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well being'

' Cost of living Mandtfinance health





from higher education						
Risk 13: Feeling a sense of belonging	IR1		IR2		IR4	IR5
Risk 14: Placements	IR6		IR2	IR3	IR4	IR5
Risk 15: Facilities for parents	IR6		IR2/ IR7	IR3	IR4	IR5

# Objectives and targets

Indication of risk

Objectives

Targets

course, compared to white students.		white students by 12.5% by 2028.  (Baseline 17.5% in 2020-21; target 5% in 2027-28).	
IR3: Higher rates of PT aged 21 and over students not continuing onto the second year of their course, compared to students aged under 21.	5: Increase the continuation rate of PT students aged 21 and over and equal the continuation rate of PT students aged under 21 by 2030.	PTS_2: Reduce the difference in continuation between PT students aged 21 and over and students aged under 21 by 12.6% by 2028 (Baseline 17.6% in 2019-20; target 5% in 2027-28).	IS3
IR4: Higher rates of FT care-leaver students not continuing onto the second year of their course, compared to non-care-leaver students.	6: Increase the continuation rate of FT care leavers to equal the continuation rate of FT non-care-leavers by 2030.	PTS_3: Reduce the difference in continuation between FT care-leaver students and non-care-leavers by 15% by 2028 (Baseline 19.3% in 2020-21; target 4.3% in 2027-28.)	IS4
IR5: Higher rates of FT students with declared mental health conditions not completing their course, compared to students with no disclosed disability.	7: Increase the completion rate of FT students with a disclosed mental health condition to equal the completion rate of FT students with no disclosed disability by 2029.	PTS_4: Reduce the difference in completion between FT students with a declared mental health condition and no disability declared by 9.2% by 2028 (Baseline 12.2% in 2017-18; target 3% in 2027-28).	IS5



Risks to equality of opportunity: NR1: knowledge and skills (IR1, IR6), NR2: information and guidance (IR1 & 4), NR3: perception of higher education (IR1 & 4), NR5:



Launch additional young, disadvantaged males and ABMO ethnicity campaigns to tailor messaging to ensure target group have the right information including about the transport fund to visit campus at the right time to make informed decisions on relevant digital platforms .

New activity- 2023/24 academic year.

Expert in marketing, website, HAVAS q W 7 9 ^ 8 6 € overall approximatel 4 W < ^ < 6 6 target group).

Short term- increase traffic on website,

UCAS (2021) *Where next? What influences the choices school leavers make?* Available at: <https://www.ucas.com/file/435551/download?token=VUdIDVFh> (Accessed: 19 April 2023)

Intervention strategy 2

Objectives and targets: Principal objective: PTS\_1 & OBJ4 Increase the continuation rate of FT Black students to equal the continuation rate of white students by 2030 .

Secondary objectives: PTS\_3



	allocation process.		
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Streamline systems capturing student data by access rolled out to the Student Enquiry Point



	for additional funds for new activity arising from recommendations, through the annual resource allocation process.		
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UPP Foundation. (2017) *On course for success? Student retention at university*. Available at:  
<http://www.smf.co.uk/wp> -

	allocation process.	Long term- increased continuation rates of target group.	
Institute One Plans to focus at course level on continuation by age, with pilot interventions rolled out where the gaps are most pronounced.  New activity- pilot 2024 .	Staff time (approximately W 8 ^ < 6 6 + - for two days of Senior Lecturer time allocated per institute ). Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource allocation process.	Short term- staff to identify interventions in / # \$ - k ) ' ) . I 2 # address risk factors to continuation. Research to be conducted where causes unknown. Medium term- mid-point review of pilot interventions to understand impacts and effectiveness. Long term- increased continuation rates of PT aged 21 and over students on courses with greatest gaps.	N
Review structural impacts on mental health identified in the consultation - e.g., facilities for parents (actions specified in Athena Swan action plan). Commit to continuous improvement for inclusive education.  New activity- 2024 and ongoing.	Cost of facilities improvements if needed (e.g., for parents on campus- reviewing estates plan and Equality Impact Assessment (EIA)) gincluded in other projects.	Short term- response to action plan shared by estates with mitigating actions and timeline. Medium term- review changes and commitments, improved feedback through Student-staff forums regarding facilities. Long term- improved reported wellbeing from students.	IS2, IS4 IS5, IS6 & IS7- reviewing structural impacts on mental health will benefit the mental health of all students by improving the culture and inclusiveness of our campuses.

Evidence base and rationale: Butcher, J.(2020) *Unheard: the voices of part-time adult learners*. Available at: <https://www.hepi.ac.uk/2020/02/06/unheard-the-voices-of-part-time-adult-learners/> (Accessed June 2023).

UUK.



<p>scoring for Estranged students who are also vulnerable and a growing group of students at risk, represented at the University. Existing activity.</p>	<p>W &gt; ^ 6 6 6 + year allocated to Care Leavers).</p>	<p>Estranged students in prioritisation criteria. Medium term- research conducted on impacts of Bursary on recipients with focus on recommendations from 2018 review. Long term- continuation rates of recipients match those who are not eligible for the Cumbria Bursary.</p>	
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Funded transport to the campus for an interview day or applicant visit day.

Evidence base and rationale: HASCE report.

Jisc. (2022) *The Unite Foundation Scholarship Scheme. A quantitative impact analysis on 10 years of accommodation support for estranged and care leaver students.* Available at:

<https://thisisusatuni.org/wp-content/uploads/2022/06/Unite-Foundation-JiscAnalysis-Report-Final.pdf> (Accessed May 2023).

Styrnol, M., Matic, J., Hume, S. (2021) *Supporting access and student success for learners with*

*3+ - \$ ) \*! # \$ ' - ) / . Available at: <https://s33320.pcdn.co/wp-content/uploads/Supporting-learners-with-experience-of-childrens-social-care.pdf>*



<p>to identify students' personal circumstances.</p> <p>New activity- 2023/24 .</p>		<p>students with mental health conditions.</p> <p>Long term- increased completion rate of target group.</p>	<p>impact all student groups.</p>
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Institute One Plans to focus at course level on completion by students with a reported disability, and particularly with a mental health condition with pilot interventions rolled out where the gaps are most pronounced in continuation - 0 57.72 345.14

Evidence base and rationale: Robertson, A., Mulcahy, E., Baars, S (2022) *What works to tackle mental health inequalities in higher education?* Available at: [https://s33320.pcdn.co/wp-content/uploads/Report\\_What-works-to-tackle-mental-health-inequalities-in-higher-education\\_AW-Secured-1.pdf](https://s33320.pcdn.co/wp-content/uploads/Report_What-works-to-tackle-mental-health-inequalities-in-higher-education_AW-Secured-1.pdf) (Accessed June 2023).

UUK (2022) *Suicide-safer universities: support for placement students*. Available at: [https://www.universitiesuk.ac.uk/sites/default/files/uploads/Reports/uuk\\_papyrus-suicide-safer-universities-support-for-placement-students.pdf](https://www.universitiesuk.ac.uk/sites/default/files/uploads/Reports/uuk_papyrus-suicide-safer-universities-support-for-placement-students.pdf) (Accessed: 19 April 2023)

### Intervention strategy 6

Objectives and targets : Principal objective: PTS\_4 & OBJ8 Increase the on-course attainment rate of TUNDRAQ1 FT males achieving 2.1 or 1<sup>st</sup> degree outcomes to equal the rate of TUNDRAQ5 FT males by 2029. Secondary objectives: PTA\_1 & OBJ2 (IS1) It will also contribute towards increasing the number of successful applications FT young males, TUNDRA Q1 by 50% in 2028.

Risks to equality of opportunity: NR1: knowledge and skills (IR1, IR6), NR6: insufficient academic support (IR2, 3, 4, 5 & 6), NR7: insufficient personal support (IR2, 3, 4, 5 & 6), NR8: mental health (IR2, 3, 4, 5 & 6), NR10: cost pressures (IR1, 2, 3, 4, 5, 6 & 7), NR12: progression from higher education (IR6 & 7), R14: placements (IR2, 3, 4, 5 & 6) and R15: facilities for parents (IR2, 3, 4, 5 & 6 & 7).

Activity	Inputs	Outcomes	Cross intervention?
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Establish cross-university working group to target support towards students with characteristics of socio-economic disadvantage across their lifecycle, with a focus on males.	Staff time, financial allocation for student time (approximately		
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New activity - 2024.

	ns, through the annual resource allocation process.	human resources for new and ongoing projects.  Long term- increased attainment rate of target group.	
Institute One Plans to focus on course level attainment of by sex, with pilot interventions including review of pedagogy rolled out where the gaps are most pronounced, Institute of Science and Environment, Institute of Health and Institute of Education, Arts and Society.  New activity- pilot 2024 .	Staff time W ? ; per year for 2.5 of 5x G10 staff for course level focus on attainment by sex and disadvantage indicators, and pilot interventions q W 9 > 6 6 , / * , research. Where needed, bids will be made for additional funds for new activity arising from recommendatio ns, through the annual resource allocation process.	Short term- staff to identify interventions in / # \$ - k ) ' ) . I 2 : address risk factors to underrepresented students with a focus on males and their completion. Research to be conducted where causes unknown. Medium term- mid-point review of pilot interventions to understand impacts and effectiveness. Long term-increase in male students achieving 2.1 or 1 <sup>st</sup> degree outcome on courses with largest gaps.	N

Evidence base and rationale: Hillman, N. & Robinson, N. (2016) *Boys to Men: The underachievement of young men in higher education and how to start tackling it*. Available at: <https://www.hepi.ac.uk/wp-content/uploads/2016/05/Boys-to-Men.pdf> (Accessed May 2023).

Intervention strategy 7

Objectives and targets: Principal objective: PTP\_1 & OBJ10 Increase the progression outcomes of FT Black students to equal progression for white students by 2028.

Risks to equality of opportunity: NR10: cost pressures (IR1, 2, 3, 4, 5, 6 & 7) NR12: progression from higher education (IR6 & 7) and R15: facilities for parents (IR2, 3, 4, 5, 6 & 7)

Activity	Inputs	Outcomes	Cross intervention?
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Submission to Race Equality Charter to develop initiatives and solutions for action to remove barriers to minority ethnicity students and staff.

Staff (approximately  $W < = r \wedge$  research.

Short term 3.88 re  $W^* n$

New activity- 2024.

events relating to careers  
and employability.

accessing the support  
available.

Existing activity.



<p>out where the gaps are most pronounced.</p>			<p>through Student Success and Quality Assurance Committee (SSQAC) and Academic Board.</p>
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IS4 Continue to allocate funds for Cumbria Bursary, 2 \* - / # W 7 ^ 6 6 6 year of FT-

where the gaps are most pronounced.			
IS7 Submission to Race Equality Charter to develop initiatives and solutions for action to remove barriers to minority ethnicity students and staff.	Planned theory of change for race equality at UoC.	Type 1- narrative, moving to type 2 once action plan and theory of change are established to apply evaluation to activities identified.	Internally and externally through UoC conferences around race equality .

## Whole provider approach

The University defines itself as a Widening Participation institution, and staff across the University recognise the importance of creating equality of opportunity for all students, with a focus on those

!-\*( 0) -- +- . )/ " - \* 0+ . \_ # ) \$ 1 - . \$ / 4 | . \* 1g Towards 2030. It is set by /# \$ # ) ''\* -1. 3 0/\$1 ) +- \* 1 4 /# ) \$ 1 - . \$ / 4 \* - \_ / . / .

purpose and commitment to our statutory duties, including those under the Equality Act 2010 and the Higher Education and Research Act 2017. Staff across academic and professional services work together through our committee structures to form, implement and reflect on action plans to continuously improve our service and support to all students. The elements of Towards 2030 most relevant to Access and Participation are: *Academic Strategy 2022-2030*, *People and Culture Strategy*, *Learning Teaching and Assessment Plan*, *Student Support Plan* and *Employability Action Plans*. Our Access and Participation Plan(cess an)] TJ ET Q Iture





## Student consultation

A new Strategic Lead for Access and Participation was recruited to the University in September 2022 to lead on this work with a key priority to engage with the student body in APP work year-  
- \* 0) / ' ' . / " . \_ # - \$. - + - . ) / / \$ \* ) ! - \* ( / # / 0 ) / . l ) \$ \* ) \* ) / #  
evaluate progress against our existing targets, and work together on new submissions.

Identifying risks to equality of opportunity in our context.

- f* To ensure that sufficient time was given to consult students and staff on their perceived risks to equality of opportunity at the University of Cumbria, a consultation was conducted across the University in March 2023, ahead of the publication of the Equality of Risk

Additional themes in workshops
<p><i>Applying to university</i> ` k .. \$ \$'\$/4 # '' )" .I^ k \$( \$/ )!*-(  "0\$ ) I + -/\$ 0' -'4 \$(+ /\$)" !\$-./ \$) ! (\$'4 /* # \$"# - 0  <i>confidence and self-</i> !!\$ 4I_  <i>Continuing studies:</i> k )" '\$. # *(+- # ). \$*) ) )\$/k -' 4( )/.I_  <i>Progressing to further study or employment</i> ` k *"- + #4 *! *++ *- /0) \$/\$</p>

Action staff can take to support these students

The broad themes that suggested solutions were centred around were:

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Forming our targets and interventions

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consulted at all stages of developing the 2024-28 APP, including the drafting of targets and interventions. These have been shaped by the assessment of performance using the OfS APP dashboard, our internal HESA data and the consultation responses from students and staff. We # 1 ( /# .. .. ( ) / \*! + - ! \* - ( ) ) \$) / - 1 ) / \$\*) . / - / "\$ . 1 \$' ' / \*  
Union who have conducted their own consultation exercise. Our intervention strategies have been designed to balance ambitious change in addressing risks, what we know of ongoing contextual challenges, and the resource we have available.

Monitoring, evaluation and delivery of access and participation work

For 2023-2024, working groups relating to targeted student groups requiring support will be formed to ensure a whole-university approach, with student representation informing our APP work. Students with shared characteristics to those targeted within this Plan will be invited through /# /0 ) / . I ) \$\*) /\* + - /\$ \$+ / \$) /# "- \* 0 + . - . + \* ) . \$ ' ! \* - \* + - / \$\*) ' of our interventions set out in the 2024-28 plan. The APSG will have overall responsibility for the \$) / - ) ' ( \*) \$ / \* - \$) " \*! \* 0 - 2 \* - & ^ ) /# /0 ) / . I ) \$\*) 2\$' ' \*) / \$) 0 /\* - + of this.

Additionally, the Strategic Lead for Access and Participation will develop a web presence for this important work to encourage year-round opportunities for feedback and discussion from students



We will conduct a review of our systems of data capture relating to student engagement and access to contextual information such as their characteristics so that systems are accessible and sufficient to carry out monitoring and evaluation of student engagement with interventions. The Strategic Lead for Access and Participation will also be leading a cross-university evaluation culture change relating to access and participation, developing our current best practice (established in access) to be applied in evaluation of success-related activity and interventions. We have developed an Evaluation Toolkit as a key enabler for the development of the culture of evaluation throughout the university. For detailed information about our plans for evaluation of the intervention strategies, please see the table starting on page 23 above.

## Provision of information to students

The University is committed to publishing timely, clear and accessible information to existing and prospective students on all aspects of their course and particularly the financial expectations. Focus is placed on ensuring that students from underrepresented groups are informed of the financial support that they are entitled to because of the provisions set out in this plan. The published information for students relating to the Cumbria Bursary and the Progression Scholarship makes it clear that they are entitled to be included in scoring for the Bursary if they have consented to share financial information ,

We award bursaries to those with the highest scores.

For full-time students studying at least 50% of a full-time equivalent course and registered on a minimum three-year course

**Eligibility criteria**

- x Student is entering into year 1 or integrated foundation year of a specified undergraduate degree at the University of Cumbria.
- x Student is a resident of the United Kingdom, Channel Islands, Isle of Man, Jersey, Guernsey, Gibraltar, England, Student Finance Wales, Student Finance Northern Ireland or Student Awards Agency Scotland. Assessed by funding provider before 2nd October 2023.

Cumbria Bursaries will not be available to students who are:

- x studying less than 50 credits per year
- x already holding a HE qualification e.g. Cert HE, HND or Foundation Degree (Care Leavers will be exempted).
- x undertaking a postgraduate qualification, including PGCE courses

**Prioritisation criteria**

Usually, there are more students who meet the criteria than there are awards available.

Bursaries will be allocated according to the following prioritisation criteria:

- x the student has declared Care Leaver status\*
- x the student has declared a disability on their UCAS form
- x the student is from an area where not many people go into Higher Education

Students should read these prior to enrolment. These provide details across a range of subjects including how and when the University collects fees and how the University will respond if students are unable to pay fees. Students should also read these ahead of their application.

Pages provide students with detailed information with respect to fees, additional costs, and the financial support packages we offer.

providing clear, accessible and up to date information on its website on the fees for each year of entry and the funding support available.

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information services to ensure that students have a clear understanding of student finances and  
the current loan and payment arrangements.

## Annex A: Assessment of performance

### Summary of student groups with differential outcomes

In summary, there are differential outcomes for students at the following stages with the following characteristics. Data correct as of 12<sup>th</sup> June 2023.

Stage	Student groups with differential outcomes	Comparator group	Percentage point gap to comparator group in most recent year assessed	Commentary	Analysis
Access	Sex, Males (FT) IMD Q1 (PT) ABCS Q1students (FT) ABMO (FT, North West campuses)	Sex, Females (FT) IMD Q5 (PT) ABCS Q5 (FT) White (FT, North West campuses)	29.2 percentage points 3 percentage points 6.3 percentage points 4.3 percentage points behind North West ONS data, and 3.3 percentage points difference to all campuses.	When controlling for North	



				census data for minority ethnicity students.	
Continuation	TUNDRA Q1 (FT)	TUNDRA Q5 (FT)	2.5 percentage points		
	IMD Q1(FT)	IMD Q5 (FT)	8.2 percentage points		
	IMD Q1 or 2 females (FT)	IMD Q3, 4 or 5 females (FT)	2.2 percentage points		
	IMD Q1 or 2 males (FT)	IMD Q3, 4 or 5 males (FT)	8 percentage points		
	POLAR 4 Q1 (FT)	POLAR 4 Q5 (FT)	2.4 percentage points		
	ABCS Q1 (FT)	ABCS Q5 (FT)	13.7 percentage points		
	ABCS Q1 (PT)	ABCS Q1 (PT)	31.6 percentage points*		
	Black (FT)	White (FT)	17.5 percentage points		
	Black (PT)	White (PT)	18.4 percentage points*		
	Mixed (FT)	White (FT)	0.5 percentage points*		
	21 and over (FT)	Under 21 (FT)	3.1 percentage points		
	21 and over (PT)	Under 21 (PT)	17.6 percentage points		
	Mental health conditions (FT)	No disability (FT)	2.5 percentage points		
	Mental health conditions (PT)	No disability (PT)	10.3 percentage points*		
	Eligible for FSM (FT)	Not eligible for FSM	4.5 percentage points		
	Care Leaver (FT)	Not care leaver	8.8* percentage points		

Completion (2017-18 most recent year)

- TUNDRA Q1 (FT)
- IMD Q1 (FT)
- POLAR 4 Q1 (FT)
- ABCS Q1(FT)
- Asian (FT)
- Mixed (FT)
- Other (FT)
- 21 and over (FT)
- Disability (FT)
- Cognitive or learning difficulties (FT)
- Mental health conditions (FT)
- Multiple impairments (FT)
- Social or communication impairment (FT)
- Eligible for FSM (FT)

Attainm  
ent  
*(2021-*



Data sources: This assessment of performance primarily uses the OfS AP data dashboard, in addition to our own internal dashboard populated using HESA data to understand further intersectionality and investigate smaller populations of student characteristics that have been suppressed in the OfS public dashboard.

GDPR: To ensure students are not identifiable, we have aggregated smaller student populations where they are not present in the OfS

Completion - While overall, students with reported disabilities had lower proportions of completion than those with none reported, in 2017 -18 students with sensory, medical or physical impairments or multiple impairments had higher rates of completion than no disability reported.

Attainment -

Progression - The percentage of PT aged 21 and over students who progressed into professional or managerial employment, further study or other positive outcome was over 27 percentage points higher than for aged 21 and over FT students 2020-21 and the 2-year aggregate. ABCS Q1&2 PT students had over 25 percentage points better progression outcomes in the 4-year aggregate than FT students.

# ACCESS

Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Sector all registered English HE providers	2021-22	2021-22 Sector all registered English HE providers
Sex gap between females and males (FT, UG)	38.2 percentage points	38.2 percentage points	35 percentage points					







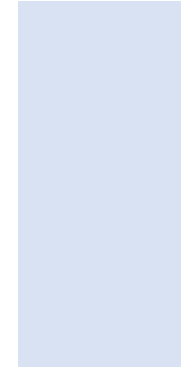
Deprivation (IMD 2019) Gap between Q3, 4 or 5 compared with Q1 or 2 females (FT, UG)	2.7 percentage points	5 percentage points	5.6 percentage points	5.6 percentage points	3.7 percentage points	3.3 percentage points	2.2 percentage points	5 percentage points	
Deprivation (IMD 2019) Gap between Q3, 4 or 5 compared with Q1 or 2 males (FT, UG)	5 percentage points	6.9 percentage points	2.9 percentage points	15.8 percentage points	1.3 percentage points	6.2 percentage points	8 percentage points	7.9 percentage points	

Q5 and 1 (FT, UG)									
ABCsgap between q5 and 1 (FT, UG)	7.4 percentage points	9.6 percentage points	13.4 percentage points	19.3 percentage points	12.7 percentage points	12.7 percentage points	13.7 percentage points	14.8 percentage points	
ABCsgap between q5 and 1 (PT, UG)	11.1 percentage points	39.5 percentage points	27.8 percentage points	39.1 percentage points	Suppressed (more than 2, fewer than 23 students)	26.1 percentage points			4-year aggregate gap 31.6 percentage points.
Black and white gap (FT, UG)	6.5 percentage points	6.4 percentage points	4.2 percentage points	5.6 percentage points	18 percentage points	5 percentage points	17.5 percentage points	5.8 percentage points	

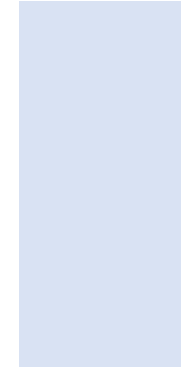
Mixed and white gap (FT, UG)	-3.6 percentage points	3.9 percentage points	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, but is within 2 of denominator)	Suppressed (more than 2, but is within 2 of denominator)	1.5 percentage points	Suppressed (more than 2, fewer than 23 students)	2.2 percentage points	4 year-0.5 percentage points gap (denominator 80), 2 year-2.7 percentage points gap (denominator 40).
Age: gap between under 21 and 21 and over. (FT, UG)	0.1 percentage points	-0.6 percentage points	2 percentage points	8.9 percentage points	8.8 percentage points	8.2 percentage points	3.1 percentage points	9.9 percentage points	
Age: gap between under 21 and 21 and over. (PT, UG)	9.6 percentage points	Suppressed (the under 21 numerator is more than 2 but within 2 of the denominator)	24 percentage points	Suppressed (the under 21 numerator is more than 2 but within 2 of the denominator)	17.6 percentage points	5.6 percentage points			



care leaver (FT, UG) than 23 students) fewer than 23 students) than 23 students) fewer than 23 students)



than 23 students)



percentage points  
4-year aggregate-8.8 percentage

POLAR 4 Gap between Q5 and 1 (FT, UG)	5.1 percentage points	0.8 percentage points	13 percentage points	3.3 percentage points	2.5 percentage points	76.9 percentage points	4.9 percentage points	6.7 percentage points	
ABCS (gap between q5 and q1) (FT, UG)	17.3 percentage points	21.5 percentage points	12.7 percentage points	15.7 percentage points	16.5 percentage points	23.2 percentage points	14.1 percentage points	23.5 percentage points	
Ethnicity- Asian and White gap (FT, UG)	-6 percentage points	-5.8 percentage points	-3.8 percentage points	-4.2 percentage points	5.9 percentage points	1.3 percentage points	6.7 percentage points	1.5 percentage points	



										year aggregate Suppressed (more than 2, fewer than 23 students)
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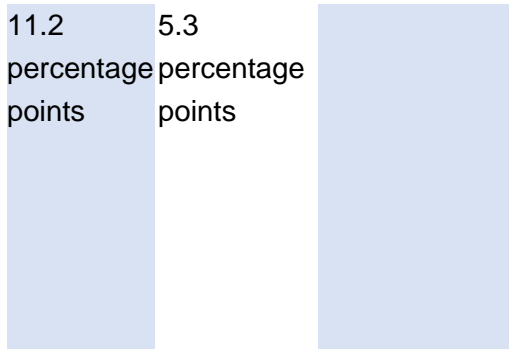
Age: gap 2.5  
 between under percentage  
 21 and 21 and points  
 over. (FT, UG)

disability gap (FT, UG)	than 23 students)	than 23 students)	than 23 students)						
Social or communication impairment and no disability gap (FT, UG)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)	Suppressed (more than 2, fewer than 23 students)				

# ATTAINMENT

Measure	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22	2021-22	Comments
						Sector all registered English HE providers		Sector all registered English HE providers	

Deprivation (IMD 2019) Gap between Q3, 4 or 5 and Q1 or 2 females (FT, UG)	5.5 percentage points	1.8 percentage points	10.8 percentage points	11.9 percentage points	7.8 percentage points	11.2 percentage points	5.3 percentage points
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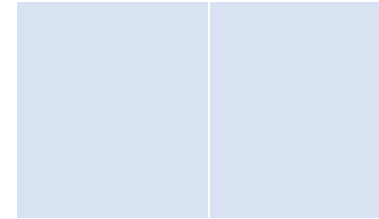
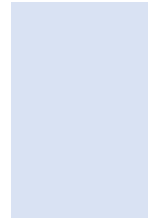


23  
students)

23  
students)

than 23  
students)

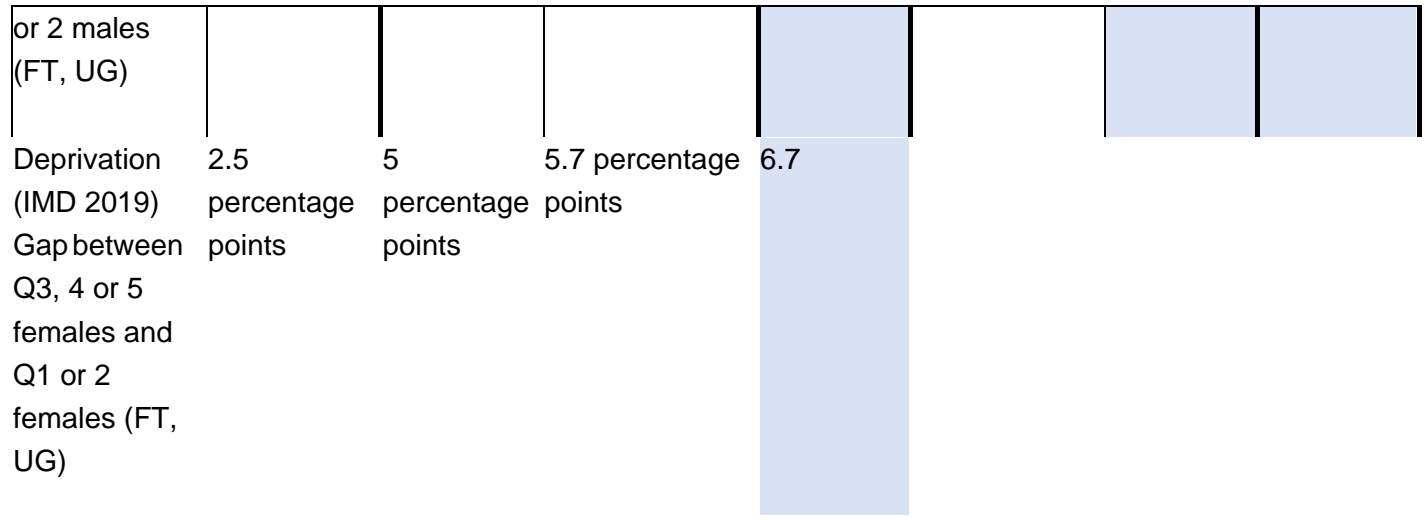
than 23  
students)



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## PROGRESSION

Measure	2017-18	2018-19	2019-20	2019-20 Sector all registered English HE providers	2020-21	2020-21 Sector all registered English HE providers	Comments
TUNDRA Gap between Q5 and Q1 (FT)	-1.5 percentage points	5.3 percentage points	-0.5 percentage points	7.1 percentage points	7.4 percentage points	6.7 percentage points	
Deprivation (IMD 2019) Gap between q5 and q1 (FT, UG)	4.3 percentage points	8.2 percentage points	9 percentage points	10.6 percentage points	4.7 percentage points	10.8 percentage points	
Deprivation (IMD 2019) Gap between Q3, 4 or 5 males and Q1	9.5 percentage points	17.1 percentage points	3.8 percentage points	7.4 percentage points	14.5 percentage points	7.9 percentage points	







Sensory, medical or physical impairments and no disability gap (FT, UG)	Suppressed (more than 2, fewer than 23
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Progression	In 2020/21 the gap between the most and least represented students significantly grew. While the gap between the most and least advantaged students reduced by three measures (IMD 2019, ABCS and FSM eligibility) the gap grew between the most and least advantaged males.	3. Working group as above. Target for male attainment expected to impact progression outcomes for target group.
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Student characteristic(s): Minority ethnicity students

Asian, Black, Mixed, Other ethnicity (ABMO)

Stage	Indication of risk	Mitigation action
Access	<p>We have made progress against our historic target of increasing the proportion of students from minority ethnicities enrolling at our North West (NW) campuses. This is due to the location and demography of our London campus skewing data if included. When controlling for NW, we are 4.4 percentage points behind the NW census data for minority ethnicity proportions, and therefore will continue to target efforts to diversify our student body through an aligned objective, to maintain progress in this area.</p>	<p>5. Set objective to maintain ABMO student proportion growth, to align with NW census data.</p>



Student characteristic(s): Age Students 21 and over		
Stage	Indication of risk	Mitigation action
Continuation	While there is a gap in continuation between students who are 21 and over and under 21 students, this has significantly closed in 2020-21 by 5.7 percentage points to 3.1 percentage points. However, the gap in continuation between PT students 21 and over and under 21 is significant.	16. Target for continuation of PT students aged 21 and over.
Completion	The gap between students aged 21 and over opened over 2017/18 to 1.9 percentage points.	17. Internally monitor completion rates of students aged 21 and over in 2023/24 and ongoing .
Attainment	The gap between students aged 21 and over continued to close in 2021-22 and reduced to 3.8 percentage points.	18. Internally monitor attainment rate of students ages 21 and over to maintain progress in 2023/24 and ongoing .

Student characteristic(s): Care -leaver		
Stage	Indication of risk	Mitigation action
Continuation	Whilst the numbers are small, the gap between continuation of care leavers over a 4year aggregate is 8.3 percentage points.	19. Target for continuation of care-leavers.
Completion	Whilst the numbers are small, the gap between completion of care leavers and non-care leavers over a 4year aggregate is 8.3 percentage points.	20. Establish Care-leaver and estranged students cross - university w7998 04 estranged st2

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

Consultation Survey questions (with supporting literature considered when designing survey options in brackets).

1. What do you think are the greatest challenges that students face in applying to university? Please rank with 1 as the greatest challenge. (Minimum of 5 must be selected).

Cost of living and finance (*Blackbullion, 2023; Blake, 2023; Jones, 2022; Johnston & Westwood, 2023; UniTasterDays, 2019*)

Understanding the benefits (*The Russell Group, 2020; UPP Foundation & HEPI, 2021*)

Higher level study skills

Feeling a sense of belonging

Social skills and relationships (*HEPI & Unite Students, 2017*)

Maintaining mental health and wellbeing (*Holt-White, De Genarro, Anders, Cullinane, Early, Montacute, Shao & Yarde, 2022, UCAS, 2021*)

Understanding the UCAS application and/or interview process (*The Russell Group, 2020*)

Understanding the Student Loan application process (*Unifrog, 2022; UniTasterDays, 2019*)

Gaining work experience (*Unifrog, 2021*)

Family expectations (*Zhao, L., Zhao, W., 2022*)

Getting the qualifications to meet the entry requirements (*OfS, 2022; The Russell Group, 2020; UCAS, 2021*)

Identifying if support will be available to meet specific needs (*UCAS, 2021*)

Other

2. What do you think are the greatest challenges that students face to continuing their studies at university? Please rank with 1 as the greatest challenge. (Minimum of 5 must be selected).

Cost of living and finance (*Neves (Advance HE) & Brown (HEPI), 2022; Blackbullion, 2023*)

Higher level study skills (*Neves (Advance HE) & Brown (HEPI), 2022*)

Feeling a sense of belonging (*Neves (Advance HE) & Brown (HEPI), 2022; Pearson & WONKHE, 2021*)

Social skills and relationships (*Neves (Advance HE) & Brown (HEPI), 2022*)

Maintaining mental health and wellbeing (*Neves (Advance HE) & Brown (HEPI), 2022; UUK, 2018*)

Balancing studies with employment (*Sutton Trust, 2023*)



Family expectations (Phillips, C., 2015)

Achieving the grades to progress onto the next stage of the course

Accessing support to meet specific needs (*Neves (Advance HE) & Brown (HEPI), 2022*)

Other

3. What do you think are the greatest challenges that students face continuing to further study or employment after university? Please rank with 1 as the greatest challenge.

(Minimum of 5 must be selected).

Cost of living and finance (*Lees, Foster, 2022*)

Interview and CV/application skills (*Lees, Foster, 2022*)

Social skills and relationships

Maintaining mental health and wellbeing (*ISE, WONKHE, AGCAS, Handshake, 2022; Lees, Foster, 2022*)

Balancing studies with employment (*Lees, Foster, 2022*)

Gaining work experience (*Lees, Foster, 2022; Prospects, 2021*)

Family expectations

Achieving the degree classification to progress onto the next stage (further study or employment) (UUK, 2019)

Understanding career pathways (*ISE, WONKHE, AGCAS, Handshake, 2022; Lees, Foster, 2022*)

Accessing support to meet specific needs

Other

4. What do you think is working well to support students at the University of Cumbria, that you think we should continue?

Free text.

5. Which student groups

Excerpt from HASCE report

An Evaluation of the Effect of Bursary and Other Types of Financial Support on Student Outcomes at the University of Cumbria. October 2018.

High Level Summary

This project forms part of an evaluation of the impact of financial s

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## Fees, investments and targets

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