforming Access and Student Outcomes (TASO). These projects were to explore impact evaluation with small cohorts, using in our case the Contribution Analysis methodology, and to help develop a sector-wide Blueprint for Disabled Student Transitions into Higher Education). Through these projects, and specifically the Small-n project, we have gained a greater understanding of Enhanced Theories of Change, with the emphasis that they place on the underlying change mechanisms at work.

In addition to these projects to build our capabilities for evaluation and theory of change design, we have added an Access and Participation Plan Evaluator role (from Summer 2024), to work with delivery staff to embed evaluation into the planning of our interventions.

To assess our progress to strengthen our evaluation capabilities, we have used the OfS self-assessment toolkit. This review, carried out in the Summer of 2024, has identified that we are at the emerging level with regard to Programme Design, Evaluation Design and Evaluation Implementation, but have made good progress with regard to the Strategic Context and Learning from Evaluation dimensions

City College Norwich will review its evaluation capabilities annually, using the OfS Self-Assessment toolkit, and will ensure that it has at least a “Good” rating across all dimensions of the toolkit by the end of Summer 2026 (i.e. the end of year one of the new plan).

The provision of timely and accurate data is crucial to enable the evaluation team to assess progress against targets. To ensure this we will work with our internal data teams to provide



more current data than would otherwise be provided through the Access and Participation Plan Data Dashboard. This improved data capture will assist in the review of our progress against targets, so that we can make timely adjustments to our intervention activities.

Progress against the intervention strategies will be reported to Senior Leadership, including the Governing Body, through our Curriculum and Standards sub-committee of the Board of the Corporation.

We commit to producing interim evaluation reports at the end of each academic year, with these progress reports published on our website. Where we are not making sufficient progress against our targets, we will carry out analysis of any blockages to progress and review our theories of change and intervention strategies in light of these findings.

Students will continue to be involved in monitoring the plan, with a number of students already volunteering to be involved in the evaluation of our interventions,

## Provision of information to students

Information on our approved course fees is published on our website as part of our material information (<https://he.ccn.ac.uk/studying-with-ccn-he/policies-and-procedures> ) and against individual course pages. Course pages also include expected additional costs (for books, trips, etc) that students are likely to incur over the course of their studies.

We offer additional financial support to our students (both new and continuing students, see <https://he.ccn.ac.uk/fees-and-applications/financial-support>, which details eligibility criteria) through an **HE Hardship Fund** to support them in continuing with and being successful in their studies. The **HE Progression bursary** is targeted at progressors from City College Norwich, Easton College or Paston College who have successfully completed a level 3 qualification with us in the previous academic year. The £1,000 bursary will be paid in two equal instalments of £500 pounds, in February and June of Year one of their higher education course at City College Norwich. To remain eligible students need to remain active on their programme of study at the two payment dates.

In the case of the **Low-income bursary**, this will be available to all enrolled higher education students with a household income of at or below £20,000 per annum. The £500 bursary will be paid during each year of undergraduate higher education study at City College Norwich, up to a maximum of 4 years. Students do not need to apply for the low-income bursary - eligibility will be assessed using information provided by Student Finance England.

Students will only be able to claim one of either the HE Progression, or Low-income, bursary in any one academic year.

Details of the bursaries will be made available to applicants/students via our website.

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

### Key Terms used within the plan

**Underrepresented group** – groups within society that are either underrepresented in their access into Higher Education, or who have lower success within, or progress from higher education into Highly skills roles or onto further study after their undergraduate course.

**ABCS (Associations between Characteristics)** Associations between characteristics of students (ABCS) is a set of measures that seeks a better understanding of how outcomes vary for groups of students with different sets of characteristics (for example, ethnicity, sex and background). The student characteristics we selected should not have an impact on students' outcomes, but the evidence shows that they do.

**Student Lifecycle** – The following five stages make up the student lifecycle – Access, Continuation, Completion, Attainment and Progression.

**Access** to higher education measures report on the profile of entrants to higher education.

**Attainment measures** report the proportion of students who gained a 1st or 2:1 at degree level (this is often know as a Good Honours result).

**Continuation measures** report the proportion of students that were observed to be continuing in the study of a higher education qualification (or that have gained a qualification) one year and 15 days after they started their course (two years and 15 days for part-time students).

**Completion measures** report the proportion of students that were observed to have gained a higher education qualification (or were continuing in the study of a qualification) four years and 15 days after they started their course (six years and 15 days for part-time students).

**Progression measures** use responses to the Graduate Outcomes survey to report on qualifiers' labour market and other destinations 15 months after they have left higher education. They report the proportion of qualifiers that identify managerial or professional employment, further study, or other positive outcomes among the activities that they were undertaking at the GO survey census date.

**TUNDRA** (tracking underrepresentation by area) is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation. It is an official statistic. TUNDRA classifies local areas across England into five equal groups – or quintiles - based on the proportion of 16-year-old state-funded mainstream school pupils who participate in higher education aged 18 or 19 years.

**ABMO** – students from Asian, Black, Mixed or Other non-white ethnicities.

**IMD** – students from disadvantaged backgrounds, as measured by the Index of Multiple Deprivations.

**LDD** – students with one or more self-declared Learning Difficulty or Disability. In addition, we include analysis of the performance of specific groups of LDD students such as those

with Cognitive or Learning Difficulties, Mental Health Conditions, or Sensory, Medical or Physical Impairment.

**Intersections** combine different splits i.e. IMD and Sex, IMD and Ethnicity etc.

**4-year and 2-year Aggregates** – across the different student lifecycle stages the OfS have produced aggregated data. **2-year aggregate**: reports the latest two years of the time series combined as one data point, and the **4-year aggregate**: reports the latest four years of the time series combined as one data point. NB the counting years differ across the various lifecycle stages though.

### Our Assessment of Performance Approach

We have conducted our assessment of performance, using the OfS' the published APP Data Dashboard (Pre-July 2024 data), and the accompanying datasets, as our primary sources, unless otherwise stated in the plan. Given that we often experience suppression of our data, due to relatively smaller cohorts, we have primarily compared the performance of underrepresented groups using 4-year aggregates.

In addition to this, we have included the views of students and staff to identify other Equality of Opportunity risks that our students may face, that might not be shown in the data, and to agree with them that we are focusing our attention in the most appropriate areas.

The following tables show the performance of different groups of our students (via 4-year aggregates), compared to all registered English higher education providers, where the top line in each cell displays the CCN gap with the sector gap below in parentheses. We have highlighted areas where we see performance gaps between ourselves and the sector

City College Norwich – Full-Time All Undergraduates						
Group	Metric	Access	Continuation	Completion	Attainment	Progression
		City College Norwich 4-year aggregate gap (All registered English higher education providers 4-year aggregate gap)				
Those living in areas of <b>low higher education participation</b>	TUNDRA Q1&2 – Q3,4&5	-45.6pp (45.2pp)	-0.6pp (2.2pp)	-5.3pp (3.1pp)	-8.2pp (3.5pp)	-0.2pp (3.8pp)
	POLAR4 Q1&2 – Q3,4&5	1.0pp (44.2pp)	2.7pp (2.6pp)	-5.8pp (3.8pp)	2.7pp (5.1pp)	-2.9pp (4.7pp)
Those from lower household income or <b>lower socioeconomic status</b> groups	IMD2019 Q1 – Q5	2.7pp (-1.2pp)	-2.2pp (8.0pp)	11.6pp (10.5pp)	8.8pp (16.9pp)	23.1pp (10.3pp)
	Free School Meals (eligible v non eligible)	67.4pp (61.6pp)	5.0pp (5.0pp)	16.5pp (7.8pp)	19.1pp (11.5pp)	** (6.9pp)
Those from Black, Asian and <b>minority ethnic</b> (ABMO) groups	ABMO (compared to White)	89.0pp (33.4pp)	-1.9pp (2.6pp)	9.0pp (3.9pp)	23.9pp (11.3pp)	** (3.3pp)

<b>Mature Students</b>	21 and over (compared to Young)	16.4pp (44.6pp)	0.5pp (8.7pp)	-3.8pp (9.8pp)	-4.7pp (10.2pp)	-9.6pp (-0.3pp)
<b>Those with disability status</b>	Declared disability	54.0pp (66.6pp)	-2.2pp (0.8pp)	-4.1pp (2.2pp)	8.4pp (1.0pp)	-0.7pp (2.1pp)
<b>Those facing multiple disadvantages</b>	Associations Between Characteristics (ABCs) Q1-5	-12.1pp (26.4pp)	** (13.8pp)	** (23.2pp)	** ( )	8.5pp (21.4pp)
<b>Intersections of Disadvantage and Sex</b>	IMD and Sex M Q12 to M Q345	13.2pp (21pp)	4.5pp (2.0pp)	3.0pp (4.5pp)	16.9pp (5.0pp)	8.6pp (5.5pp)
	IMD and Sex F Q12 to F Q345	20.6pp (23.2pp)	-3.7pp (2.5pp)	8.1pp (3.5pp)	3.3pp (5.6pp)	17.3pp (4.4pp)
	IMD and Sex M Q12 to F Q12	6.3pp (4.5pp)	11.2pp (2.7pp)	2.8pp (5.5pp)	3.1pp (4.1pp)	** (-2.5pp)
<b>Intersections of Disadvantage and Ethnicity</b>	IMD 2019 and Ethnicity AMBO Q12	27.9pp (-0.1pp)	0.6pp (0.6pp)	5.1pp (1.3pp)	** (9.2pp)	** (2.2pp)

City College Norwich – Apprenticeships All Undergraduates						
Group	Metric	Access	Continuation	Completion	Attainment	Progression
		City College Norwich 4-year aggregate gap (All registered English higher education providers 4-year aggregate gap)				
Those living in areas of <b>low higher education participation</b>	TUNDRA Q1&2 – Q3,4&5	** (37.0pp)	** (1.5pp)	** (2.9pp)	** (2.0pp)	** (4.2pp)
	POLAR4 Q1&2 – Q3,4&5	** (39.6pp)	** (1.8pp)	** (2.7pp)	** (2.1pp)	** (4.2pp)
Those from lower household income or <b>lower socioeconomic status</b> groups	IMD2019 Q1 – Q5	-3.6pp (3.1pp)	** (3.0pp)	4.6pp (7.3pp)	** (6.7pp)	** (-0.7pp)
	Free School Meals (eligible v non eligible)	** (80.6pp)	** (5.2pp)	** (8.5pp)	** (-1.0pp)	** (4.7pp)

Those from Black, Asian and <b>minority ethnic</b> (ABMO) groups	ABMO (compared to White)	89.2pp (69.0pp)	** (0.5pp)	2.3pp (-1.9pp)	** (4.7pp) *	** (-0.4pp) *
<b>Mature Students</b>	21 and over (compared to Young)	-87.6 (-48.2pp)	** (6.2pp)	1.1pp (25.5pp)	** (3.4pp)	** (0.2pp)
Those with <b>disability status</b>	Declared disability	69.2pp (77.2pp)	0.9pp (2.4pp)	3.2pp (0.6pp)	** (3.7pp)	*** (0.6pp)
Those facing <b>multiple disadvantages</b>	Associations Between Characteristics (ABCs) Q1-5	** (14.7pp)	** (8.3pp)	** (26.8pp)	** (**)	** (0.6pp)

City College Norwich – Part-Time All Undergraduates						
Group	Metric	Access	Continuation	Completion	Attainment	Progression
		City College Norwich 4-year aggregate gap (All registered English higher education providers 4-year aggregate gap)				
Those living in areas of <b>low higher education participation</b>	TUNDRA Q1&2 – Q3,4&5	-43.8pp (17.4pp)	** (4.9pp)	** (4.1pp)	** (5.2pp)	** (3.0pp)
	POLAR4 Q1&2 – Q3,4&5	12.2pp (21.8pp)	** (5.3pp)	** (3.8pp)	** (4.9pp)	** (4.9pp)
Those from lower household income or <b>lower socioeconomic status</b> groups	IMD2019 Q1 – Q5	8.3pp (-2.4pp)	-1.9pp (9.9pp)	10.8pp (9.0pp)	** (15.6pp)	** (7.8pp)
	Free School Meals (eligible v non eligible)	81.8pp (61.2pp)	** (18.4pp)	** (18.0pp)	** (15.8pp)	** (6.5pp)
Those from <b>Black, Asian and minority ethnic</b> (ABMO) groups	ABMO (compared to White)	** (72.2pp)	** (5.2pp)	** (4.1pp)	** (19pp)	** (3.4)
<b>Mature Students</b>	21 and over (compared to Young)	-55.2pp (-75.0pp)	11.2pp (6.3pp)	** (10.0pp)	** (2.1pp)	** (-6.5pp)
Those with <b>disability</b>	Declared disability	74.8pp	2.3pp	**	**	**

status		(63pp)	(7.0pp)	(11.2pp)	(5.0pp)	(3.9pp)
Those facing <b>multiple disadvantages</b>	Associations Between Characteristics (ABCs) Q1-5	** (63.0pp)	** (28.3pp)	** (43.5pp)	** (**)	** (15.6pp)

Negative percentage point differences mean the gap favours the underrepresented group.

\* Progression data is limited to a 2-year aggregate gap

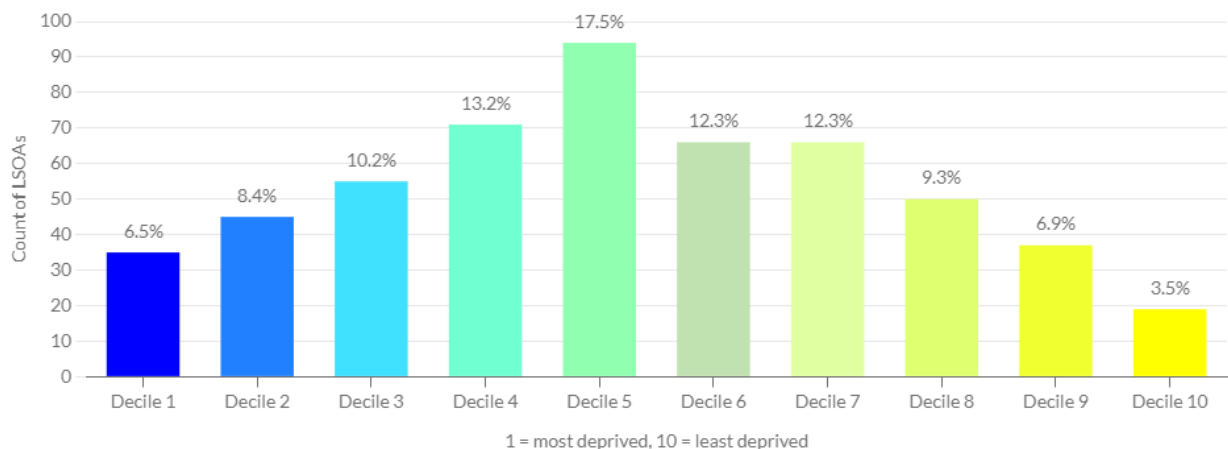
\*\* = Data not available or suppression rules have been applied due to small numbers involved

We now compare the performance of groups of students, at City College Norwich, over the stages of the student lifecycle. Where appropriate we highlight within these sections, indications of risk (Risk Indicators) that have fed into our objectives and targets within the main body of the plan.

### **1. Those from lower household income or lower socioeconomic status groups (including students who were eligible for Free School Meals (FSM) in school)**

Given our focus on local recruitment, we include below charts showing the distribution of IMD deciles, and more pertinently the IMD distribution in Norfolk for the Education, Skills and Training domain to provide our local context.

IMD Employment Domain - LSOAs by decile in Norfolk (2019)

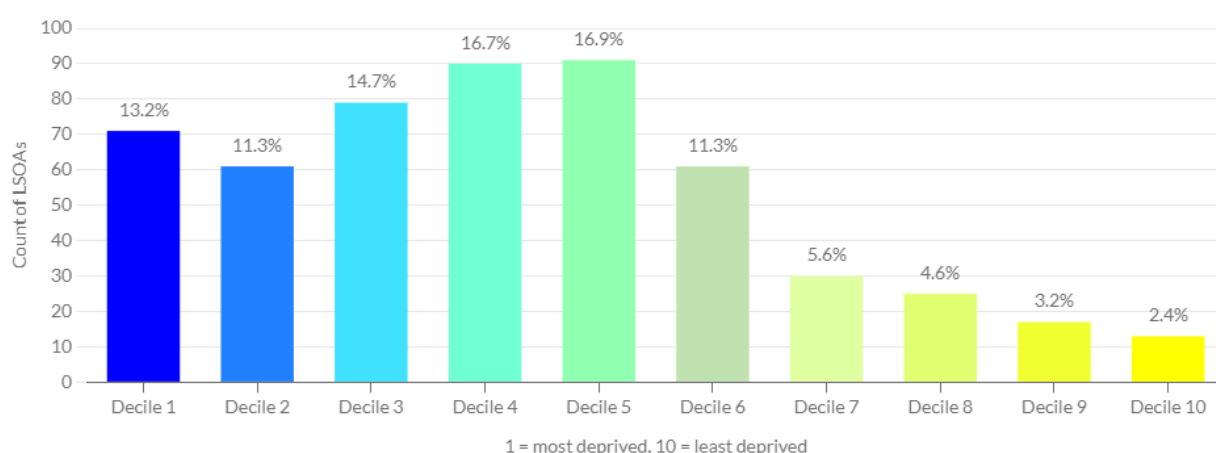


Source: MHCLG



IMD Q1-2 Accounts for 28.3% of the local (Norfolk) population; Education, Skills and Training Domain shows a higher level of disadvantage with almost 56% of the population falling within the lowest 4 quintiles.

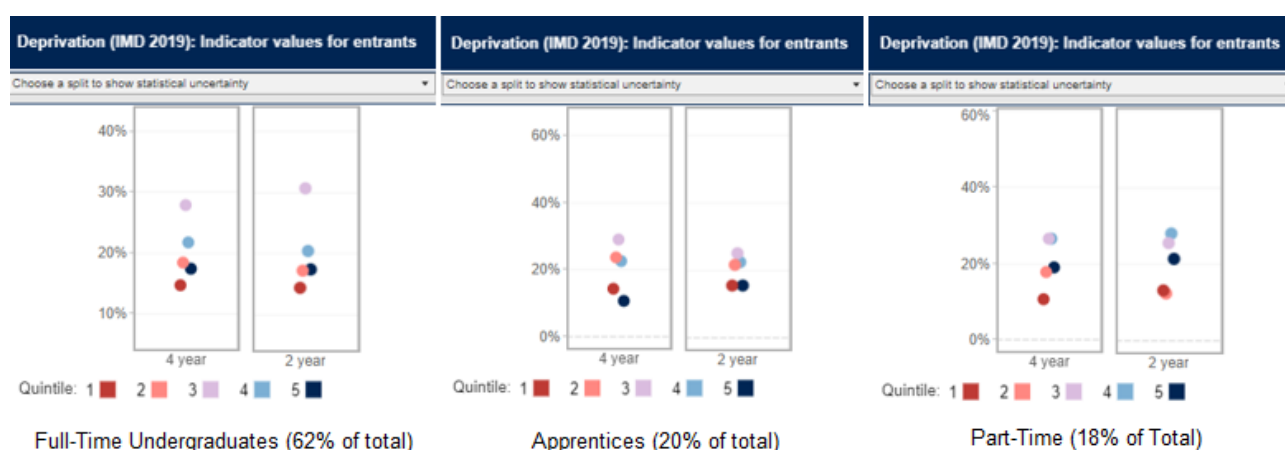
IMD Education, Skills and Training Domain - LSOAs by decile in Norfolk (2019)



Source: MHCLG



## Access



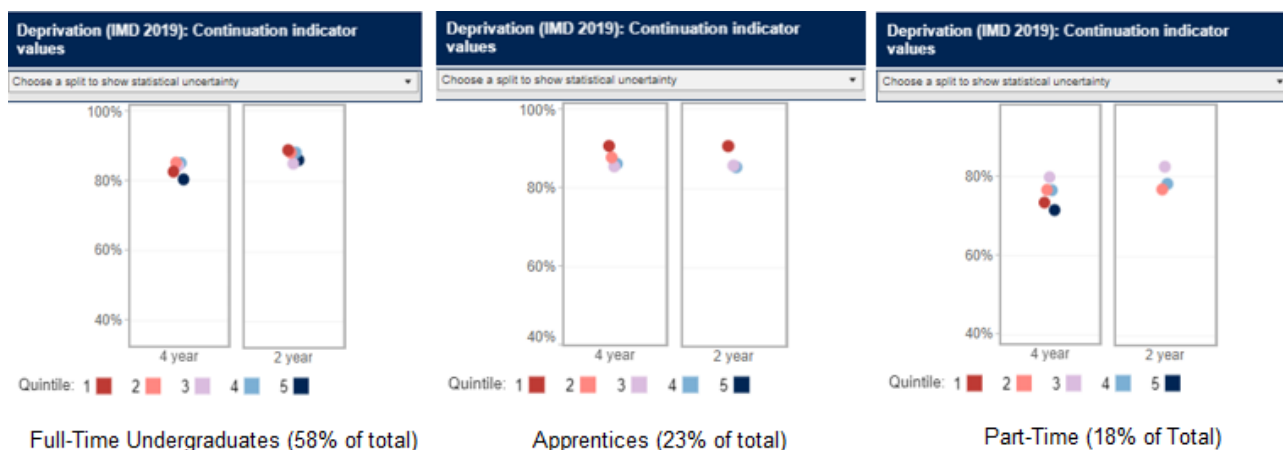
Gaps between disadvantaged groups, and their peers are less evident in terms of access into our institution, with the exception of access to part-time courses when comparing the most disadvantaged groups (IMD Quintile 1) to the most advantaged (Q5), which shows an 8.3 percentage points gap.

Our rates of access for the three lowest quintiles (IMD Q1, 2 & 3) show a similar performance to the sector of 60.9% compared to 61.5% although it should be noted that our performance is particularly strong in IMD Q3.

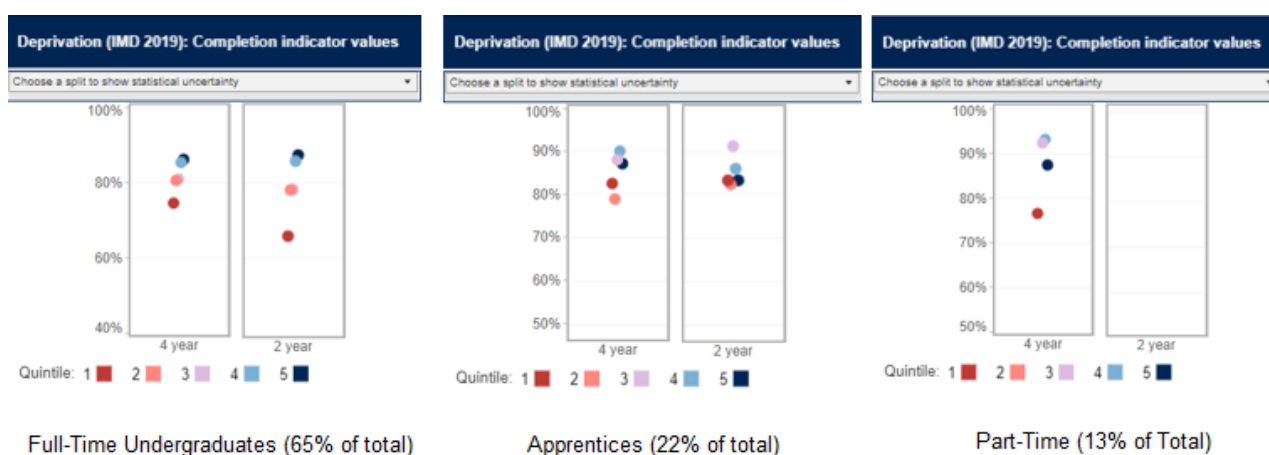
**Risk Indicator 1.** We show a significant under recruitment of students from more socioeconomically deprived backgrounds (IMD Quintiles 1 & 2). 33% of our full-time undergraduate students come from these backgrounds, compared to the sector's rate of recruitment of these more socioeconomically deprived students of 42.8% (when reviewing 4-year aggregates for full-time undergraduates)

## Success – Continuation and Completion





Continuation over the 2-year aggregated data, show improvements for almost all quintiles, across each mode, in comparison to the 4-year aggregates.



Completion metrics, although very much a rear-view metric (in that the most recent counting year is 2017-18) show more widespread gaps when comparing IMD Quintiles, and/or intersections between IMD Quintiles and Ethnicity.

**Risk Indicator 2:** Comparison of 2-year and 4-year aggregates suggests, at least for full-time undergraduates, a decline in the completion rate for the most deprived students (IMD Quintiles 1 and 2).

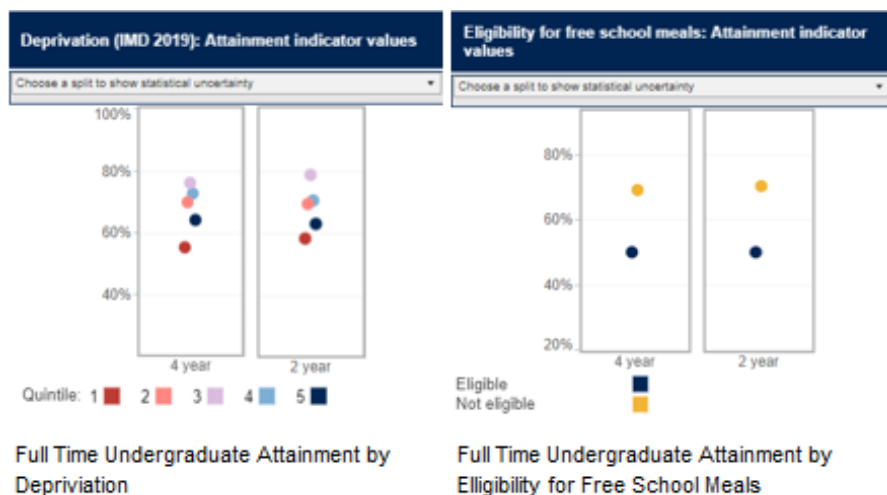


Continuation and Completion - Full-Time Undergraduates - FSM (58% of total, and 65% of the total respectively)

For full-time undergraduate students, who were eligible for Free School Meals (FSM) at secondary school, we have seen a closure of performance gaps between the 4-year and 2-year aggregates. In the case of continuation, the closure is due a significant increase in continuation for students who were eligible for FSMs.

**Risk Indicator 3:** We show a performance gap in completion rates for full-time undergraduates who were eligible for Free School Meals of 16.5 percentage points, over the 4-year aggregated data. However, there is some evidence of closure of the gap over the 2-year aggregate, through a combination of improved performance for those eligible for FSMs, coupled with a lowering of completion for students who were ineligible for FSMs.

### Success – Degree Award

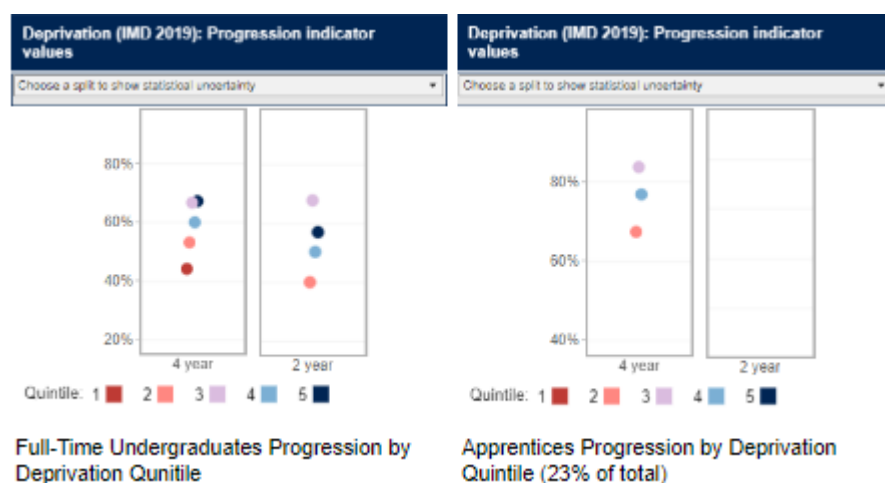


NB - No Data is available for Apprentices or Part-Time students across this element of the lifecycle for more deprived students.

**Risk Indicator 4:** City College Norwich students from the most deprived backgrounds who were eligible for Free School Meals tend to have lower rates of good honours (1st or 2:1 classifications). There is a 19.1 percentage point awarding gap for these students, based on 4-year aggregate data for full-time undergraduates, and this has slightly widened in the 2-year aggregate.

**Risk indicator 5:** Similarly, attainment gaps are evident when comparing the attainment of students from IMD Q1 quintiles to other less-deprived groups (IMD Q2, 3, 4 & 5).

## Progression



**Risk Indicator 6:** Full-time undergraduate students from the most deprived backgrounds have lower rates of progression into Highly Skilled roles / Further Study than our other students. Our IMD Quintile 1 students have a 44% progression rate to highly skilled roles, or further (based on 4-year aggregates for progression).

Broadly, comparison of progression rates, between 4-year and 2-year aggregates, suggests a decline of progression into highly skilled / graduate roles or further study, for most quintiles, which seems to mirror a common, emerging risk across several underrepresented groups and intersections.

Award and Progression performance gaps for students from less advantaged backgrounds.

## 2. Those with disability status

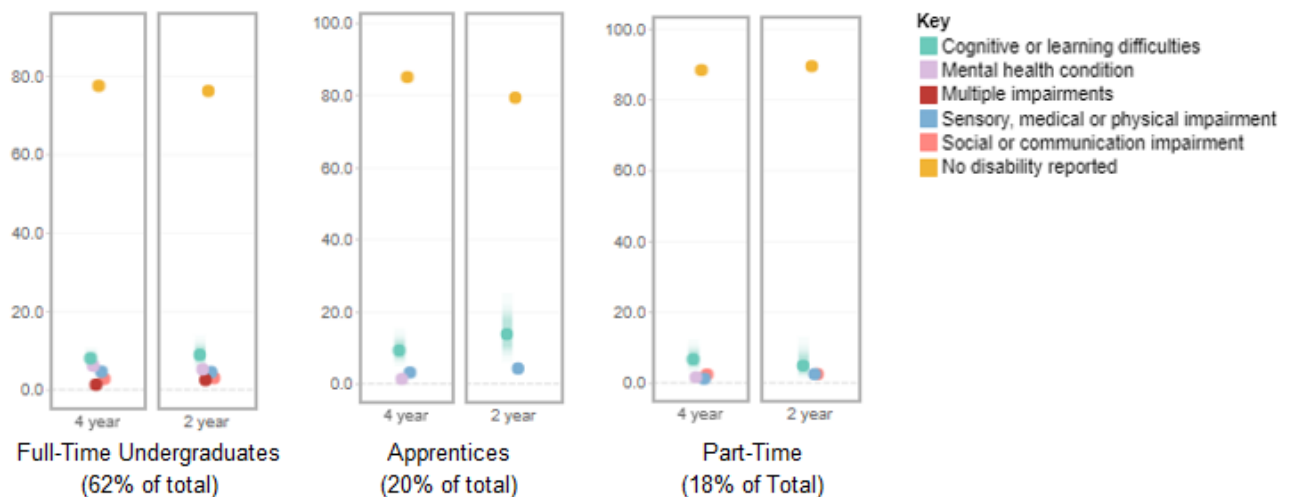
### Access



**Risk Indicator 7:** We have seen a rising number of students with learning difficulties or disabilities enrolling at our institution, from 13.6% in 2016-17 to 25.6% by 2021-22. This

2021-22 figure for CCN compares to 17.4% nationally. This growth in LDD numbers is also shown when comparing 4-year and 2-year aggregates, particularly for Full-time undergraduates, and apprentices.

### Access by declared disability

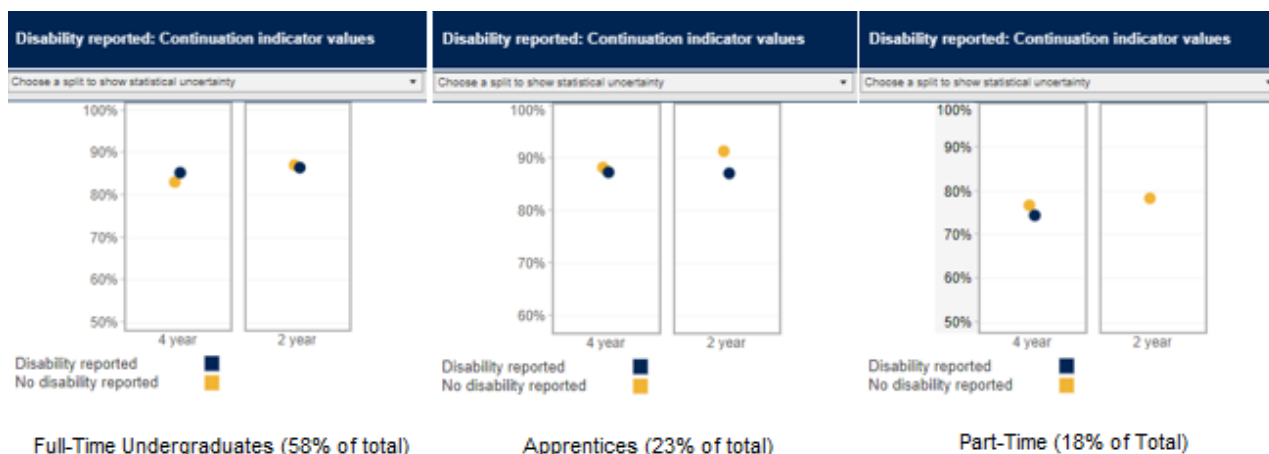


**Risk Indicator 8:** When reviewing the access of LDD students by Disability Type, our data shows notable growth in students who have Cognitive or Learning Difficulties - For full-time undergraduates of 8.0%, over the 4-year aggregate, rising to 8.9% over the most recent two years, compared to 5.9% in 2016-17. For Apprenticeships, we see a similar pattern with an increase in students with Cognitive or Learning Difficulties from 5.9% in 2016-17 to 9.3% in 2021-22.

**Risk Indicator 9:** Reporting of mental health has also shown a significant rise from 1.5 percent of students reporting mental health issues in 2016-17, to 7.3 percent by 2019-20. This has reduced in more recent years, but still our 4-year and 2-year Aggregates are 6.1 percent and 5.2 percent respectively, for full-time undergraduates

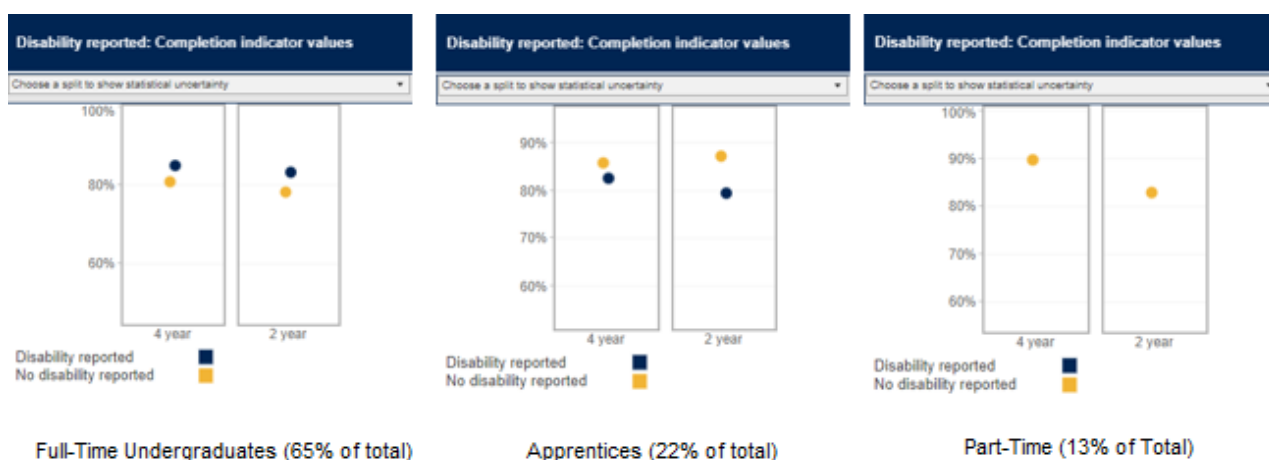
**Risk Indicator 10:** Mental health issues are less reported in our apprenticeship groups, but apprentices with Cognitive or Learning Difficulties account for 9.3 percent of our apprentices, over the 4-year aggregate, and 13.8 percent over the two-year aggregate, with a peak of 16.4 percent in 2021-22. Part-time students with Cognitive or Learning Difficulties similarly account for the largest proportion of LDD students with 4-year and 2-year aggregates of 6.7 percent and 4.9 percent respectively.

### Success – Continuation and Completion



For the 4-year aggregates, Continuation rates show that our LDD students have higher continuation rates than their peers studying on full-time undergraduate programmes. When looking at apprenticeship undergraduate provision, we show a very small gap between the continuation of LDD students on programmes compared to non-LDD, of 0.9 percentage points which compares favourably to the national gap of 2.4 percentage points. However, over the more recent past (2-year aggregates), we appear to be seeing stable rates for LDD students, whilst rates for non-LDD students show some signs of improvement, leading to slightly widening LDD performance gaps emerging.

**Risk Indicator 11:** In terms of Continuation for full-time undergraduates, students with declared Mental Health conditions, have lower rates of continuation than students with no disability reported (at 78.3%, compared to 83.1%). However, this gap has narrowed over the 2-year aggregate view to 1.8%. Students with Cognitive or Learning Difficulties, as well as those with Sensory, Medical or Physical Impairments, have higher continuation rates than both those with a Mental Health condition, and those without a declared disability. No splits are reported for either apprentices, or part-time students. Our internal data shows that 77% of students who paused their studies (10 students out of 13) disclosed mental health as a factor in their decision. In terms of withdrawals from programmes, (17% of students 5 out of 30 students), 5 disclosed mental health concerns during their time on the course.



Completion rates show a similar positive performance for LDD students compared to their peers, on full-time undergraduate programmes.

**Risk Indicator 12:** We do show a performance gap when looking at the completion rates of apprentices with Learning Difficulties and/or Disabilities of 3.2 percentage points, when compared to the national gap of 0.6 percentage points, compared to completion rates for other apprentices. This completion gap has widened when examining 2-year aggregates for apprentice. More broadly, our data points towards gaps in completion across a number of underrepresented groups, so this will be one focus of attention within our intervention strategies.

Limited data is reported by Disability Type, with full-time undergraduates with Cognitive or Learning Difficulties having higher completion rates than students with no disability reported, although a small gap is evident over the 2-year aggregate of 1.1%.

### **Success – Degree Awards**



No Data is available for Apprenticeship or Part-time students with LDD.

**Risk Indicator 13:** Four-year aggregates for the attainment of LDD students show a gap in performance of 8.4 percentage point, between LLD students and others, on Full-time undergraduate programmes. Two-year aggregates point to a slight closure of this gap, but we will roll this area of focus over from our previous plan, and design interventions to reduce this gap.

**Risk Indicator 14:** The APP Data Dashboard shows a significant attainment gap for students with Cognitive or Learning Difficulties, of 19.4 percentage points over the 4-year aggregate, and 23.1 percentage points over the 2-year aggregate. At the national level, these gaps for full-time undergraduates are much smaller, at 2.1% and 1.3%, respectively, for full time undergraduates.

## Progression

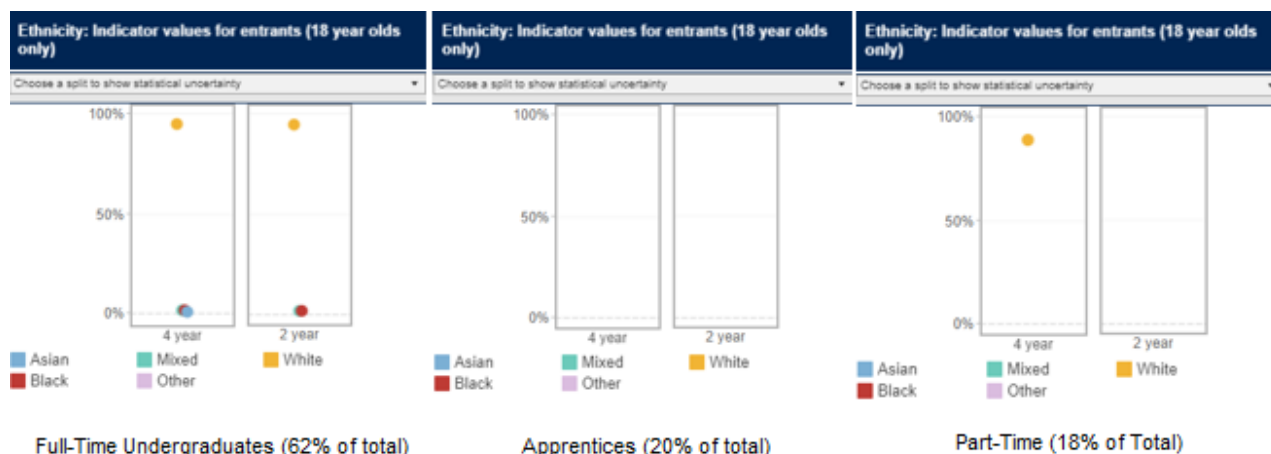


Comparison of the progression into Highly skilled roles or further study of Full-time LDD undergraduates, shows that they are doing slightly better than their peers (-0.7percentage points), and when comparing to the national averages (2.1percentage points gap) over the 4-year aggregates.

However, again progression rates appear to fall for both LDD and non-LDD students (where published) when viewing the 2-year aggregates. Where we have data available, there are no progression gaps for students with a disability type declared, compared to students without a disability.

## 3. Those from Black, Asian and Minority Ethnic (ABMO) groups

### Access

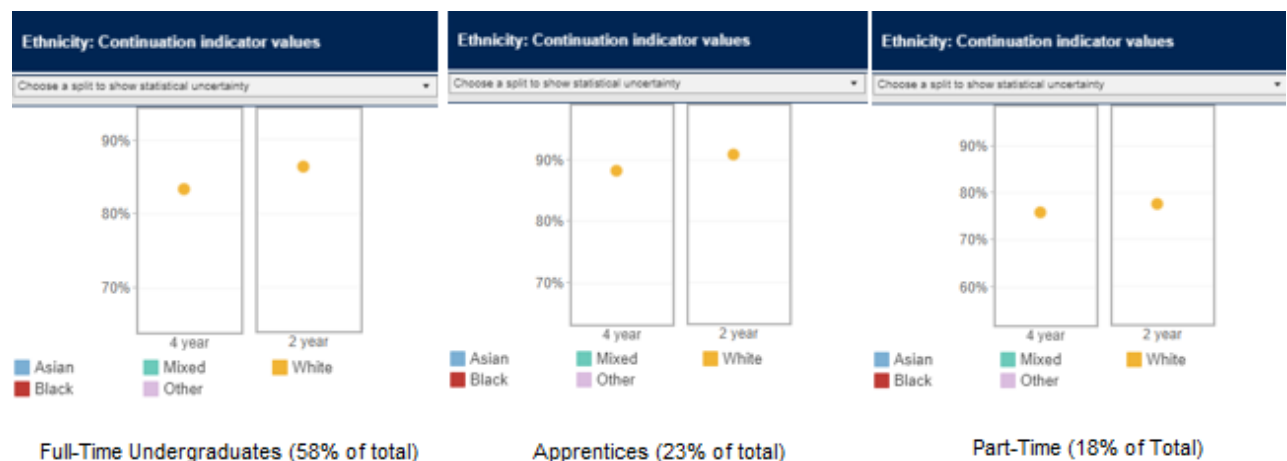


**Risk Indicator 15:** We show significant gaps in the recruitment of ABMO students, compared to white students, with these gaps being larger than the national averages, with an 89.0 percentage points gap for Full-time undergraduates, compared to 33.4 percentage points nationally, and 89.2 percentage points compared to 69.00 percentage points for Apprenticeship undergraduates.

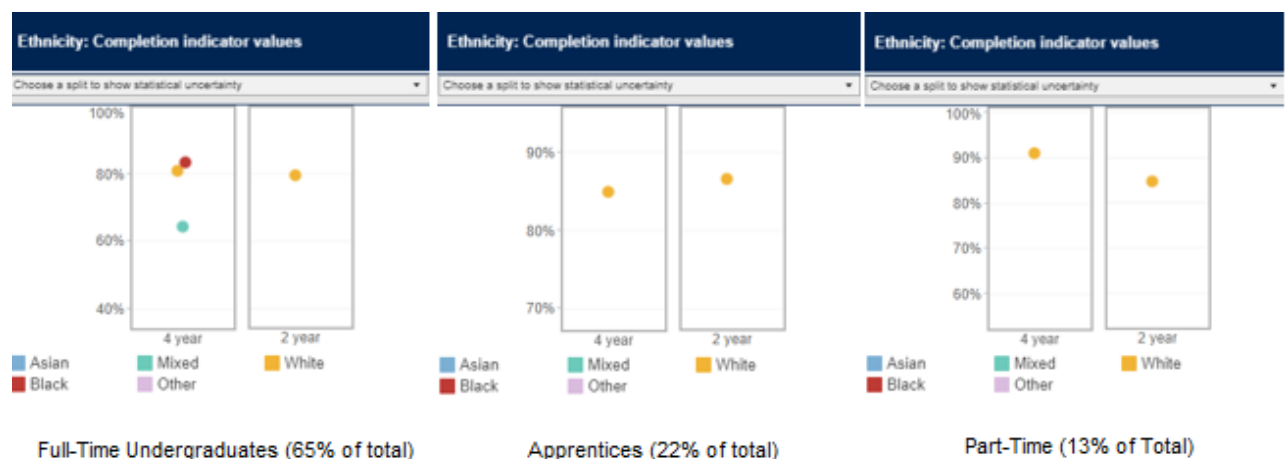
However, this is the result of our focus on recruitment of students from primarily Norfolk and North Suffolk, with the number of ABMO individuals in these areas accounting for only 5.3%

of the total population of Norfolk (based in ONS Census, 2021). Therefore, we do not feel that there is too much scope to change these figures, without changing our recruitment focus to the more national level. We will continue to monitor any changes in local demographics that might require a refocus on this area, as school's data suggests that the AMBO population in Norfolk's schools sits at 11.5% (based on Schools, pupils and their Characteristics data, <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics> for 2023/4).

## Success – Continuation and Completion



Although this data is not published within the charts, due to small group suppression, Continuation rates for ABMO students, on Full-time undergraduate courses, are more likely to continue in their studies, than their white peers (-0.9 percentage points). This compares to a 2.6 percentage points gap for ABMO students, compared to White students, nationally.



Completion rates, however, do show less strong performance with a 9.00 percentage points gap, compared to a national gap of 3.9 percentage points.



## Success – Degree Awards

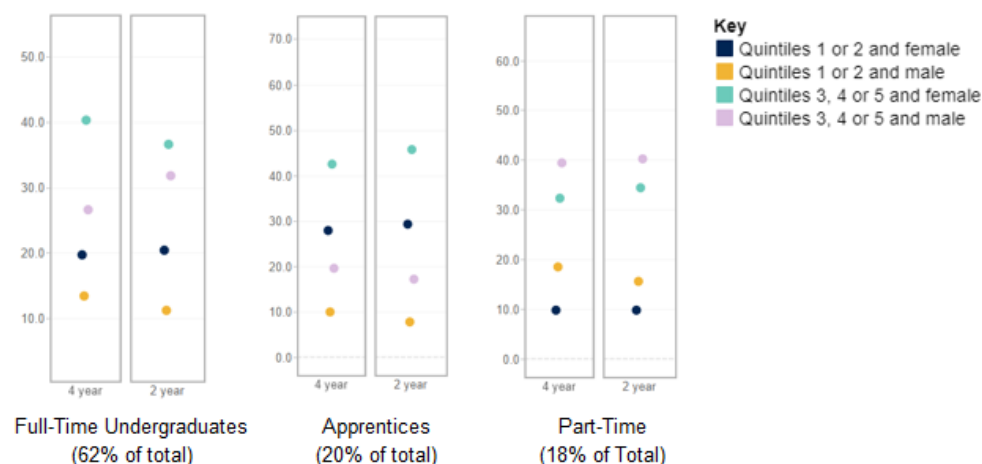
**Risk Indicator 16:** Black, Asian, Minority Ethnic and Other Ethnicity students (AMBO) at City College Norwich have lower rates of attainment, with a 23.99 percentage point gap to White students, when looking at 4-year aggregate data for full-time undergraduate first degrees.

## Progression

We have no Graduate Outcomes data for these groups, but it is plausible that their lower first degree attainment rates also impact on their progression into Highly skilled careers, or onto further study. Where we do have data (for White students) we see lower rates of progression in the 2-year aggregates, compared to 4-Year Aggregated data.

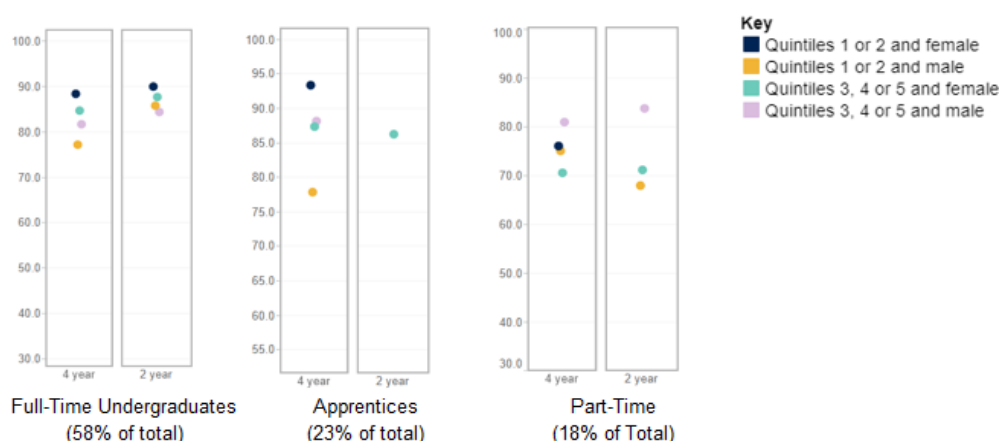
## 4. Intersections of Disadvantage and Sex

### Access

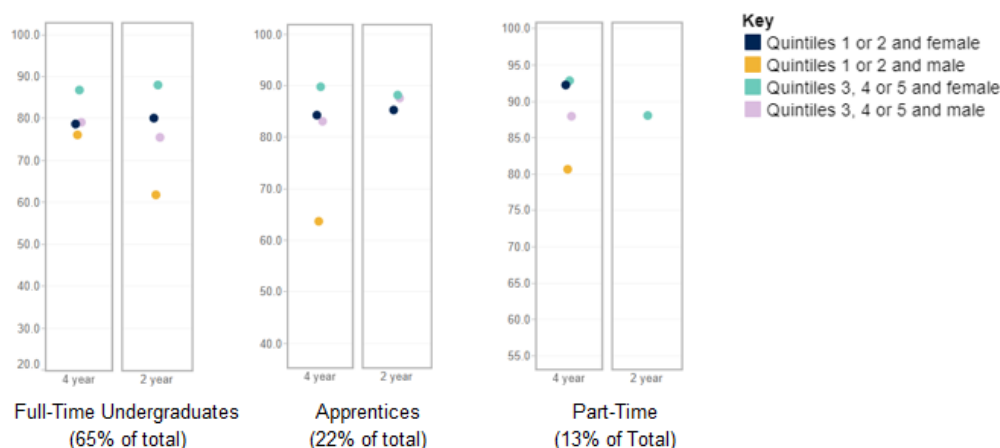


**Risk Indicator 17:** We have low rates of access for male students from the most socioeconomically deprived backgrounds. 13.4% of our full-time entrants are male students from IMD Quintile 1 or Quintile 2, compared to a sector rate of 18.5% for full-time undergraduates. This rate has fallen to 12.5% over 2-year aggregated data, compared to a sector rate of 19.1%. This is also seen in our apprenticeship data, with 10% of our apprentices being males from IMD Quintile 1 and Quintile 2 backgrounds over the 4-year aggregate data, with a fall to 7.8% over the 2-year aggregates.

## Success – Continuation and Completion



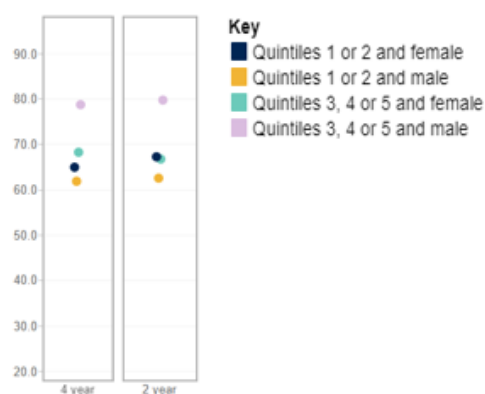
**Risk Indicator 18:** Male students from deprived backgrounds (IMD Q1 and Q2) at City College Norwich have lower rates of continuation than other groups (Male students from IMD Quintiles 3,4, and 5). We see a 4.5 percentage point continuation gap, compared to a 2 percentage point gap nationally for full-time undergraduate Male IMD Q1 and Q2 students, compared to less socioeconomically deprived males (IMD Quintiles 3,4 and 5) using 4-year aggregate data). This is also the case for continuation rates for our IMD Q1&2 males, compared to similarly disadvantaged females (IMD Q1&2 Females) at our college.



**Risk Indicator 19** This pattern is not replicated in terms of completion, with more significant completion gaps between disadvantaged females (IMD Q1&2 Females) compared to less disadvantaged females (IMD Q3, 4 & 5 Females) of 8.1 percentage points, over 4-year aggregates, compared to a national rate of 3.5 percentage points.

**Risk Indicator 20:** Our male full-time undergraduate students from the most socioeconomically deprived backgrounds (IMD Q1 and Q2) have lower rates of completion than other groups, at the college.

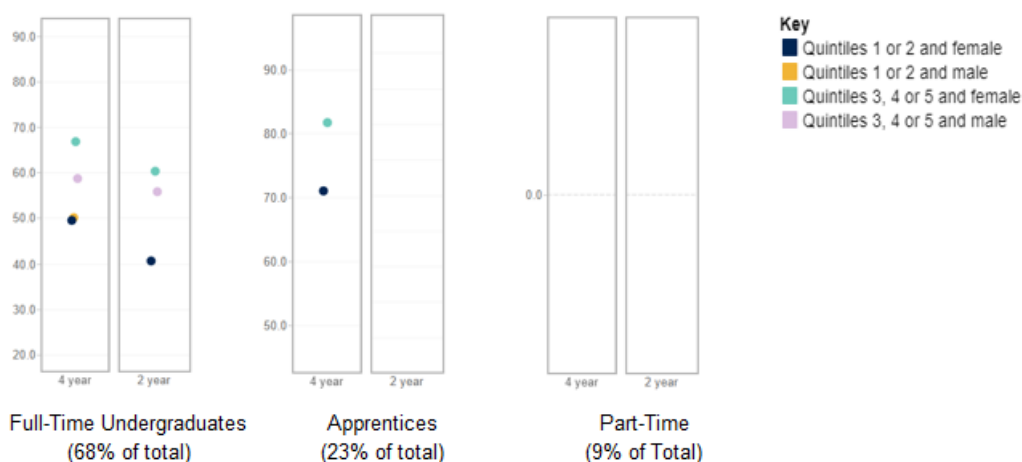
## Success – Degree Awards



Full-Time Undergraduates (90% of total)

**Risk Indicator 21:** For first-degree undergraduate students, who fall within the IMD quintile 1 & 2 male category, 4-year aggregates show a 16.9 percentage points attainment gap, when compared to less disadvantaged males. This is a wider gap than the national rate of 5.00 percentage points, so is something that we need to better understand and remedy. Whilst there was a small gap when comparing Q1&2 females, to Q3,4 & 5, over the 4-year aggregate, this gap has been completely closed when viewing the 2-year aggregates.

## Progression

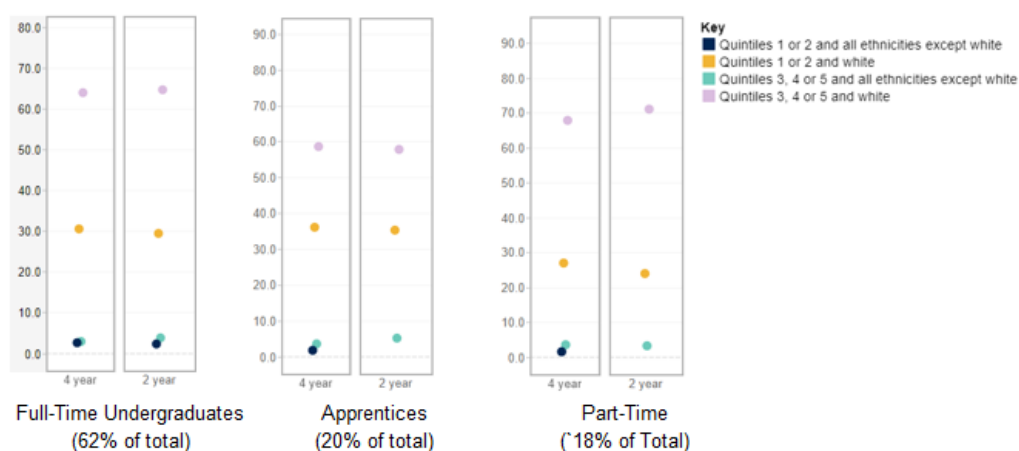


**Risk Indicator 22:** Our female students from the most deprived backgrounds have lower rates of progression to highly skilled roles or onto further study. The progression gap for female full-time undergraduate students from IMD Quintile 1 and Quintile 2 is 17.3 percentage points compared to females from IMD Quintiles 3, 4 and 5. The national gap for this comparison is only 4.4 percentage points.

**Risk Indicator 23:** We show progression gaps into highly skilled roles or further study, for male students from more socioeconomically deprived backgrounds, of 8.6 percentage points, compared to males from IMD Quintiles 3, 4 and 5. This compares to national rates of 5.5 percentage points.

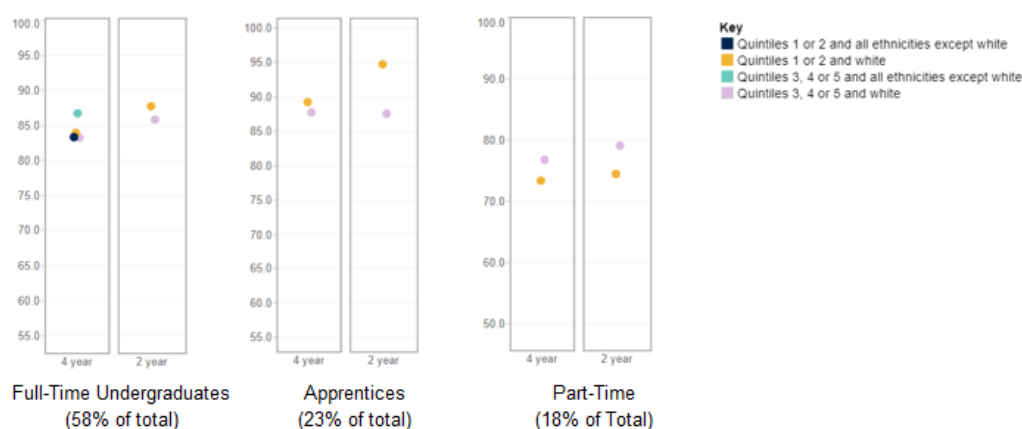
## 5. Intersections of Disadvantage and Ethnicity

### Access

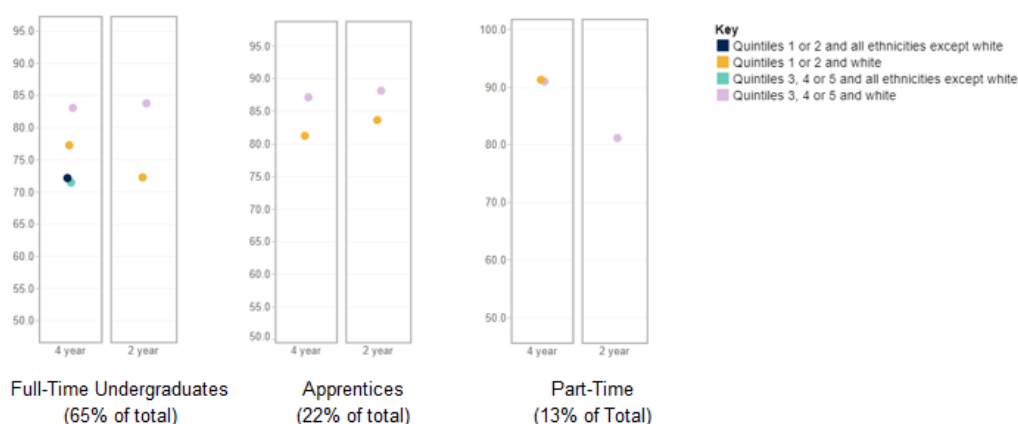


When looking at intersections of disadvantage and ethnicity, we again see recruitment gaps of 27.9 percentage points compared to -0.1 percentage points nationally. We feel that this is largely due to the ethnic background of our region, as discussed above.

### Success – Continuation and Completion



Continuation data shows a small gap of 0.6 percentage points, which is the same as the national gap when comparing continuation rates of ABMO IMD Q1 & 2 students to their similarly disadvantaged white peers (White IMD Q1 & 2).



**Risk Indicator 24:** Completion data shows that full-time undergraduate ABMO students, from more disadvantaged backgrounds (AMBO IMD Quintiles 1 & 2) are less likely to complete their studies, compared to our White students from similar backgrounds, by 5.1 percentage points (national figure is 1.3 percentage points).

### Success – Degree Awards

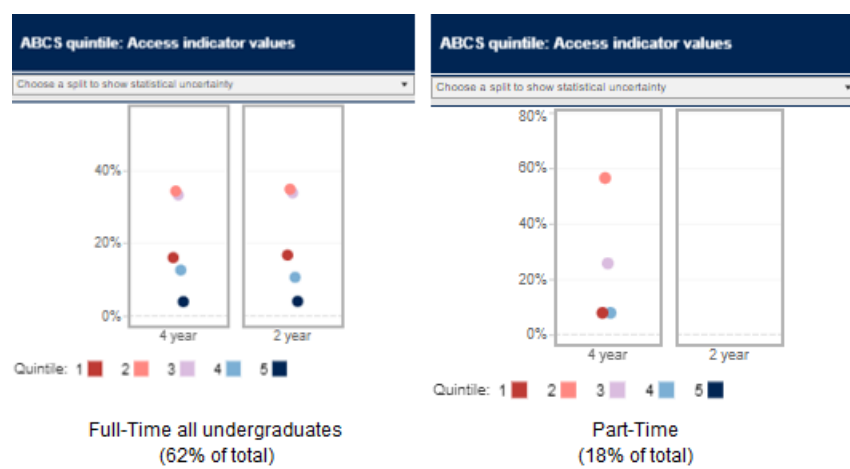
There is no published aggregate data for City College Norwich, apart from a comparison between the most- and least-disadvantaged, white students. In this case, less disadvantaged white students are more likely to achieve Good Honours (1<sup>st</sup> or 2:1) than the most disadvantaged white students. However, this gap has narrowed from 4.1 percentage points to 2.9 percentage points, when comparing 4-year and 2-year aggregates.

### Progression

There is no published aggregate data for City College Norwich, apart from some indication that for white students, rates of progression into Highly Skilled or Further Study have declined irrespective of their levels of disadvantage, and that higher levels of disadvantage tends to relate to lower levels of progression.

## 6. Associations Between Characteristics of Students (ABCS)

### Access

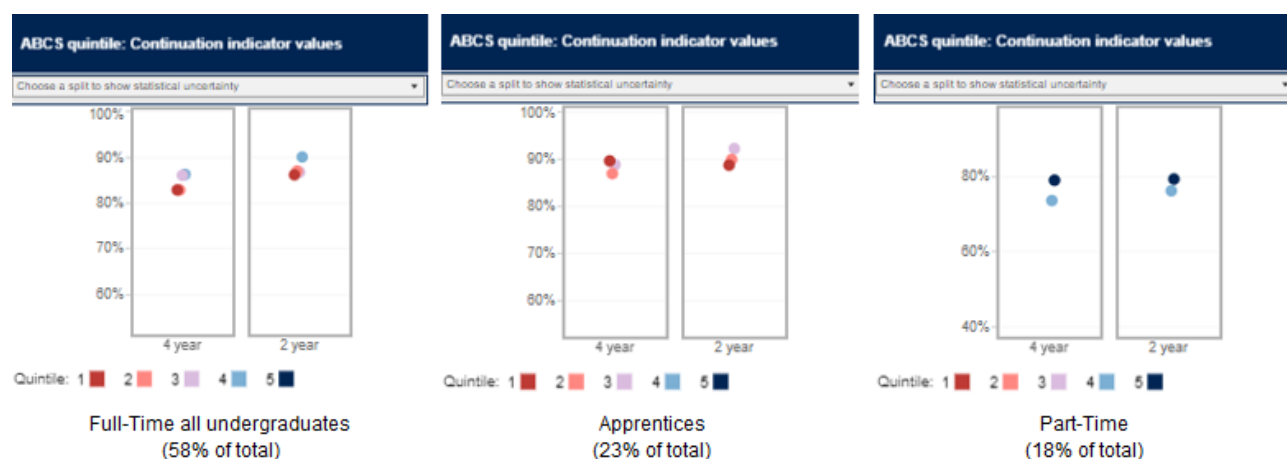


No published data is available for Apprentices.

We show good rates of access when viewing rates for these intersections of student characteristics, with positive rates for Quintile 2 students across both full-time undergraduate, and part-time courses. Quintile 1 students fair less well, which aligns to our IMD data, but still in the case of most of our students (those on full-time undergraduate programmes) access at higher rates than either quintiles 4 or 5.

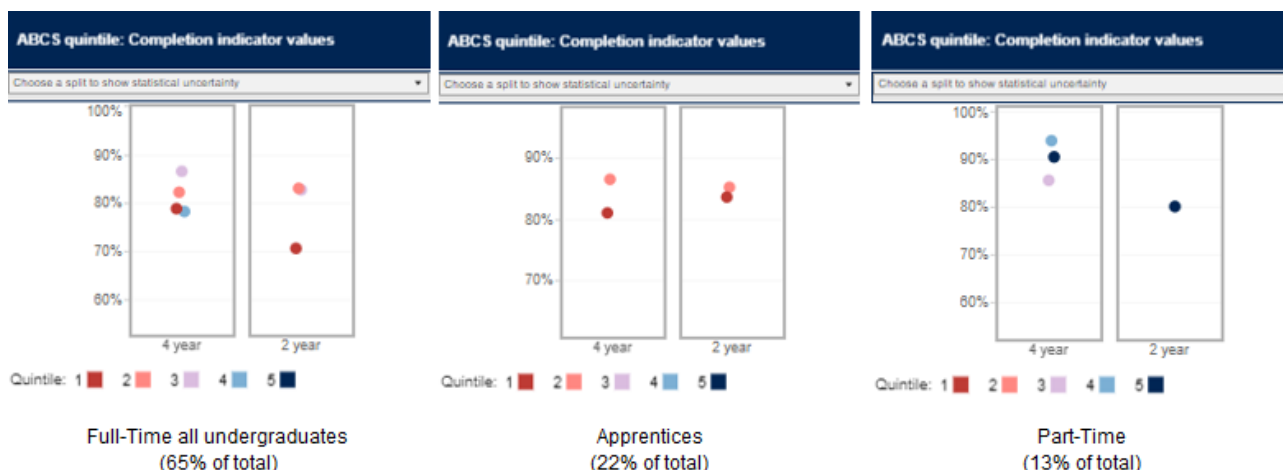
### Success (Continuation and Completion)

#### Continuation



Continuation gaps are small between groups, where we have data points, with some evidence of increased rates when viewing 2-year aggregates.

#### Completion



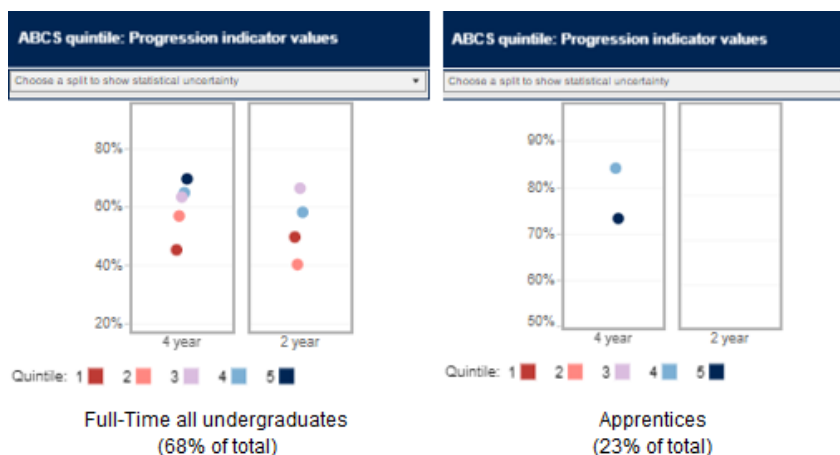
**Risk Indicator 25:** Completion rates for ABCS Quintile 1 students show a lowering of rates for full-time undergraduates, between 4-year and 2-year aggregates, but an improving picture for Apprentices from the same ABCS Quintile.

### Success – Degree Awards

No attainment aggregates are available for ABCS.

### Progression

Progression rates for these students, show lower rates of progression over the 4-year aggregates, for ABCS Quintile 1 and Quintile 2 students, which is in line with our data for IMD quintiles.



No ABCS progression data is available for our part-time students

Whilst we see performance differences for ABCS quintiles, we have decided not to target these groups directly, as we feel that these gaps will be resolved through our targeted work on specific underrepresented groups, and other intersections of disadvantage. Our impact evaluation will monitor the impact of interventions on ABCS quintiles.

## **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.**

In determining the appropriateness of our interventions we have used a broad range of data sources, our own experience of supporting students, our research work with TASO (specifically through a small-n project using Contribution Analysis, and a subsequent project focusing on transitions into Higher Education for Disabled students/those with Learning Difficulties or Disabilities), as well as wider research within the higher education sector.

### General Evidence Base

#### 1. Data Sources

We have used OfS published data as our primary source of data. As described in Annex A, we have reviewed 4- and 2-year aggregated data within the Access and Participation Data Dashboard (<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>), to compare the performance of CCN to the Sector, and between groups of students at CCN. We have focused particularly on aggregated data, as we feel that it provides more meaningful insights into our performance, than is possible with comparison of individual years, given our relatively small size and therefore the scope for larger variations between years.

The National Student Survey was also used to inform us of students' perceptions and awareness of our mental health support services. NSS 2023 pointed towards a lack of awareness of the mental health support services available to students at CCN, with 62.3% of responders responding positively to the question "*How well communicated was information about your university/college's mental wellbeing support services?*", compared to a benchmark figure of 73.4%. However, NSS2024 showed an increasing number of students (79.66% of responses) responding positively to the question of awareness of our Mental well-being support, as a result of targeted action to raise awareness.

#### 2. Our Internal data and experience of working with students at CCN.

We monitor our own performance using data from our internal systems and use PowerBI to highlight performance to internal stakeholders.

In addition to metrics within PowerBI, we have evaluated the issues that our HE Student Recruitment (Access) and HE Student Support Officers (covering Success, and Progression) experience dealing with applicants, or current students and the issues that they raise, in order to inform our plans. Several of our interventions (e.g. student mentoring, professional skills award) were developed by these roles in consultation with students as well.

#### 3. Our research work with the Centre for Transforming Access and Student Outcomes in Higher Education (TASO)

We have been involved in two pilot projects with the TASO, in the following areas: -

- Evaluation with Small Cohorts – CCN being one of the institutions reviewing methodologies for Small-n cohorts (Contribution Analysis in our case) - <https://taso.org.uk/news-item/new-report-learning-about-evaluation-with-small-cohorts/> For this work we used contribution analysis to evaluate the impact of our HE Tutorial Supervisor (now HE Student Support Officer).



- Work on developing a sector blueprint to guide activity to support the transition of LDD/Disabled students into HE. See <https://taso.org.uk/research/current-projects/what-works-to-reduce-equality-gaps-for-disabled-students-in-higher-education-he/supporting-disabled-students-a-blueprint-for-transition-support/>

#### 4. Sector Resources and Research evidence.

TASO tools and research evidence utilised.

- Attainment Raising Mapping Outcomes and Activities Tool (MOAT) (Pre-Entry)
- Evidence Toolkit for Pre- and Post-Entry)
- Resource Hub –
  - Ethnicity Degree awarding gap <https://taso.org.uk/research/current-projects/ethnicity-degree-awarding-gap/>
  - Access and Success Questionnaire <https://taso.org.uk/access-and-success-questionnaire-asq/>
- Student Mental Health Evidence Hub

#### 5. Evidence and rationale by Intervention Strategy- rapid evidence review

##### **Intervention Strategy 1 (IS1) – Increase access to City College Norwich for individuals from the most deprived areas locally**

**Background:** One of the main drivers of HE access for economically disadvantaged students is prior school attainment (Pickering, 2019), which is in turn affected by multiple negative factors, such as the fact that they are more likely to attend schools with lower Ofsted ratings (Gambaro et al., 2015). Furthermore, intention to progress to HE correlates with parents' education, talking to parents about schoolwork, choice of subjects in school and the effect of schoolwork on future employment, which also relate to cultural capital and may be lacking in more deprived/low-SES households (Davies et al., 2014). Research shows that the Covid-19 pandemic and subsequent cost-of-living crisis exacerbated these issues and brought disproportionately more stressors to low-income households (CFE Research, 2023). Much of this is beyond our ability to address, but part of lacking social/cultural capital can translate to receiving less knowledge about subjects they could study in HE, what types of course they could take, the qualifications and grades needed, the student experience and how their decisions may lead to future careers (CFE Research, 2023)- which *is* something we can tackle.

**Intervention:** A systematic review of existing experimental literature (Herbaut & Geven, 2020) found that outreach can be effective in raising access for disadvantaged students, but not when it only provides general information about HE; specific, contextual information is needed. They also found that needs-based financial aid only improved participation under certain conditions (such as that they fully covered unmet needs), but consistently improve completion rates for disadvantaged students. Another review (Kaye, 2020) found that those who were more aware of the availability of financial support are shown to take this into account when deciding about their HE institution, but a lack of awareness was particularly pronounced amongst disadvantaged students, so it is not just access to funds, but information about funds, that is needed to address disparities in participation. They also found that while financial support is not generally the deciding factor in applying for or choosing an HE institution, it can be such for a sizeable minority of students. This has

informed our strategy to provide financial support in combination with targeted outreach and IAG.

### **Intervention Strategy 2 (IS2) – Improve the Continuation and Completion of students from the most deprived backgrounds**

**Background:** Research about continuation and completion often considers social and academic capital, available support, and resilience (Cotton, 2017). When there are financial stressors, lack of pastoral or family support, and a lack of adults in their lives who have similar experiences (Blake & Holloway, 2024), this can contribute to HE becoming more stressful, for students who most likely have lower stress buffers to begin with. Male students from deprived backgrounds tend to have lower retention, and one study reviewed suggested that male students were less likely to express a need for requiring academic support services and were then less likely to proactively seek help which may be related to gender-influenced attitudes and behaviour (Brown, 2020).

#### **Intervention:**

- **Financial Support:** Research shows that students often drop out because of financial difficulties, and as logically follows, those from the lowest-income households are more likely to drop out. A UK case study (Moore & Burgess, 2022) found that while financial support does not much affect continuation rates for students above a certain household income level, it was associated with a drastic improvement in first-year completion for students from low-income households (£25,000 and less). Those from these income groups who did not receive a bursary were five times more likely to drop out. Similar findings were produced at the University of York (Burchell, 2023), showing that bursaries positively impact on continuation gaps via allowing for less part-time work, higher wellbeing and a sense of belonging. As a small provider with a high proportion of students from low-income households, it will be interesting to track the impact of our low-income bursary, (in combination with individualised pastoral and academic support), on continuation, completion and even attainment.
- **Student mentoring:** It can be difficult to tease out the direct impact of mentoring on completion and success, as conceptualisation (and delivery) of mentoring can vary wildly (Crisp, et al, 2017), and findings can be mixed and context dependent (see TASO evidence toolkit for a summary). However, much evidence is promising, if often correlational- a UK study from Kerrigan and Manktelow (2021) found that peer mentoring was associated with higher assessment scores, lower failure rates and higher attainment. We will be drawing on the designs of previous studies (as well as our own preliminary internal findings) to conceptualise, execute and evaluate our peer mentoring program.
- **Staff mentoring:** A meta-analysis of different interventions and their effects on student success in HE (Sneyers & De Witte, 2016) demonstrated that student-faculty mentoring had a significant positive effect both on student retention and completion. The creation of the HE Student Support Officer role aims to fulfil this need- given our small cohort, the Support Officer can give individualised information and mentoring support to students (especially but not exclusively those at risk of dropping out), and the new student survey and increased staff development investment can support them in their role.

### **Intervention Strategy 3 (IS3) - Reduce the attainment gaps for LDD and BAME students, and students from the most deprived backgrounds**

**Background:** Research shows that for all of these groups, entry qualifications fail to fully explain why some students attain good honours and some do not, though group differences can differ by program of study (Advance HE, 2017). For students from ethnic minority backgrounds, students reported that pressure to fit into dominant cultural norms affected their academic performance (Bunce et al., 2019). Students also reported feeling like they didn't belong, (Marandue et al., 2024), feeling isolated (Bunce et al., 2019) and experiences of racism and microaggressions (Seuwoo et al., 2023), all of which negatively impacted their mental health and wellbeing. Similarly, for students from economically disadvantaged backgrounds, research shows that these students have lower social capital (coming in with inside knowledge of HE and an ability to navigate the logistical and social hurdles involved), which correlates with under attainment (Crawford, 2014). Disabled students also find it more difficult to engage with and fully participate in teaching and learning activities (Hector, 2020) and reported finding it difficult to establish social relationships with other students (Brewer et al., 2023). This in turn impacts students' mental health and wellbeing, as well as their finances (and financial stress), as they have more time constraints and fewer opportunities to pursue employment.

#### **Intervention:**

- Research mentioned above about the efficacy of **financial support** and student and staff mentoring for continuation and completion has also supported their effectiveness in closing the achievement gap between different groups of students (Sneyers & De Witte, 2016).
- **Academic Skills:** There is a large body of research that supports the effectiveness of academic or study skills workshops in helping close completion and attainment gaps between students, though like research on mentoring, the wildly variable conceptualisation and delivery of these interventions makes it difficult to reach a definitive conclusion as to their impact. However, multiple recent studies have shown that programmes that support additional practice of academic skills and learning strategies can improve both attainment and retention, usually via mechanisms of metacognitive skills (e.g. planning) and academic self-efficacy (Bernacki et al., 2020; Wernersbach, et al, 2014; Mansfield, 2020; Biwer et al, 2023). We will draw on the lessons learned from different interventions and include the mechanisms of metacognition and self-efficacy within our theory of change model while developing our academic skills workshops (and the evaluation thereof).
- **Reasonable adjustments:** Research on the effectiveness of providing RAs to students with learning disabilities and difficulties is mixed, and difficult to consolidate as there are a wide range of accommodations and a wide range of student subgroups who fall under this umbrella. Some studies find a positive overall impact of RAs on results (Kim & Lee, 2016), while others have found that a specific intervention intended to help was in fact detrimental (Weis & Beauchemin, 2020), which highlights the need for more research into the impact of specific accommodations.

- Our intervention is not about the content of the RAs per se, rather than the process. Research shows that students in the sector were dissatisfied with the highly bureaucratic processes involved in accessing support and reasonable adjustments, such as the need to provide evidence and repeatedly having to seek out support (Brewer et al., 2023; Hector, 2020). There is not enough research to definitively support easing the process of smaller reasonable adjustments to make it faster and easier for students, but one might argue that it would not be such a leap to extrapolate that, beyond the simple logistics of easing the process and making some accommodations available more quickly, small interventions such as this indicate support and consideration for students' struggles, which in turn could improve their sense of fit within HE and their commitment to learning (Muragishi et al., 2023). Given the lack of directly applicable empirical evidence on this topic, however, we will be keeping a close eye on the process and evaluating its impact regularly to adjust as necessary.

#### **Intervention Strategy 4 (IS4) – Improving the Mental Health of CCN HE Students**

**Background:** The recent TASO/King's College London Report on Student Mental Health (Sanders, 2023) shows that the number of students who are reporting mental health issues is rising. In terms of who is experiencing poorer mental health: female and non-binary students are more likely to report mental health issues, as are white and mixed ethnicity students (though this may involve a factor of the culture of reporting on mental health issues within some ethnicities rather than the experience of poor mental health itself). Students who come from areas where HE attendance is low, and who are working or have taken out loans to fund HE are also more likely to report worse mental health. Moreover, the report found that, for students who had considered dropping out, by far the main reason (more than 25 percentage points than any other reason) they gave was their mental health. Additionally, there are a growing number of students with learning difficulties attending CCN, and research shows that many people with learning difficulties experience (multiple) mental health problems, which can also sometimes be misattributed to their learning disabilities (NICE, 2016), so it is important that we are proactive in providing as much mental health care and support as falls within our purview.

#### **Intervention:**

- **Passive Psychoeducation:** Though as TASO states in its Student Mental Health Evidence Toolkit, the evidence in a UK context is lacking, there is substantial international evidence in favour of passive psychoeducation like toolkits, apps, and signposting about where to get essential information and support services to help students manage their mental health. A meta-analysis of 176 randomised control trials (Linardon et al., 2024) showed that mental health smartphone apps can effect small but significant improvements in depression and anxiety symptoms. Ellis et al., 2011 also found these small but positive effects from online platforms with self-guided modules.
- **Active Psychoeducation:** Again, a strong student-based UK-context body of evidence may be lacking, but there is substantial evidence supporting the use of active psychoeducation like workshops, which can act preventatively to raise awareness, reduce stigma and improve the skills necessary to cope with stressors and mental health difficulties. Studies have demonstrated that sessions teaching

emotion regulation (Bentley et al., 2018) and resilience and coping (Yusoff, 2015) caused small but positive improvements in stress, coping strategies and self-reported quality of life.

### **Intervention Strategy 5 (IS5) – Reduce Progression Gaps for the most deprived students at City College**

**Background:** The Social Mobility Commission (2019) stated that inequality has become entrenched in the UK; in the case of employability, people from affluent backgrounds are more likely to have access to informal networks that can provide career support and opportunities not available to those from less privileged backgrounds. Greater family socioeconomic status and educational background can lead to a sort of ‘velvet pipeline’ (Friedman, 2022) for professional employment. On the flip side of this phenomenon, participation in extracurricular activities is positively associated with graduate outcomes regardless of academic performance (Griffiths et al., 2021) but students from lower socioeconomic backgrounds face barriers which make them less likely to access or participate fully in such activities (Mulrenan et al., 2023; Divan et al., 2022).

**Intervention:** Addressing these gaps in privilege and their consequences are for the most part not within our power at CCN to take on, however, research shows that on a smaller scale, improving the human (skills, knowledge) and social (networking) capital of students can positively impact their ability to navigate the job market and find satisfying professional employment (Clarke, 2017; Xu et al, 2022; Pham et al, 2024). Most of the research surrounding employability and progression is not causal, but it seems reasonable to assert that, via mechanisms of skills-building, network-building, and confidence building, we can at least contribute to closing the progression gap for our students at CCN. A UK evaluation of the impact of professional skills awards (AGCAS, 2021) demonstrated that they are associated with positive outcomes for students, including their skills self-assessment and their career planning progress. Furthermore work experience is associated with higher rates of graduate level work as well as higher starting salaries (Brooks and Youngson, 2014).

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# Fees, investments and targets

2025-26 to 2028-29

Provider name: City College Norwich

Provider UKPRN: 10004772

## 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	9250
Foundation degree		N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND	HND programmes in Digital Technologies	N/A	6720
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 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	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	Most of our Higher National provision is offered on a part-time basis. The exception being HND programmes in Digital Technologies which are offered as Full-time courses	N/A	4480
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: City College Norwich

Provider UKPRN: 10004772

### Investment summary

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

#### Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£61,000	£61,000	£61,000	£61,000
Financial support (£)	NA	£138,000	£138,000	£138,000	£138,000
Research and evaluation (£)	NA	£25,000	£25,000	£25,000	£25,000

**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 (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£61,000	£61,000	£61,000	£61,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£61,000</b>	<b>£61,000</b>	<b>£61,000</b>	<b>£61,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>7.2%</b>	<b>7.2%</b>	<b>7.2%</b>	<b>7.2%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£61,000</b>	<b>£61,000</b>	<b>£61,000</b>	<b>£61,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£108,000	£108,000	£108,000	£108,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£30,000	£30,000	£30,000	£30,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£138,000</b>	<b>£138,000</b>	<b>£138,000</b>	<b>£138,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>16.2%</b>	<b>16.2%</b>	<b>16.2%</b>	<b>16.2%</b>
Research and evaluation investment	Research and evaluation investment (£)	£25,000	£25,000	£25,000	£25,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	2.9%	2.9%	2.9%	2.9%

# Fees, investments and targets

2025-26 to 2028-29

Provider name: City College Norwich

Provider UKPRN: 10004772

## Targets

Table 5b: Access and/or raising attainment targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To close the difference in access rates to City College Norwich of students from more deprived backgrounds compared to those from less deprived backgrounds.	PTA_1	Access	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1 and 2	N/A	Target: To close the gap of access by full-time undergraduate entrants from IMD Q1 and Q2 to City College Norwich to within 5% of the current sector average, by 2030 (Sector Average of 42.8% based on June 2024 publication of the APP Data Dashboard).  We have used 4-year aggregated data as published by OFS to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	33	34	35	36	37.8
To increase the rate of access of male students from more deprived socio-economic backgrounds by 2030.	PTA_2	Access	Intersection of characteristics	Other (please specify in description)		Target: To increase the access of full-time undergraduate male students from the most deprived backgrounds (males from IMD Quintiles 1 and 2) to 16% by 2030  The current percentage has been calculated using 4-year's of aggregated data from the OFS Data Dashboard, and we will use these 4-year aggregates to measure our performance against our milestones/target	No	The access and participation dashboard	Other (please include details in commentary)	Percentage	13.4	13.5	14	15	16
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the continuation gap for our male students from the most deprived backgrounds, compared to students from less deprived backgrounds.	PTS_1	Continuation	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	Target: To reduce the continuation gap for full-time undergraduate Male students from deprived backgrounds (Q1 and Q2) from 4.5pp to 2.0pp (bringing this in line with the Sector 4-year average gap for this underrepresented group) by 2030.  We have used 4-year aggregated data as published by OFS to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	4.5	4.5	3.5	2.5	2

To reduce the completion gap for our male Students from the most deprived backgrounds compared to male students from less deprived backgrounds.	PTS_2	Completion	Intersection of characteristics	Other (please specify in description)	N/A	Target: To reduce the gap in completion of full-time undergraduate male students from deprived backgrounds (Q1 and Q2) to within 2 percentage points of the average for all other groups by 2030 (baseline data = Males from IMD Q1 & Q2 have completion rates of 76% at City College Norwich, compared to an average completion for all other groups of 82%).  We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	6	6	4.5	3	2
To reduce the completion gap for apprentices with Learning Difficulties or Disabilities compared to their non-disabled peers	PTS_3	Completion	Reported disability	Disability reported	No disability reported	Target - To reduce the gap in completion rates for apprentices with Learning Difficulties or Disabilities from, compare to the non-disabled apprentices at City College Norwich, from 3.2 percentage points to 1 percentage point by 2030 (PTS_3)  We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	3.2	3	2	1.5	1
To reduce the completion gap for full-time undergraduates, who were in receipt of Free School Meals (FSM), compared to our full time undergraduates who were not eligible for FSM	PTS_4	Completion	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	O2.T4 - To reduce the completion gap for full-time undergraduates, who were in receipt of Free-School Meals, from 16.5 percentage points, to 10 percentage points, compared to full-time undergraduates at City College Norwich who were ineligible for Free school Meals but 2030 (PTS_4)  We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	16.5	15	14	12	10
To reduce the completion gap for Asian, Black, Mixed and Other Ethnicity students, from more disadvantaged backgrounds, compared to the sector average gap.	PTS_5	Completion	Intersection of characteristics	Other (please specify in description)	N/A	Target: To reduce the completion gap for full-time undergraduate ABMO students, from more disadvantaged backgrounds (AMBO students from IMD Q1&2) from 5.1pp to within a 1.00 percentage point gap.  We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.  Comparator: White students from more disadvantaged backgrounds (IMD 1 or 2) on Full-time undergraduate programmes	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	3.8	3.5	3	2	1

To reduce the gap in attainment of our students from the most deprived backgrounds, compared to their peers.	PTS_6	Attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	<p>Target: To reduce the Good Honours attainment gap (1st or 2:1 awards) for students from the most deprived backgrounds, who were eligible for Free School Meals, to within 10 percentage points by 2030, from a current gap of 19.1pp (based on 4-year aggregate data).</p> <p>We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.</p>	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	19.1	17.5	16.5	13	10
To reduce the gap in attainment of our full-time undergraduate students with Learning Difficulties or Disabilities, compared to their peers.	PTS_7	Attainment	Reported disability	Disability reported	No disability reported	<p>Target: To reduce the Good Honours attainment gap for students with Learning Difficulty or Disabilities (LDD) on full-time undergraduate degrees from 8.4pp to 5.00pp by 2030</p> <p>We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.</p>	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	8.4	8	7.5	6	5
To reduce the attainment gap for students with Cognitive or Learning Difficulties, compared to their peers.	PTS_8	Attainment	Reported disability	Cognitive or learning disabilities	No disability reported	<p>Target - To reduce the attainment gap for full-time undergraduate students with declared Cognitive or Learning Difficulties from 19.4 percentage points to 10 percentage points by 2030 (PTS_8)</p> <p>We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.</p>	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	19.4	18	15	12	10
To reduce the attainment gap for Black, Asian and Minority Ethnic students (AMBO) compared to their white counterparts.	PTS_9	Continuation	Ethnicity	Not specified (please give detail in description)	White	<p>Target: To reduce the attainment gap for full-time undergraduate Asian, Black, Minority Ethnic or Other Ethnicity students (AMBO) compared to their white counterparts from 23.99pp to 10pp by 2030.</p> <p>We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.</p>	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	23.9	20	15	12	10
To reduce the attainment gap for deprived male undergraduate students from deprived backgrounds	PTS_10	Attainment	Intersection of characteristics	Other (please specify in description)	Other (please specify in description)	<p>Target: To reduce the attainment gap for full-time undergraduate male students, from more deprived backgrounds from 16.9 percentage points to 8 percentage points, compared to less disadvantaged males by 2030</p> <p>We have used 4-year aggregated data as published by Ofs to measure the current gap, and will use updates to this metric to measure our performance against milestones and the target.</p>	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	16.9	14	12	10	8

