University of Suffolk

Access and Participation Plan

2025/26 - 2028/29

University of Suffolk

Access and Participation Plan: 2025/26 to 2028/29

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Summary

University of Suffolk: Summary of 2025/26 – 2028/29 Access and Participation Plan

An Access and Participation Plan (APP) is a 4-year strategic plan developed by universities, outlining their commitment to ensuring equal opportunities for students from all backgrounds. It sets out measures that universities will take to improve access to higher education, support student success, and enhance outcomes for students at risk of equality of opportunity. Each university's APP is reviewed and approved by the Office for Students, ensuring accountability and progress towards a more inclusive higher education system.

At the University of Suffolk, reducing risks to equal opportunities is embedded across every facet of our institution, which is evident in our mission to transform lives and our region through education. Over the period 2025/26 to 2028/29, our approach to addressing risks to equal opportunities has involved four major areas, namely: risk identification, objectives and targets setting, development of intervention strategies, and monitoring and evaluation of progress and interventions.

Risk identification

We performed comprehensive analyses of internal and external data to identify potential risks, disaggregating student groups to understand their characteristics across all student lifecycle stages. Prioritising risks based on persistency, significance, and sector comparison; we ensured our strategy maximised benefits for as many students as possible within the finite resources available. Lastly, we enriched our analyses through frequent consultations with internal stakeholders, students, and external partners, aligning our APP with broader strategic goals for institutional cohesion and collaboration.

Objectives and targets

We set 9 objectives across the student lifecycle stages, which relate to 3 student groups identified in the national Equality of Opportunity Risk Register (EORR): low socio-economic background, global majority, and disabled. Additionally, 2 student groups that are unique to our context, male students and young students, were included in our objectives. Of the 12 national risks identified in the EORR, we identified 10 potential risks that our students may experience and have set objectives accordingly.

Intervention strategies

To meet our objectives, we developed 3 intervention strategies, consisting of numerous activities that are each underpinned by a strong evidence base and a theory of change. The access strategy is primarily focussed on students entering university and raising pre-16 attainment, the on course strategy concentrates on reducing inequality gaps around our students' continuation, completion, and attainment rates, and the progression strategy focusses on activities to reduce inequality gaps for graduates gaining high-skilled employment or furthering their studies. These strategies were developed collaboratively alongside stakeholders, with an inherent inclusive design to benefit multiple student groups.

Monitoring and evaluation

Ensuring we succeed at implementing our plan, we established regular reporting protocols, occurring through various institutional channels and at operational and strategic levels. Additionally, we developed comprehensive evaluations for each activity in each intervention strategy with high standards of evidence accompanied by a detailed dissemination plan, as a clear commitment to sharing our findings and supporting the sector as a whole in addressing risks to equality of opportunity.

This document details our plan and commitment towards a more inclusive higher education system, where education serves as the catalyst for reducing inequalities of opportunity.

Glossary

Access	Access refers to students' entry to university.
Block and Blend	Block and Blend is a compassionate approach to the design and delivery of learning, teaching, and assessment, which enables University of Suffolk students to typically focus on one module at a time, developing confidence and robust study habits as a higher education student. Learning takes place within a blended learning environment, incorporating online and offline activities.
EORR	The equality of opportunity risk register is a list of national risks to equality of opportunity identified by the Office for Students. This risk register that sets out the greatest sector-wide risks to equality of opportunity in English higher education.
Global Majority	Global majority is the term used at the University of Suffolk in reference to ethnic minority groups recommended by our Anti-Racism Collective. The term global majority has replaced the acronym 'BAME' but is underpinned by 'BAME' data indicators.
IMD	The Index of Multiple Deprivation (IMD) is a tool which can be used to identify the levels of socio-economic deprivation across different neighbourhoods.
Indications of risk	An indication of risk is the term used by the OfS to refer to a potential impact of a risk to equality of opportunity in relation to higher education. For example, lower continuation rates for a specific student group may be a potential indication of 'risk of insufficient academic support' (a risk to equality of opportunity). May also be known as a Risk Indicator.
Intervention Strategy	An intervention strategy in an access and participation plan is a coherent group of activities or measures that a provider will undertake or put in place to achieve its objectives.
KS4	Key Stage 4 (Year 10 and 11) is a stage of secondary education which incorporates GCSEs and other examinations.
Mature students	Mature students are undergraduate students aged 21 and over when they enter higher education.
neaco	The Network for East Anglian Collaborative Outreach (neaco) is a collaboration of universities and colleges in East Anglia funded by the Office for Students (OfS) as part of the Uni Connect programme.
OfS	The Office for Students (OfS) is the independent regulator of higher education in England.
On course	Continuation: Continuation in the study of higher education qualifications.
	Completion: Completion of the study of higher education qualifications.
	Attainment: Achievement and the awards made to higher education students at the end of their studies.
ONS	Office for National Statistics (ONS) is the UK's largest independent producer of official statistics and the recognised national statistical institute of the UK.
Progression	Progression refers to students leaving the University and going into graduate level careers or further study.
PSM	Propensity Score Matching is a quasi-experimental method which matches people who engaged with an intervention, with a group of people who did not engage (a comparison group). The groups are matched based on the

	likelihood that they would end up in the intervention group (their 'propensity score'). (TASO, 2023).
SOC	Standard Occupational Classification
Standards of evidence[1]	OfS published evidence standards which aim to facilitate robust and rigorous impact evaluation of APPs across HE providers.
Student lifecycle stages	The student lifecycle stages encompass pre-entry, on-course, and post-graduation progression.
SU	University of Suffolk Student Union
TASO	The Centre for Transforming Access and Student Outcomes in Higher Education (TASO) is an affiliate What Works Centre, and part of the UK Government's What Works Movement.
TEF	The Teaching Excellence Framework (TEF) is a national scheme run by the Office for Students (OfS) that aims to encourage higher education providers to improve and deliver excellence in teaching and learning.
ToC	A theory of change (ToC) is a visual representation of a programme's inputs, activities, outputs, outcomes, and underlying causal mechanisms.
Types of evidence	**Type 1 – Narrative**: The impact evaluation provides a narrative or a coherent theory of change to motivate its selection of activities in the context of a coherent strategy.
	Type 2 – Empirical Enquiry: The impact evaluation collects data on impact and reports evidence that those receiving an intervention have better outcomes, though does not establish any direct causal effect.
	Type 3 – Causality: The impact evaluation methodology provides evidence of a causal effect of an intervention.
UoS	University of Suffolk
WP	Widening Participation (WP) aims to support underrepresented groups in accessing further or higher education to continue their education.
Young students	Students who enter university before they are 21 years old.

[1] Evaluation Tookit (officeforstudents.org.uk)

Introduction and strategic aim

Our institutional Access and Participation Plan (APP) sets out how we, the University of Suffolk (UoS), will increase equality of opportunity for all our students and applicants regardless of their background. In this plan, we address the key risks to equality of opportunity faced by our students at our University. We outline how we aim to address these inequalities utilising an inclusive whole-provider approach, by developing interventions underpinned by a robust evidence base. In formulating this plan, we engaged in a rigorous process of design, development, and consultation across our institution. To facilitate tangible change, we have developed an ambitious APP, which we believe is necessary to support the success of our diverse student population.

Regional context

UoS is situated in in a large rural county that is composed of substantial areas of low participation within Higher Education (HE). As a region, Suffolk has a lower proportion of individuals aged 0-64 years; lower employment rates for Standard Occupational Classification (SOC) Major Groups 1-3 incumbents; lower proportions of individuals with Level 4 qualifications; and less ethnic diversity compared to the rest of England and Wales (ONS, 2021; 2023). This regional context provides both challenges and opportunities, with the potential for UoS to transform the lives of individuals in our county and beyond by providing accessible and high-quality education opportunities, but also increased potential barriers to participation.

University context

Since the establishment of the UoS in 2016, we have consolidated and extended our provision through the cultivation of strategic partnerships regionally, nationally, and internationally. This includes arrangements with Further Education (FE) colleges, private institutions, teacher training providers, delivery partners, and employers to enhance student experience. Our commitment to student experience, success and outcomes is reflected in our continuous rise in university league tables[2], as well as our recent achievement of a Silver Teaching Excellence Framework (TEF) award in 2023[3]. As an institution, we are committed to structured improvements to our culture, as highlighted by our recent Institutional Athena SWAN Bronze award[4], demonstrating continued dedication to the pursuit of equality of opportunity.

University mission

As outlined within the UoS' Strategy and Vision 2020-2030[5]: "*Our mission is to transform lives and our region, through education, training, research, business and community engagement*." Underpinning our overarching mission, our Strategy for Research Excellence (2023-2030) recognises inclusivity as pivotal to a thriving research environment, while our Strategy for Learning, Teaching and Assessment (2023-2030) emphasises the importance of diversity for a collaborative and compassionate pedagogy. Widening Participation (WP), and equality of opportunity are integral to our ambition to be an inclusive and diverse provider; specifically, we believe in the empowering benefits and the transformational power of education to "*deliver positive change for the individuals and communities with whom we work*". This shared vision is reflected in our partnerships with the 'Network for East Anglian Collaborative Outreach' (neaco); a consortium that combines five HE institutions (HEIs) and ten FE colleges across Suffolk, Norfolk, and Cambridgeshire, as well as our dedicated progression agreements with local secondary schools, FE colleges, academy trusts, and

[2] https://www.uos.ac.uk/about/news/university-of-suffolk-continues-rankings-rise/
[3] https://www.uos.ac.uk/about/news/university-secures-silver-in-2023-tef-ratings/#:~:text=The%20University%20of%20Suffolk%20has,teaching%2C%20learning%20and%20student%20outcomes.
[4] https://www.advance-he.ac.uk/news-and-views/celebrating-athena-swan-bronze-success-university-suffolk
[5] https://www.uos.ac.uk/media/uniofsuffolk/website/content-assets/documents/publication-scheme/Our-Strategy-And-Vision-2020-2030-online-V2-a.pdf

access validating agencies. We recognise that a diverse community enriches our provision and benefits student and staff experience.

> *"…education is for all, and the transformative power of higher education should be accessible, driving social equality and mobility and acting as a catalyst for change."*
>
> University of Suffolk Strategy and Vision 2020-2030

Our student population

We are proud to serve a diverse student population both at home and overseas. As a small-to-medium-sized HE provider, we have over 15,000 undergraduate students and a growing postgraduate community. The vast majority of our undergraduates are enrolled on full-time programmes. In 2021, for instance, our population of entrants consisted of 97% full-time, 2% apprenticeship, and 1% part-time students. Unique to the sector, 90% of our new students are classified as mature and 68% come from areas of socioeconomic deprivation, both of which are identified as student groups at risk of equal opportunities.

Strategic aims for equality of opportunity

Our commitment to the equity of opportunity is underpinned by our institutional values of transformational, inclusive, creative, empowering, collaborative, and professional service. As it is set forth within our 2020/21-2024/25 APP, our overarching strategic aim, in terms of the equality of opportunity, is "*to raise aspirations and widen participation to HE across Suffolk and the region, and have a clear, measurable, and positive impact on the economic, cultural, and educational lives of the communities we serve*." As a Civic University and community impact institution, this continuing aim is at the core of our institutional vision, strategies, objectives, key performance indicators, and the current 2024/25-2028/29 APP plan. Our key strategic priority for this APP is to tackle inequality of opportunity across the student lifecycle by adopting a whole-provider approach, embedding student voice in our activities, and developing an inclusive university culture in which all students are supported to access, succeed, and progress.

Risks and objectives

To guide our identification of risks and our objective setting exercise, this APP used the OfS' definition of a **risk to equality of opportunity** and their definition of an **indication of risk**:

A **risk to equality of opportunity** occurs when the actions or inactions of an individual, organisation or system may reduce another individual's choices about the nature and direction of their life.

An **indication of risk** refers to the way in which a risk might impact a student group in a manner that is visible in data.

Using these definitions, our approach to identifying indications of risk, their relationship with the national EORR, and to set objectives was multifaceted, encompassing numerous considerations to determine the most effective plan to reduce inequality at our university. Being a small-to-medium-sized provider with over 15,000 undergraduate students, most of which are mature students and live in areas of socioeconomic deprivation, our approach involved an assessment of performance with the following key considerations, the full assessment can be found in Annex A:

- **Data analysis:** We performed comprehensive analyses across various internal and external data, where the aim was to identify indications of risk evident in our data. This involved disaggregating student groups and exploring how the characteristics of our students intersect to obtain a meaningful and granular understanding. This was performed across all stages of the student lifecycle for each school within our institution, including our partner providers.
- **Prioritisation:** We prioritised our indications of risk based on persistency, significance, and comparison to the sector average. This involved consideration of our wider-strategic agenda to ensure institutional cohesion and to maximise benefit for the greatest number of applicants and students, ensuring effective and efficient use of our finite resources.
- **National EORR:** We identified the possible relationship between our identified indications of risk and the national EORR, which informed our intervention strategies.
- **Consultation**: We enriched our analyses by frequently consulting with stakeholders across the institution through open consultation events for both students and staff as well as through consultations with individual departments at our university, our university partners, and the student union. We have also consulted with external partners including the Future Female Society, Suffolk Family Carers and Young Family Carers, Suffolk County Council Careers, Suffolk Refugee Support and the Suffolk Association of Secondary Headteachers.
- **Objective setting:** We set objectives, identified risks to achieving the objectives, and developed actions to mitigate the identified risks where possible.

In alignment with the OfS' Regulatory Notice 1[6], our university is committed to making significant and impactful contributions to increase pre-16 attainment among students lacking equal opportunities and to improve the mental health of our students. To do so, we have established strategic collaborations with schools, external organisations, and developed initiatives, which can be found in the intervention strategies section.

[6] https://www.officeforstudents.org.uk/media/bfd27f68-7634-4237-8e6c-36bb8e436631/regulatory_notice-1_access_participation_plan_guidance_december_2023.pdf

Students with indications of risk

For clarity and to ensure the plan's feasibility, we define the specific student groups we aim to support, and link these groups to the risks in the national EORR to which they may relate. This enables a cohesive approach to mitigating risks to equality of opportunity by establishing a solid foundation for effective monitoring and evaluation. These groups and their indications of risk, which are the focus of our plan, include:

1. **Students who live in socio-economically deprived areas**
   - Students who live in IMD Q1 areas have lower continuation rates than those students who live in IMD Q5. This indication of risk may relate to 5 risks in the national EORR.
2. **Global majority groups**
   - A low proportion of 18-year-old global majority students entering university. This indication of risk may relate to 4 risks in the national EORR.
   - Global majority students have lower continuation rates than white students. This indication of risk may relate to 7 risks in the national EORR.
3. **Students with a declared disability**
   - A lower proportion of students with declared disabilities entering the university. This indication of risk may relate to 3 risks in the national EORR.
   - Graduates with a declared disability have lower progression rates than graduates with no declared disability. This indication of risk may relate to 6 risks in the national EORR.
4. **Male students, a student group unique to our specific context**
   - Male students have lower completion rates than female students.
   - Male students have lower attainment rates than female students.
   - Male graduates have lower progression rates than female students.
5. **Students classified as young upon entry to university, a student group unique to our specific context**
   - Young graduates have lower progression rates than mature graduates.

Of the 12 national risks identified in the EORR, we have identified 10 potential risks to equality of opportunity that students may experience at UoS. These are highlighted in yellow in Figure 1. These risks cover each stage of the student lifecycle and will inform our intervention strategies intended to mitigate the identified risks.

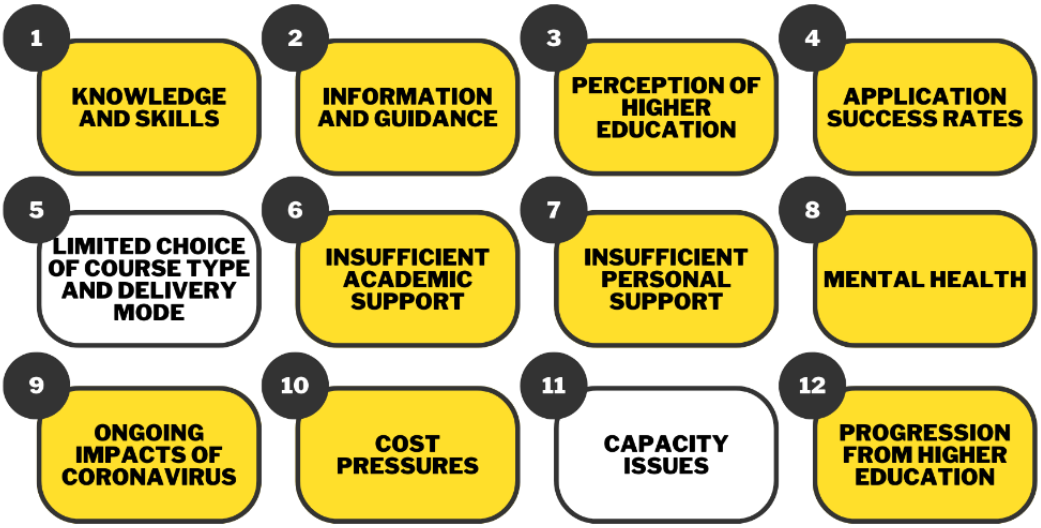

Figure 1. UoS' identified risks, highlighted in yellow, mapped onto the OfS' national EORR.

Objectives to mitigate the identified indications of risk

For each indication of risk identified, we set ambitious, yet realistic, institutional objectives, illustrated in Figure 2, with a clear focus on yielding tangible changes in our context. To achieve these institutional objectives systematically, we set secondary objectives with yearly milestones for each of our schools and partner providers, detailed in Annex C. We ensured that these institutional objectives align with measures captured within the OfS APP data dashboard[7] and that they will be monitored internally. This is explained further in our monitoring and evaluation section

Adopting a long-term perspective, our institutional objectives focus on addressing risks to equality of opportunity, particularly where inequalities are notably above the sector average. As we mitigate these risks, our future plans will pivot towards surpassing the sector average, setting a new benchmark for equal opportunity.

While all our objectives are data informed, we have also considered student groups and lifecycle stages where there is limited data available. For instance, due to our developing relationship with our partner providers, we have limited data that relates to outcomes for our partner students later in the student lifecycle, such as their progression rates. To address this challenge, we have implemented pre-emptive measures, such as through the inclusive design of our intervention strategies, to mitigate potential risks to equal opportunity that could be presently unobservable. as Data from across the student lifecycle will be accumulated on our partner student groups over the course of our plan.

Due to the limited availability of data, it is important to note that some objectives require longer timeframes to mitigate risks to equal opportunity. To elaborate, measures taken to improve outcomes of new student cohorts in later stages of the student lifecycle naturally require longer timeframes to evaluate, improve, and evidence the progress towards equality of opportunity. We acknowledge this situation, and we are committed to continue to evaluate our progress and to mitigate these risks to equal opportunity beyond the duration of this plan.

[7] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/

INSTITUTIONAL OBJECTIVES FOR APP 25/29

INTERVENTION STRATEGY	STUDENT GROUP	EORR	OBJECTIVE	BASELINE	2029 TARGET
Access	Global majority groups	Risk 1, 2, 3, 4	PTA_1: Increase the proportion of 18-year-old global majority students entering university	**12%**	**17%**
	Declared disability	Risk 1, 2, 4	PTA_2: Increase the proportion of students with declared disabilities entering university	**7%**	**17%**
On Course	Areas of socioeconomic deprivation	Risk 6, 7, 8, 9, 10	PTS_1: Reduce the continuation rate gap between IMD Q1 and Q5 students	**14ppts**	**9ppts**
	Global majority groups	Risk 1, 2, 6, 7, 8, 9, 10	PTS_2: Reduce the continuation rate gap between white and global majority students	**12ppts**	**3ppts**
	Sex: Male	Unique to our context	PTS_3: Reduce the completion rate gap between male and female students	**9ppts**	**6ppts**
	Sex: Male	Unique to our context	PTS_4: Reduce the attainment rate gap between male and female students	**10ppts**	**4ppts**
Progression	Declared disability	Risk 6, 7, 8, 9, 10, 12	PTP_1: Reduce the progression rate gap between graduates declaring a disability and those declaring no disability	**5ppts**	**2ppts**
	Sex: Male	Unique to our context	PTP_2: Reduce the progression rate gap between male and female graduates	**12ppts**	**0ppts**
	Age: Young	Unique to our context	PTP_3: Reduce the progression rate gap between young and mature graduates	**11ppts**	**0ppts**

University of Suffolk

Figure 2. UoS' institutional objectives to mitigate the identified indications of risk.

Systemic risks to achieving our objectives

Acknowledging **external** and **internal** risks we face to achieving our objectives ensures we can develop contingency plans where possible and take pre-emptive action to increase the likelihood of succeeding in our plans. To do so, we have investigated the risks we face from external forces, such sector-wide policies and trends, and internal forces, such as required skills and available resources.

Key **external risks** we face to achieving our objectives:

1. Regulatory burden: Over time, the OfS' regulatory framework, within which we operate, has become increasingly prescriptive with insufficient thought of the impact this has on universities and their finite resources (Parliament. House of Lords, 2023, p. 93)[8].
    - *Mitigating action:* We are committed to collaborating with the OfS in addressing duplication and unnecessary burdens, either directly or through the associations of which we are members, such as Universities UK.
2. Future APP deadlines: If the deadlines for the next APP plans are similar to this cycle, we will need to begin planning halfway through this plan for future plans. Many of our evaluations will yet to be complete at that point, and as such, limits the evidence we will have available to inform the future plan.
    - *Mitigating action:* While we cannot change what evidence we will have available at the time, we have included plans to reduce the impact of the tight deadlines for the next APP cycle based on the lessons learnt from this cycle, details in Annex B.
3. Financial sustainability: The current HE funding model is unsustainable, and the decreasing real value of tuition fees has pushed institutions to their limits in terms of cost-cutting measures. If funding shortfalls persist, the quality and range of HE offerings is in jeopardy (Parliament. House of Lords, 2023, p. 88).
    - *Mitigating action:* We are committed to supporting the government and the OfS in any process that involves developing "a stable funding model for higher education that enables institutions to plan for the long-term sustainability of the sector." (Parliament. House of Lords, 2023, p. 88), either directly or through the associations of which we are members, such as Universities UK.

Key **internal risks** we face to achieving our objectives:

1. Skills: Staff recruitment, retention, and development is vital to successfully implement and evaluate our plan, especially considering the standards of evidence[9] being encouraged for universities to produce.
    - *Mitigating action:* Meticulous planning has enabled us to focus staff recruitment and skills development for the required skills we need for evaluation and dissemination of our intervention strategies, detailed in the monitoring and evaluation section.
2. Compliance: Obtaining ethical approval and complying with data usage regulations are prerequisites to conducting our evaluations and the dissemination activities required in OfS' Regulatory Notice 1.
    - *Mitigating action:* We will address any ethical concerns and obtain ethical approval for all our planned evaluations before the start of the 2025/26 academic year.

[8] Parliament. House of Lords (2023). *Must do better: the Office for Students and the looming crisis facing higher education*. (HL 2023 (246)). London: The Stationery Office.
[9] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation/standards-of-evidence-and-evaluation-self-assessment-tool/

- *Mitigating action:* We will continuously consult with our data governance team to ensure compliance, to establish data sharing agreements, and to ensure that we follow best practices for the anonymisation of data. All team members will undertake ethics training.

3. Interventions: Developing interventions that are effective at addressing inequalities involves experimentation, as some interventions may not achieve the desired outcomes.
    - *Mitigating action:* We have developed comprehensive intervention strategies based on current evidence, accompanied by Type 3 evaluations, where possible, to give us the most insight into their effectiveness.
    - *Mitigating action:* We will continuously review relevant literature and stay abreast of new evidence through our university networks and special interest groups. In so doing, we will identify interventions that have the greatest likelihood of effectively addressing relevant inequalities.
    - *Mitigating action:* If an intervention does not produce the desired outcomes, we will either apply improvements to the intervention or substitute it for another, where possible.

Intervention strategies and expected outcomes

To address the risks to equality of opportunity effectively and achieve our objectives, we developed comprehensive intervention strategies with specific activities, aligned with OfS' Regulatory Advice 6[10]. The development of these intervention strategies consisted of the following key considerations, illustrated in Figure 3:

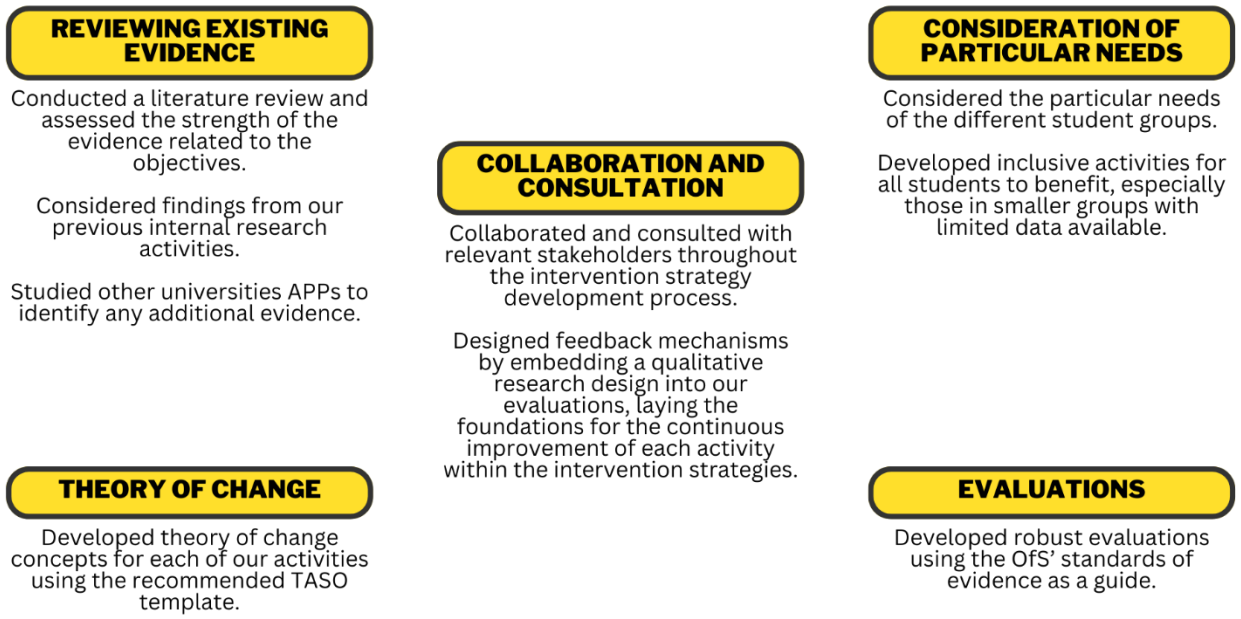

Figure 3. Key development considerations for our intervention strategies.

Overall, our intervention strategies potentially relate to 10 of the 12 risks identified in the national EORR, illustrated in Figure 1 on page 8. The sections that follow explain each intervention strategy, their related activities, and how they will support us achieving our institutional objectives. The majority of our interventions are aimed at the "On Course" stage of the student lifecycle, and investment reflects this. Additionally, sharing the findings from our intervention strategies is a key component to our plan and can be found in the dissemination plan section. We plan to invest £22,068,000 across all these strategies including evaluation and dissemination over the duration of the plan, a significant amount demonstrating our commitment to addressing inequalities within our student population.

It is important to note that the activities identified in each intervention strategy are those with the most evidence to support the achievement of our objectives. However, there are many other activities that will be carried out or trialled by all the providers within our institution as standard business operations. We will continuously monitor these activities, submitting them as variations to our APP intervention and evaluation strategy where they indicate significant potential.

[10] https://www.officeforstudents.org.uk/media/5c58b76f-5859-4537-ae06-2c338496f718/regulatory_advice_6_how_to_prepare_an_access_and_participation_plan_dec2023.pdf

Intervention strategy – Access

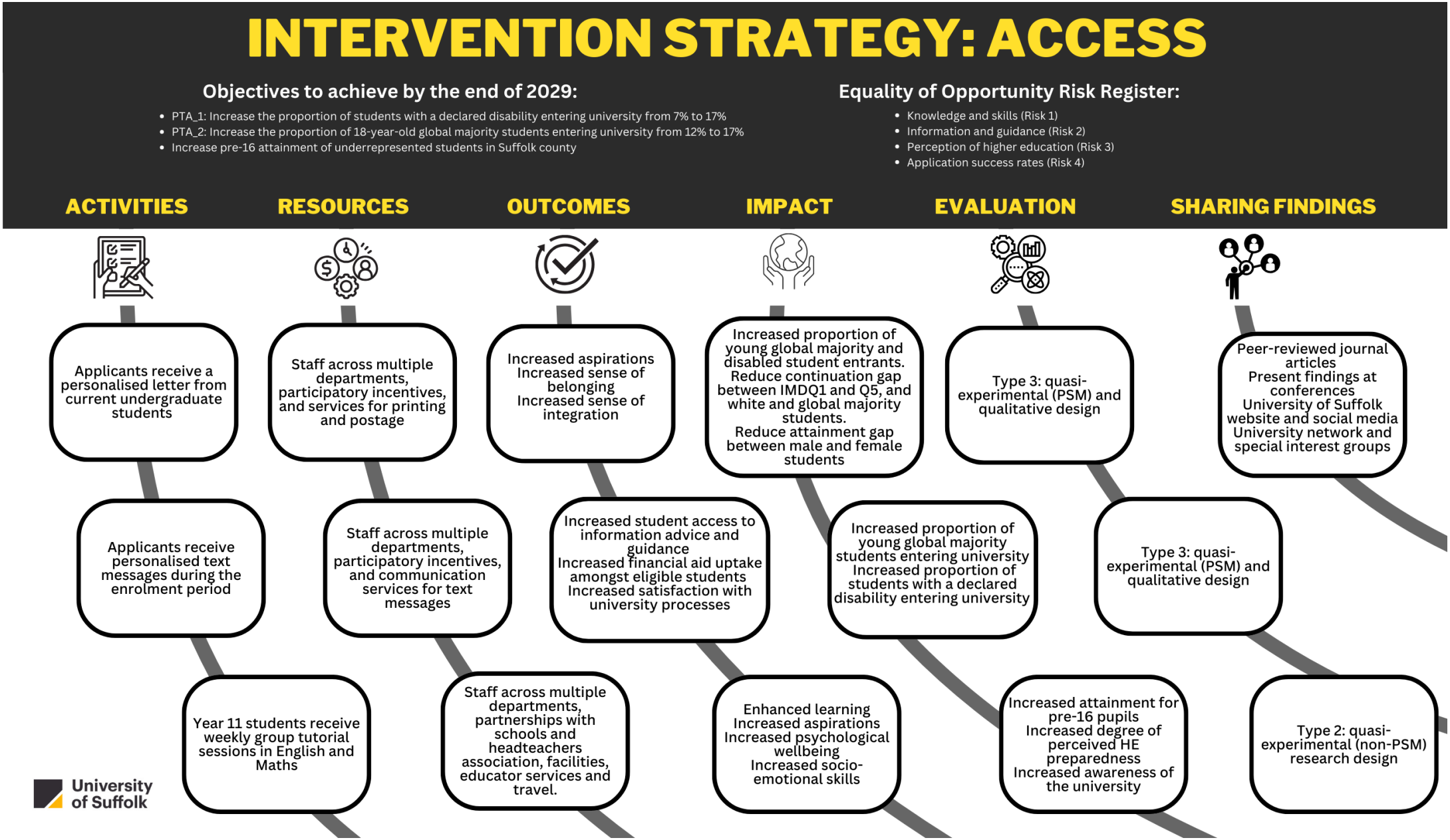

Figure 4. UoS' intervention strategy for access.

Focussing on the access lifecycle stage, this intervention strategy applies to prospective students before they enter university, which includes KS4 pupils and students applying for entry to university. We plan to invest £1,095,000 across 3 intervention and evaluation activities, detailed in Annex C. The aim of these activities, which addresses 4 potential risks in the national EORR, is to:

- Increase the proportion of young global majority students,
- Increase the proportion of students with a declared disability, and
- Increase pre-16 attainment of students at risk of equal opportunity.

For each of the activities, a Theory of Change (ToC) was developed using the recommended TASO template to support the planning and evaluation of the activities. Furthermore, evidence was reviewed for each activity and sorted by the strength of evidence. Both, the ToCs and the reviews of evidence, can be found in Annex B. To ensure the successful implementation of the strategy, we developed a detailed project plan with the key tasks to complete for each activity over the duration of the plan, see page 37 in Annex B for more details. It is important to note that we provide additional support for students accessing HE that extend beyond those included here, through our Uni Connect network, neaco, and through our University Outreach Strategy. For example, dedicated progression agreements with local secondary schools, FE colleges, academy trusts, and access validating agencies, as well as targeted HE transition support for care experienced young people.

Personalised letters from current undergraduate students

This activity involves applicants receiving a personalised letter from a current undergraduate student, sharing their university experience, the challenges they have faced, and how they have overcome the challenges. Evidence suggests that receipt of personalised letters could experience increased applicants' rates of access, continuation, and attainment, in addition to aspirations, sense of belonging, and integration, including for students from underrepresented groups. For the review of evidence and our ToC, see page 38 and page 39 in Annex B, respectively.

Personalised text messages during the enrolment period

In this activity, applicants receive personalised text messages throughout the enrolment period, providing them with information, advice, and guidance, connecting them with advisors, and connecting them with programmes of support before the start of the academic year. Evidence suggests that receipt of personalised text messages could increase applicants' rates of access, especially for applicants from underrepresented groups, and increase applicant access to information, advice and guidance (IAG). Furthermore, there is overlap with this activity and the on course intervention strategy, as students who take up the support offered in the text messages are linked to other activities, such as the pre-entry module and financial aid, which are designed to increase continuation and attainment. For the review of evidence and our ToC, see page 40 and page 41 in Annex B, respectively.

Pre-16 tutoring with students at risk of equal opportunity

The evidence suggests that additional tutoring could increase the attainment of participating underrepresented pre-16 students and enhance their learning, increase their aspirations, psychological wellbeing, and socio-emotional skills. Therefore, we developed this activity which involves partnering with schools across the county through the Suffolk Association of Secondary Headteachers, as well as partner colleges, to offer weekly tutorials in Maths and English for Year 11 students preparing for their GCSE exams. It is expected that this activity will raise the attainment of those who participate, equipping them with the knowledge and skills required to have more opportunities in the future. For the review of evidence and our ToC, see page 42 and page 43 in Annex B, respectively.

Intervention strategy – On course

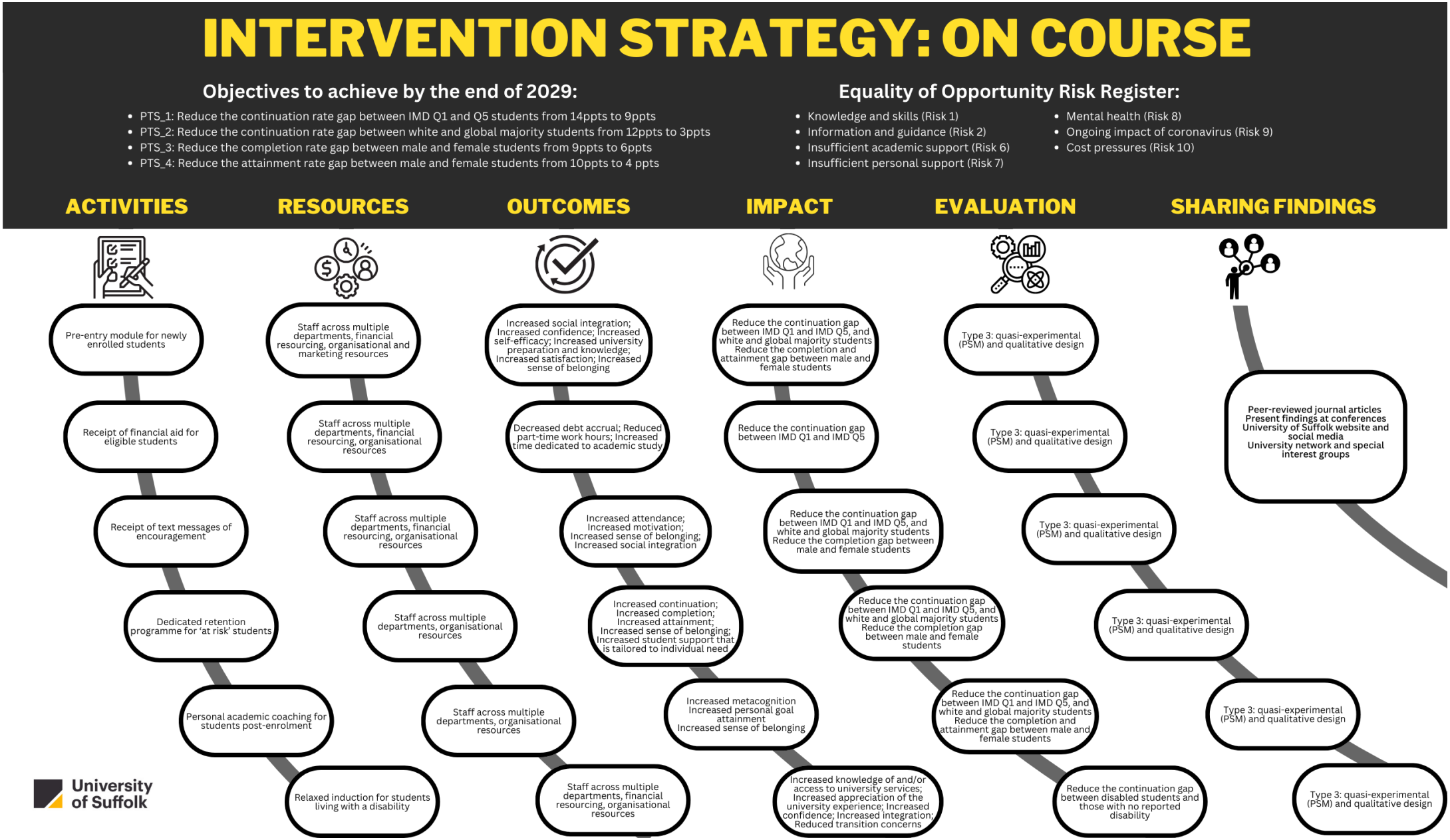

Figure 5. UoS' intervention strategy for on course.

This intervention strategy concentrates on the lifecycle stages of students while they study at the UoS. This includes continuation (supporting students to continue their studies), completion (supporting students to complete their courses), and attainment (supporting students to graduate with a 2:1 or a First degree award). We plan to invest £19,669,000 across 6 intervention and evaluation activities, detailed in Annex C. The aim of these activities, which addresses 7 potential risks in the national EORR, is to:

- Increase the continuation rate of IMD Q1 and global majority students, and
- Increase the completion and attainment rate of Male students.

Following the same approach as in the access intervention strategy, we developed a ToC to aid the planning and evaluation of each activity, as well as reviewed the evidence and sorted it by the strength of the evidence. Both, the ToC and evidence reviews, can be found in Annex B. Furthermore, we developed a detailed project plan for this intervention strategy that outlines the key tasks to complete for each activity over the duration of the plan, detailed on page 44 in Annex B. In addition to these activities, we partnered with Suffolk Mind to offer initiatives to our students to support their mental health, a demonstration of our commitment to addressing risk 8 in the national EORR, as well as being signatories of the care leaver covenant, partnering with Suffolk Family Carers and Suffolk Refugee Support to provide support for young carer and asylum seeker student groups.

Pre-entry module for newly enrolled students

Due to our unique offering of a block and blend delivery, this activity is also referred to as, “Block 0”. It is offered to newly enrolled students before the start of the academic year and aims to facilitate the development of key academic skills, support the transition into HE, and foster a learning community, promoting a sense of belonging. Supported by evidence, the pre-entry programme could increase the rates of continuation, completion, and attainment of all students, including those from underrepresented populations, and increase students’ sense of integration, confidence, self-efficacy, university preparation and knowledge, satisfaction, and sense of belonging. For the review of evidence and our ToC, see page 45 and page 46 in Annex B, respectively.

Financial aid for eligible students

This activity involves eligible students receiving financial aid to ease the cost pressures they face, exacerbated by the coronavirus pandemic. The eligibility criteria include students from IMD Q1 areas as well as those in smaller at-risk populations, such as care experienced students. Specific details of the eligibility and the different financial aid we offer can be found in the provision of information to students section. Supported by our internal research and external evidence, eligible students, who receive the financial aid in each year of their studies, are more likely to continue their studies. For the review of evidence and our TOC, see page 47 and page 48 in Annex B, respectively.

Text messages of encouragement

Evidence indicates that students who receive weekly text messages that provide words of encouragement can increase their attendance, motivation, sense of belonging, and social interaction, and can result in increased rates of re-enrolment and attendance, including students from at-risk student populations. Therefore, we will emulate previous research with the aim to produce similar results and increase the continuation and completion rates of our students. For the review of evidence and our ToC, see page 49 and page 50 in Annex B, respectively.

Dedicated retention programme

For this activity, we developed a dedicated retention programme that provides ongoing support to first-year students that are identified early in the academic year by an unbiased learning analytics model. Our internal research, as well as external evidence, found that students at risk of equal opportunity benefit from this activity in both their continuation, attainment, and completion. For the review of evidence and our ToC, see page 51 and page 52 in Annex B, respectively.

Personal academic coaching

In this activity, students are assigned a personal academic coach for the duration of their studies and are allocated 3 coaching sessions each academic year. These sessions concentrate on setting goals and determining the support required to meet those goals. Evidence indicates that coaching can increase students' rates of continuation, attainment, and completion, and increase metacognition, personal goal attainment, and foster a sense of belonging. For the review of evidence and our ToC, see page 53 and page 54 in Annex B, respectively.

Relaxed induction for students living with a disability

To support students living with a disability, including those with a mental health condition, we developed this activity based on the findings of our internal research. The relaxed induction occurs before the start of the academic year, in a more personable setting, in which entrants living with a disability are introduced to our university and connected with the various support available and a peer network to support their transition into HE. Internal evidence and external research indicate that specialised inductions for disabled students can improve their retention and cultivate a range of desirable outcomes, including increased access to services, appreciation of the university experience, confidence, integration, and reduced transition concerns, amongst other psychometric benefits. For the review of evidence and our ToC, see page 55 and page 56 respectively in Annex B, respectively.

Intervention strategy – Progression

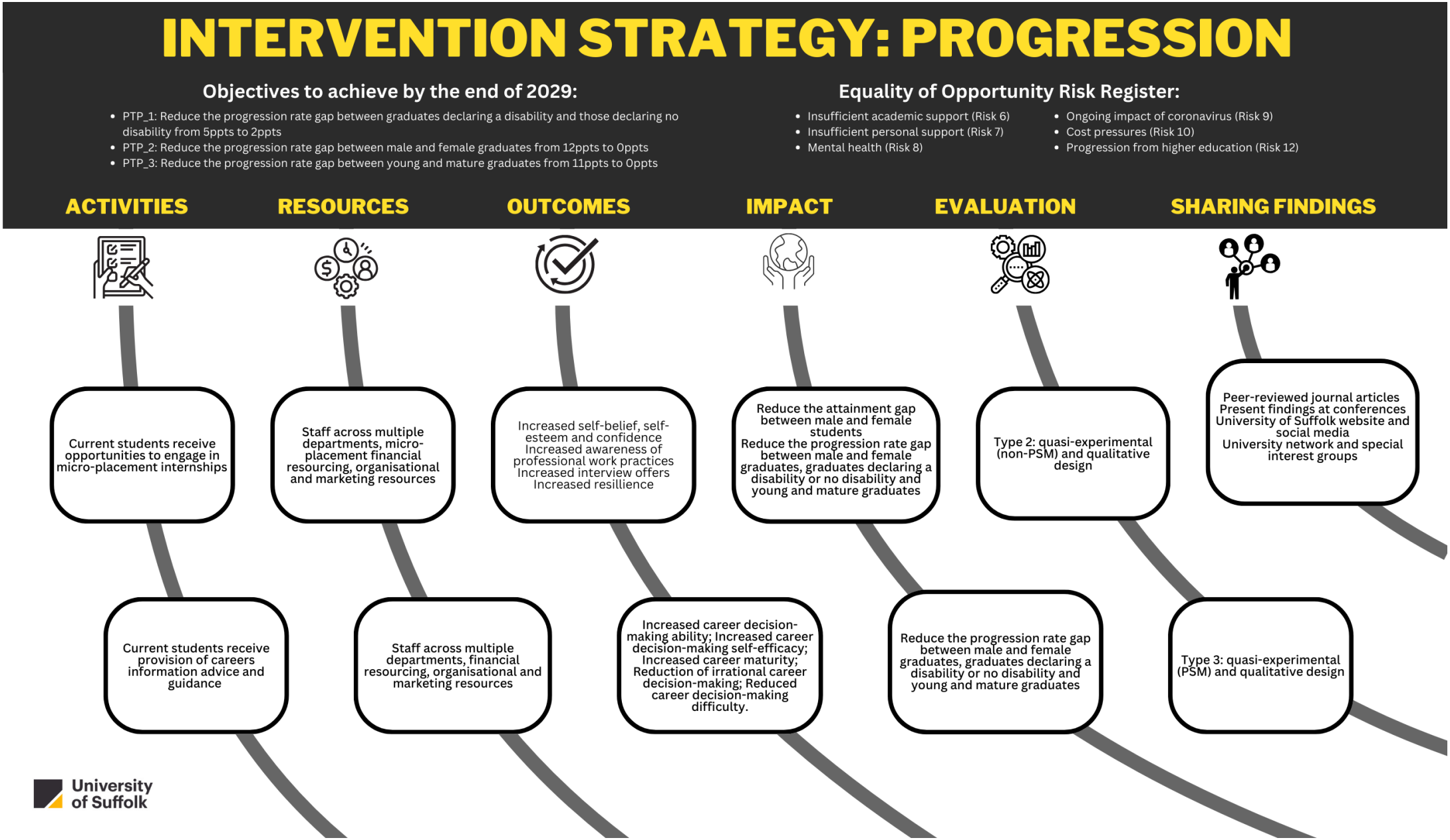

Figure 6. UoS' intervention strategy for progression.

The progression intervention strategy focuses on the last stage of the student lifecycle, progression, which relates to supporting students to either further their studies or find employment classified as high-skilled. To successfully support students in this endeavour, we plan to invest £793,000 across 2 intervention and evaluation activities, detailed in Annex C. The aim of these activities, which addresses 6 potential risks in the national EORR, is to:

- Increase the progression rate of young students, male students, and students living with a disability.

Conducting the same approach as the other intervention strategies, we developed a ToC, reviewed, and sorted the evidence, and developed a detailed project plan outlining the key tasks to complete over the duration of the plan, see page 57 in Annex B for details. Additional to the activities in this strategy, we are continuously partnering with external organisations and experimenting with new technologies, such as virtual reality, to support our students achieve their career aspirations.

Micro-placement internship opportunities for current undergraduate students

This activity involves providing facultative internship opportunities to undergraduate and postgraduate students. Students will actively contribute to paid work in a relevant field of interest and have the opportunity to increase their work experience and preparedness for employment. Evidence suggests that this activity has a positive impact with respect to improved rates of academic attainment, progression to employment, and labour-market outcomes. Research has also returned positive impacts for students at risk of equal opportunities. As such, this activity overlaps with the raising attainment objective included in the on course intervention strategy. For the review of evidence and our ToC, see page 58 and page 59 in Annex B, respectively.

Careers counselling and events

To support our students to achieve their career aspirations, we developed this activity to provide students with career IAG through individualised 1:1 career counselling sessions and through career events, connecting students with numerous employers. Evidence suggests that students who receive career IAG could increase their rates of progression, and experience increased career decision-making ability, self-efficacy, and career maturity. For the review of evidence and our ToC, see page 60 and page 61 in Annex B, respectively.

Dissemination plan

A key component of our plan is our ambitious dissemination plan. Figure 7 illustrates our schedule for sharing our interim, longitudinal, and overall findings for each activity in our intervention strategies. Our modes of dissemination include peer-reviewed publications, publicly available reports, and accessible presentations. This strategy complies with regulatory guidance and facilitates our wider Strategy for Research Excellence (2023-2030).

YEAR	INTERVENTION STRATEGY ACCESS			INTERVENTION STRATEGY ON COURSE						INTERVENTION STRATEGY PROGRESSION	
	Pre-16 attainment raising	Letters to applicants	Enrolment text messages	Pre-entry module	Financial aid	Encouragement text messages	Dedicated retention programme	Personal academic coaching	Relaxed induction	Micro-placements	Careers counselling and events
2025/26	N/A	N/A	N/A	N/A	N/A	N/A	Type 3, quasi-experimental and qualitative findings: Submit to academic journal	N/A	Type 3, quasi-experimental and qualitative findings: Submit to academic journal	Type 2, quasi-experimental (non-PCM) and qualitative findings: Submit to academic journal	N/A
2026/27	N/A	Type 3, quasi-experimental and qualitative findings: Submit to academic journal	Type 3, quasi-experimental and qualitative findings: Submit to academic journal	Type 3, quasi-experimental and qualitative findings: Submit to academic journal	N/A	N/A	Present at conference Share with networks, special interest groups, and on UoS APP webpages	N/A	Present at conference Share with networks, special interest groups, and on UoS APP webpage	Present at conference Share with networks, special interest groups, and on UoS APP webpage	N/A
2027/28	N/A	Present at conference Share with networks, special interest groups, and on UoS APP webpage	Present at conference Share with networks, special interest groups, and on UoS APP webpage	Present at conference Share with networks, special interest groups, and on UoS APP webpage	Type 3, quasi-experimental and qualitative findings: Submit to academic journal	Type 3, quasi-experimental and qualitative findings: Submit to academic journal	Continue sharing previous findings at conferences, networks, and special interest groups	Type 3, quasi-experimental and qualitative findings: Submit to academic journal	Continue sharing previous findings at conferences, networks, and special interest groups	Continue sharing previous findings at conferences, networks, and special interest groups	N/A
2028/29	Type 2, quasi-experimental (non-PSM) findings: Submit to academic journal Present at conference Share with networks, special interest groups, and on UoS APP webpages	Continue sharing previous findings at conferences, networks, and special interest groups	Continue sharing previous findings at conferences, networks, and special interest groups	Continue sharing previous findings at conferences, networks, and special interest groups	Present at conference Share with networks, special interest groups, and on UoS APP webpage	Present at conference Share with networks, special interest groups, and on UoS APP webpage	Continue sharing previous findings at conferences, networks, and special interest groups	Present at conference Share with networks, special interest groups, and on UoS APP webpage	Continue sharing previous findings at conferences, networks, and special interest groups	Continue sharing previous findings at conferences, networks, and special interest groups	Type 3, quasi-experimental and qualitative findings: Submit to academic journal Present at conference Share with networks, special interest groups, and on UoS APP webpage

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Figure 7. UoS' dissemination plan for evaluations.

Institutional monitoring and evaluation plan

Monitoring of the plan

To ensure the successful implementation of our plan, regular reporting will take place through various channels in our institution. At an operational level, the APP Oversight Group will meet quarterly to monitor progress of the plan and its activities against all targets and objectives, including the outcomes of evaluations and their implications. This includes those activities undertaken at University Partner institutions, individually monitored through Partnership Management Boards. The APP Oversight Group reports to the Centre for Excellence in Learning and Teaching, chaired by the Director of Learning and Teaching, whose remit it is to deliver to this plan. Following these reviews, the Director of Learning and Teaching reports to the University Portfolio Oversight Committee and to Senate providing insight and updates on progress towards objectives and targets to the wider University Senior Leadership Team and Executive. Workshops may also be delivered annually to the University Board of Directors.

Strengthening our evaluation activities

To develop a sound evaluation plan and to strengthen our planned evaluation activities, we carried out a self-assessment using the OfS' evaluation self-assessment tool, a first since our inception as the UoS in 2016. The self-assessment consisted of 5 key areas: strategic context, programme design, evaluation design, evaluation implementation, and learning from evaluation. In Figure 8, we identify our score category, strengths, opportunities, and commitments in each area.

Building our evaluation capabilities

As identified in the risks to achieving our objectives, staff recruitment, retention, and development are vital to successfully implement and evaluate our plan. The development of our project plan for each activity in our intervention strategies has enabled us to identify the skills and resources we need to perform our evaluations and share our findings. We currently have a research development programme in place to support the development of these skills, but we acknowledge that our staff could benefit from a bespoke training offer that concentrates on evaluation, which we are committed to develop before the start of the 2025/26 academic year. Furthermore, we have increased our investment in research and evaluation compared to our previous plan, demonstrating our commitment to building our evaluation capabilities as well as our capacity to deliver robust research and subsequent publications.

Sharing our findings

Stated in our dissemination plan, we identified which evaluations will be shared in each year and the channels within which they will be shared. Our findings will be published on our dedicated APP webpages on our website, circulated within our internal reporting structures, and shared across various external avenues, such as peer-reviewed journals, networks, and special interest groups of which we are members. Furthermore, we have allocated resources to ensure our research papers submitted to journals will be open access, reducing the barriers to sharing best practice and learning which activities have the potential to alleviate risks to equal opportunities. As our intervention strategies deliver initial findings, we will continually review our activities and consider if there are other activities to be undertaken.

AREA	SCORE CATEGORY	STRENGTHS	OPPORTUNITIES	COMMITMENTS
Strategic context	Emerging	Driving social equality and mobility is at the core of our university's strategy and vision. As such, we are aware of the importance of evaluation to achieving this, and we have identified the skills needed to conduct the evaluations of this plan.	Developing a bespoke evaluation training offer as part of our research development programme could support all our staff in developing the key skills to conduct robust evaluations.	Improve our score by developing a training offer concentrating on evaluations as part of our research development programme.
Programme design	Advanced	Designed a theory of change concepts, methodologies, metrics and measures for all activities, clearly defining our objectives, outcomes and impact.	To discover programmes that work in other contexts, collaborative programme designing with other universities and organisations could aid in addressing risks to equality of opportunity.	Maintain our high score in this area and to investigate possible collaborations where programmes are successful in addressing risks to equality of opportunity.
Evaluation design	Advanced	Type 3 quasi-experimental and qualitative investigations are planned for all our 11 activities, except for 1, which is only quasi-experimental. These will all include a propensity score matched control group, and the qualitative investigation will provide further insight, paving the way to improve each activity throughout the plan.	Sharing best practices with other universities through networks and special interest groups could aid in improving our evaluation designs.	Maintain our high score in this area and to participate in networks and special interest groups to learn and share best practices.
Evaluation implementation	Emerging	A project plan for each activity and evaluation has been developed for the duration of the plan, detailed in Annex B. This includes the identification of resources and skills required for each evaluation.	Obtaining ethical approval and conducting risk assessments for each activity and evaluation will support and enhance our implementation. The same applies to establishing data sharing agreements with partners and developing data compliance protocols in collaboration with our data governance team.	Improve our score by obtaining ethical approval, conducting risk assessments, establishing data sharing agreements, and developing data compliance protocols before the start of the 2025/26 academic year.
Learning from evaluation	Emerging	Our evaluation reporting acknowledges design limitations, demonstrates engagement with evidence, and enables us to determine if the activity is having the desired effect.	Establishing systematic mechanism for sharing our findings and influencing the improvement of activities will support addressing inequalities at our university as well as the sector.	Improve our score by sharing our findings, as planned in our dissemination plan section, and by establishing systematic mechanisms to improving our activities based on our findings.

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Figure 8. UoS self-assessment of evaluation activities.

Whole provider approach

We strongly endorse a whole provider approach, to facilitate the successful integration, monitoring and implementation of the intervention strategies outlined. Our governance structures facilitate enhanced monitoring and accountability for meeting the outcomes of the APP (see monitoring of the plan for details) as well as meeting our regulatory requirements and legal duties, including under the Public Sector Duty and Equality Act 2010. Adopting a holistic provider approach, we have embedded development opportunities, iterative evaluation stages and expert participation across the lifecycle of this APP.

Governance and Oversight

The UoS is underpinned by a representative and transparent governance structure that is responsible for the stewardship and continuous monitoring of APP initiatives, interventions, and impacts. Strategic direction of this plan is the responsibility of the Director of Learning and Teaching, a member of our Senior Leadership Team and Senate. The APP requires sign off from our accountable officer, the Vice Chancellor, the Senior Leadership Team, and the Board of Directors. Chaired by the Director of Learning and Teaching, the Centre for Excellence in Learning and Teaching committee represents the proximate forum for operational oversight and decision-making. Our APP Oversight Group holds managerial oversight for the operational delivery and evaluation of our intervention strategies. This group consults and collaborates with stakeholders in terms of the design, delivery, evaluation, and dissemination of our plan.

Embedding Access and Participation

Our approach to staff utilisation is underpinned by the dual drivers of application and development. We seek to engage and apply staff who have existing expertise, but also to support their development with respect to access and participation. To design the APP, for example, we engaged closely with teams and directorates across the UoS to utilise their internal expertise to inform the design of strategy, implementation of initiatives, the evaluation of activities, and the dissemination of evidence-based findings and recommendations. A whole provider approach ensures we are able to address risks to equality of opportunity across all stages of the student lifecycle.

APP Stage	Description	Collaborators
Design	Consultations were designed to utilise colleagues, external networks and students' expertise, proficiencies, anecdotal experience, evidence-based findings, and strong working relationships to inform our strategic approach to the trajectory of our APP.	Directorate for Student Life, Marketing, Communications, International, Business Engagement, Careers & Employability, Learning and Teaching, Centre for Academic and International Partnerships, Research Directorate, Student Union, Access and Participation Team, neaco, Uni Connect, Student and Staff Forums. Regional special interest groups (SIGs) (e.g., Suffolk Association for Secondary Headteachers; Forum for Access and Continuing Education), institutional staff networks (e.g., Anti-Racism Collective).
Delivery	The delivery of our intervention strategies will mobilise the expertise of both academic and professional services colleagues from across UoS.	
Development	Iterative review and evaluation is central to our APP. Throughout, our plan will be continuously monitored and evaluated by a research team, alongside continuous feedback and reflective collaboration with stakeholders.	
Dissemination	The dissemination of APP updates, findings, and progress extramurally requires cross-institutional and external collaboration.	

Table 1. Stages of APP and associated collaborators

Strategic Alignment

The equity of opportunity is at the heart of our institutional strategy and vision. It pervades and underpins many of our institutional strategies, all of which accommodate and support this ambition. Our APP overarching strategic aim, and the underpinning interventions support, facilitate and integrate with many of our institutional strategies. The following are key areas of the universities strategy, policy and workstreams in which the APP is embedded:

Equality, Diversity & Inclusion	Our APP aligns with and is accountable to the Equality, Diversity, and Inclusion Committee, chaired by the Deputy Vice Chancellor (DVC), reporting to the Senior Leadership Team.
Widening Participation Strategy	Focused on awareness-raising, aspiration-building, and improving secondary school attainment across groups underrepresented in HE, our WP work will be supportive of, and supported by, our APP.
Partnerships Strategy	Our partners have committed to the implementation and evaluation of APP interventions intra-institutionally (see Annex C).
Learning, Teaching and Assessment Strategy	Core to our Learning, Teaching and Assessment strategy is equality of opportunity, curriculum 'liberation' to reduce biases and barriers to learning and embedding diversity by design.
Strategy for Research Excellence	APP has been developed to mutually facilitate our research strategy objectives through our ambitious approach to the dissemination of our evidence-based findings and research recommendations and striving for an inclusive culture.
Business Engagement, Careers and Employability (BECE)	Our BECE strategy, underpinned by aims to enhance student and graduate experience and employment outcomes, embeds core equality of opportunity objectives of our APP, including targeted opportunities for underrepresented groups, and new APP initiatives.
People and Organisational Development Strategy	Our APP aligns with our institutional EDI policy, in which an inclusive approach to the delivery of HE is central, and a part of our core institutional values. Our Athena SWAN initiative advances gender equality across the institution, with a core focus on increasing equality of opportunity for both students and staff.

Table 2. Strategic institutional integration of APP

Safeguarding, Compliance and Credibility

Following sector recommendations[11], we have considered the implementation of interventions and selected an operational strategy for which the prospects of direct harm are minimised, and student welfare prioritised. The strategies, procedures, and activities that underpin our APP are assessed via Equality Impact Assessments (EIAs) to ensure compliance with UoS' public sector equality duty as outlined within the Equality Act 2010. Where there is evidence of activities having a detrimental effect on student groups, our governance structure will manage and apply corrective measures on a case-by-case basis. This will include increased monitoring and either the improvement of the activity or substitution with an alternative activity following the same approach to design and evaluation set out in our intervention strategies. In the event of a substitution, the OfS will be notified through the submission of a variation to our plan.

[11] https://cdn.taso.org.uk/wp-content/uploads/TASO_-Report_Research-Ethics-Guidance_AW-Secured.pdf

Student consultation

The UoS encourages all students to exercise their voice actively. Our Student Charter (2023/24) makes our institutional commitment to student empowerment and engagement plain:

> "*We recognise that students, staff, and the Students' Union are all partners in this community. Every partner has a role and a voice, and, through active engagement, contributes to our shared success*." (ibid.: 1). [12]

The three subsections that follow elaborate how our students have been incorporated actively within the strategic decision-making that underpins our plan; how students have been engaged actively in its co-development; and how they will continue to be engaged throughout the duration of our APP.

Student voice and engagement in strategic discussion

We appreciate the crucial importance of student voice in the strategic discussions on delivering an excellent APP that succeeds in mitigating the risks to equal opportunities. Therefore, we engaged with our SU members directly through dedicated events, such as APP workshops, and through the committees within which SU representatives hold membership. For example, two appointed SU delegates are members of the Centre for Excellence in Learning and Teaching committee and Executive Board, and the SU President of Education and SU Schools Officers are members of the UoS Senate. These are key APP governance and oversight structures, as mentioned in the monitoring of this plan. Furthermore, active student engagement was conducted by hosting events open to all students, utilising collaborative, participatory methods to critique and improve our plan. A cornerstone of our consultations with students has been students' mental health and wellbeing, an enduring priority of ours and national risk to equal opportunities (risk 8 in EORR).

Student consultation in the development of this plan

- Students provided invaluable insights in the development of this plan, endorsing the inclusivity of our approach, suggesting that "the aims of the plan are strong, striving for inclusivity for all students should always be at the forefront of any educational manifesto". Student voice has been embedded in the development of activity, prioritising the development of existing interventions such as relaxed induction which are positively received, and creation of new interventions, such as personalised letters and texts to enhance sense of belonging. Student consultation has been integral in developing interventions, leading to proposed and integrated improvements to create an inclusive environment for all, for example: Our students highlighted how the retention programme could support students beyond Level 4, and subsequently, we will be exploring roll-out of the retention programme across years during the duration of this plan.
- Our students highlighted a risk area not currently implicated in our plan, namely the risk of inequality to LGBTQ+ students. As a result, we will be undertaking a data-mapping exercise to identify how we can capture gender and sexuality student data, linking this to intervention evaluation and delivery.
- Our students emphasised the implications of language use upon intervention uptake, for example using the term disability as opposed to neurodiversity, as well as students not identifying mental ill-health as a disability. Subsequently, UoS will explore, for example, during relaxed inductions, how a more inclusive approach could support and impact students who may not meet a diagnosis threshold, do not formally declare mental illness as a disability, or do not identify as having a disability.

[12] https://www.uos.ac.uk/media/uniofsuffolk/website/content-assets/documents/policies-and-procedures/Student-Charter.pdf

We believe students should have an opportunity to critically evaluate proposed design and delivery of APP activity. Subsequently, students also provided anonymised feedback on the draft plan itself. Comments reflected the readability of its content and accessibility of its presentation, as well as its relevance in addressing the needs of our wider student population.

Student consultation planned over the duration of this plan

As illustrated in Figure 3, on page 13, the continuous collection, analysis, and reflexive implementation of student feedback is a key component of our APP. This procedure presents numerous benefits. It facilitates the progressive and evidence-based refinement of our activities; it allows for inter-year comparisons and evaluations of our activities; and it enables the continuous monitoring of student issues, including students' mental health. In addition to embedded feedback mechanisms in our evaluations, we will host annual student consultation events systematically throughout the duration of our plan in collaboration with the SU. Furthermore, we will work closely with the SU, course representatives, school and liberation officers and the wider student population to utilise further feedback mechanisms, such as student-led forums and online feedback platforms, to enhance opportunities for, and flexibility of, student consultation. This incorporates opportunities to solicit feedback from students who have participated in the activities set out in our intervention strategies and from those students who have not participated in the activities. As students are experts in their own lived experiences, we consider this approach essential to obtaining our students' acceptance and endorsement of our APP.

Provision of information to students

Publication of this plan

In accordance with regulation, this APP 2025/26-2028/29 will be published on our widening participation[13] webpage within 28 days of ratification by the OfS. Via this webpage, all formerly approved, and since archived, UoS APPs remain accessible. Alongside the plan, we will also post the following on our webpage:

- An accessible summary of the plan for current and prospective students, parents, carers or guardians, teachers, or other school staff; and
- Fee information documents from the OfS for the period of this plan.

Fee information

Our funding your studies[14] webpage and widening participation webpage gives clear and up to date fee information and is made available using the OfS' fee template. The information on these webpages includes:

- Eligibility for tuition fees loan;
- Part-time fees, including disabled students' allowance;
- Maintenance loan and grants, including disabled student allowances, students aged 60 or above, and distance learning students;
- Bursaries and scholarships;
- Healthcare Students – NHS Learning Support Fund;
- Financial Support Fund;
- Repaying your student loan; and
- US Department of Veteran Affairs and MOD's Enhanced Learning Credits Scheme.

Financial support

Information regarding our current financial support provision is provided on our bursaries and scholarships[15] webpage, which includes the following information for each available award:

- Terms of reference;
- Application process;
- Application deadline;
- Eligibility criterion/criteria;
- Manner of disbursement; and
- Timeline of disbursement.

An overview of our current financial aid offer for home students is tabulated on the next page.

[13] https://www.uos.ac.uk/about/our-university/widening-participation/
[14] https://www.uos.ac.uk/life-at-suffolk/funding-your-studies/
[15] https://www.uos.ac.uk/life-at-suffolk/funding-your-studies/bursaries-and-scholarships/

Financial aid offer	Eligibility criteria
University of Suffolk Bursary	
£500 awarded for each academic year of study, for a maximum of three years. Provided in two payments per year: one in February and the other in May.	• Be studying full-time or part-time (studying at least 50% of the full time equivalent) towards a Foundation/Bachelor's degree or Integrated Master's degree. • Be paying full tuition fees in accordance with the published tuition fees for the type of course enrolled on, pro rata for part time students. • Have been assessed by the University as living in an IMD Q1 area. • Have been assessed by the University as a "Home" fee paying student (Overseas students are not eligible for this bursary). • Be in continued attendance on the course on which you enrolled as at the date of payment. • Have made a means-tested Student Finance application, with the University of Suffolk as the chosen institution, and given consent to the sharing of financial details. Failure to do this could result in the University of Suffolk being unable to make payment of the bursary. • Students who are eligible for the Alumni Postgraduate Loyalty Scheme will not be eligible for this bursary.
Care Leavers Student Bursary	
£500 awarded for each academic year of study, for a maximum of three years. Provided in two payments per year: one in February and the other in May.	• Be studying full time or part time (studying at least 50% of the full time equivalent) towards a Foundation/Bachelor's degree or Integrated Master's degree. • Be paying full tuition fees in accordance with the published tuition fees for the type of course enrolled on, pro rata for part time students. • Have lived in Local Authority Care and been assessed as a Care Leaver by the Student Loans Company. • Have been assessed by the University as a "Home" fee paying student (Overseas students are not eligible for this bursary). • Be in continued attendance on the course on which you enrolled as at the date of payment. • Students enrolled on Apprenticeships, CPD and SCITT courses are not eligible for this bursary. • Students whose tuition fees are covered by their employer (sponsored) are not eligible for this bursary.
Estranged Student Bursary	
£500 awarded for each academic year of study, for a maximum of three years. Provided in two payments per year: one in February and the other in May.	• Be studying full time or part time (studying at least 50% of the full time equivalent) towards a Foundation/Bachelor's degree or Integrated Master's degree. • Be paying full tuition fees in accordance with the published tuition fees for the type of course enrolled on, pro rata for part time students. • Be considered as irreconcilably estranged from your parents and have applied to your funder e.g. Student Finance England for estrangement (Please note – you may be required to provide evidence from your funder of your estranged status). • Have been assessed by the University as a "Home" fee paying student (Overseas students are not eligible for this bursary). • Be in continued attendance on the course on which you enrolled as at the date of payment. • Students enrolled on Apprenticeships, CPD and SCITT courses are not eligible for this bursary. • Students whose tuition fees are covered by their employer (sponsored) are not eligible for this bursary. • During enrolment you must have answered yes to the 'Are you estranged from your parents' question on the Equal Opportunities page.
Asylum-Seeker Bursary	
100% tuition fee waiver and £2,000 awarded for each academic year of study. This award is available in until the recipient (or their parents or spouse/civil partner) are granted Refugee Status (Leave to Remain) in the UK. It is offered in two payments per year: one in February and the other in May.	• Studying a full-time undergraduate course at the University of Suffolk in Ipswich, Great Yarmouth or Lowestoft (includes the Ipswich campus, Suffolk New College, and East Coast College); AND • Be a resident in Suffolk or Norfolk; AND • Have sought asylum in the UK or were included as a dependant (spouse/child) on an application for asylum*; AND • Have yet to receive a decision on your asylum claim, or you have received a decision on your claim for asylum which has resulted in an award of DLR (Discretionary Leave to Remain), Humanitarian Protection or Limited Leave to Remain as a result of an asylum claim; AND • Are unable to access Financial Support (tuition fees and maintenance loans) from Student Finance England because of your current immigration status; AND • Do not have a qualification that is equal or higher than the course you are applying to. *Spouses/civil partners must have been the spouse/civil partner on the date on which the asylum application was made. Children/step-children must have been aged under 18 on the date on which the asylum application was made.

Table 3. UoS' financial offer for home students.

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

Assessment of performance overview

Our assessment of performance was conducted from January 2023 to June 2023. We rebuilt the OfS' APP dashboard in Power BI using the official rebuild guidance[16]. This process enabled us to combine additional data and investigate our data in a comprehensive manner, allowing for indications of risks to be identified at institutional, partner, and school levels.

As mentioned in our risks and objectives section, the assessment of performance consisted of the following key considerations:

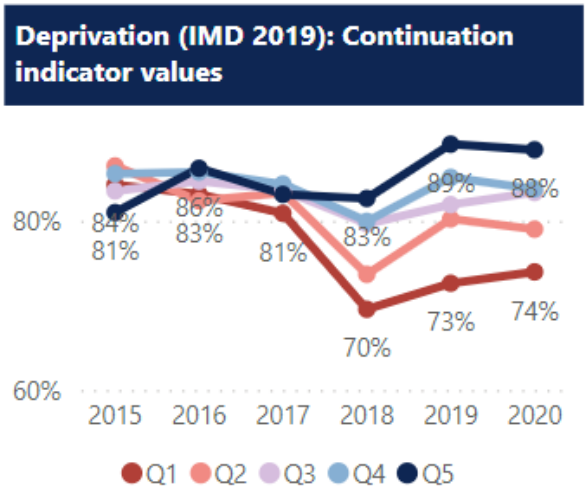
- **Data analysis:** We performed comprehensive analyses across various internal and external data, where the aim was to identify indications of risk evident in our data. This involved disaggregating student groups and exploring how characteristics of our students intersect to obtain a meaningful and granular understanding. This was performed across all stages of the student lifecycle for each school within our institution, including our partner providers.
- **Prioritisation:** We prioritised our indications of risk based on persistency, significance, and comparison to the sector average. This involved consideration of our wider-strategic agenda to ensure institutional cohesion and to maximise benefit for the greatest number of students, ensuring effective and efficient use of our finite resources.
- **National EORR:** We identified the possible relationship between our identified indications of risk and the national EORR, which informed our intervention strategies.
- **Consultation**: We enriched our analyses by iteratively consulting with stakeholders across the institution through open consultation events for both students and staff as well as through consultations with individual departments at our university, our university partners, and the student union.

In the sections that follow, we provide a data review of the key findings relating to institutional, partner, and school level risks to equality of opportunity, and we provide a summary table of the identified indications of risk.

[16] https://www.officeforstudents.org.uk/media/cf004d64-83a1-45c0-9e5a-8c585f847d4f/rebuilding-student-outcome-and-experience-measures_used-in-ofs-regulation.pdf

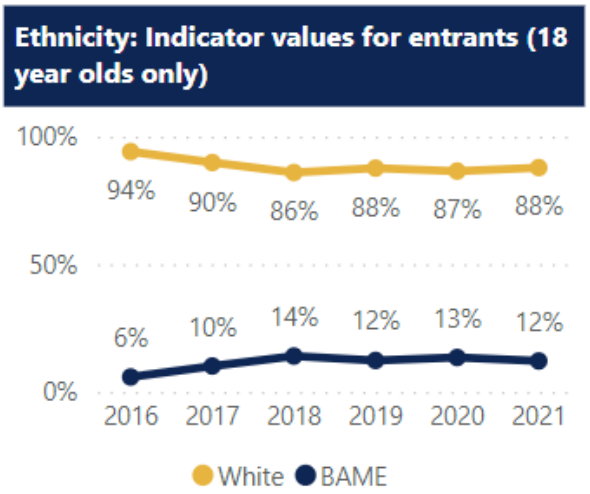
Institutional risks to equality of opportunity

Students who live in socio-economically deprived areas

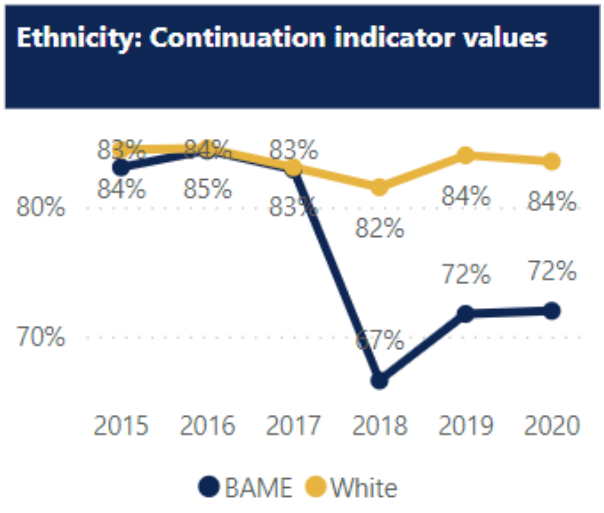


The continuation gap between IMD Q5 and Q1 students was 14ppts in 2020 (i.e., 88% and 74%, respectively). This is higher than the sector average (i.e., 9ppts). This relates to risks 6, 7, 8, 9, and 10 within the OfS' EORR.

Minority ethnic groups

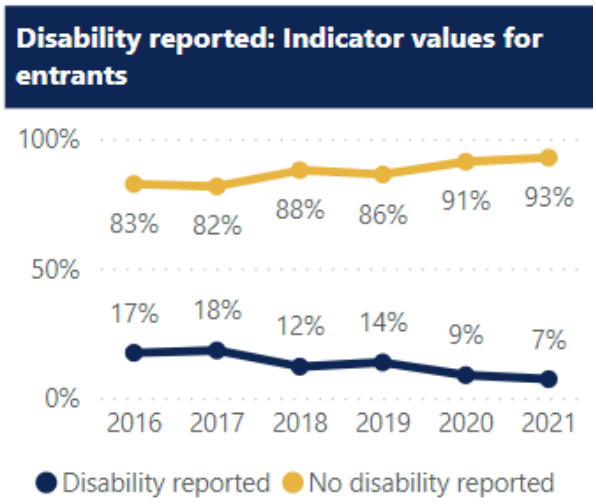


The access gap between white and global majority entrants was 76ppts in 2021 (i.e., 88% and 12%, respectively). This proportion of 18-year-old global majority group entrants (i.e., 12% in 2021) is 22ppts less than the sector average of 34%. This relates to risks 1, 2, 3, and 4 within the OfS' EORR.

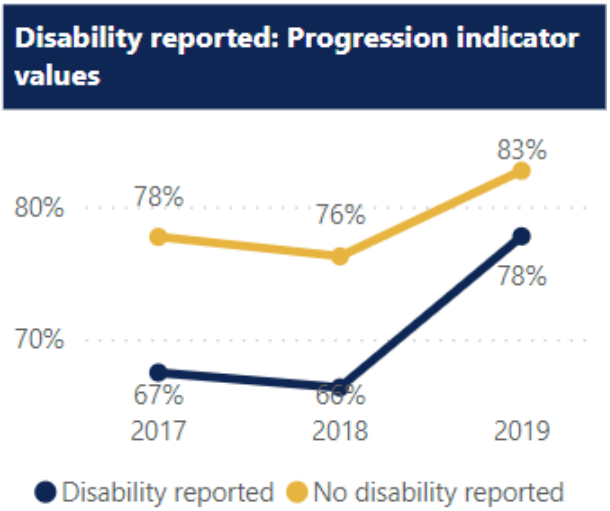


The continuation gap between white students and global majority students was 12ppts in 2020 (i.e., 84% and 72%, respectively). This is s greater than the sector average of 3ppts. This relates to risks 1, 2, 6, 7, 8, 9, and 10 within the OfS' EORR.

Students with a declared disability

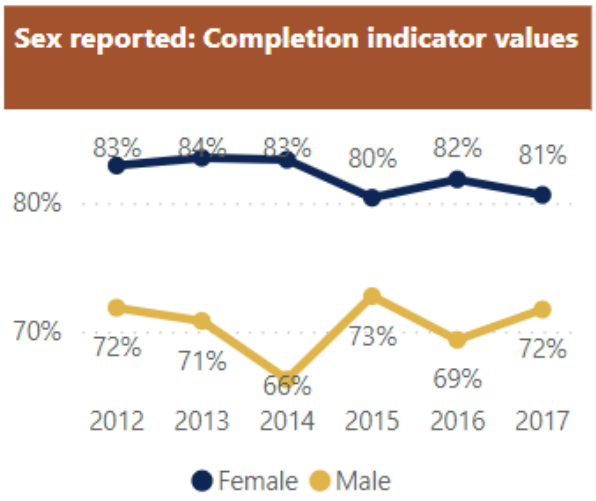


The access gap between entrants declaring a disability and entrants for whom no disability was declared was 86ppts in 2021 (i.e., 7% and 93%, respectively). This proportion of entrants with a declared disability (i.e., 7% in 2021) is 10ppts less than the sector average of 17%. This relates to risks 1, 2, and 4 within the OfS' EORR.

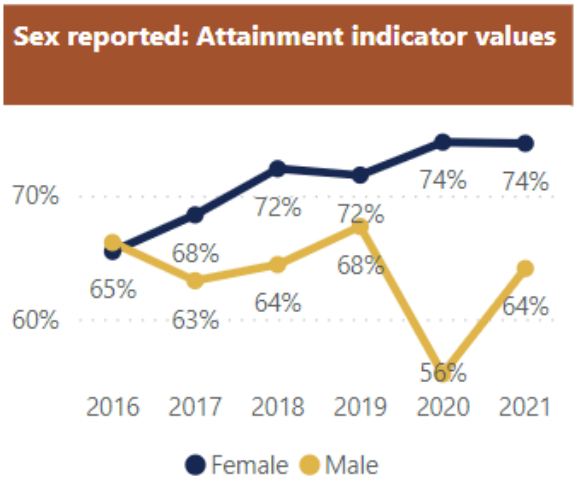


The progression gap between graduates with a declared disability and graduates for whom no disability was declared was 5ppts in 2019 (i.e., 78% and 83%, respectively). This progression differential (i.e., 5ppts in 2019) is greater than the sector average of 2ppts. This relates to risks 6, 7, 8, 9, 10, and 12 within the OfS' EORR.

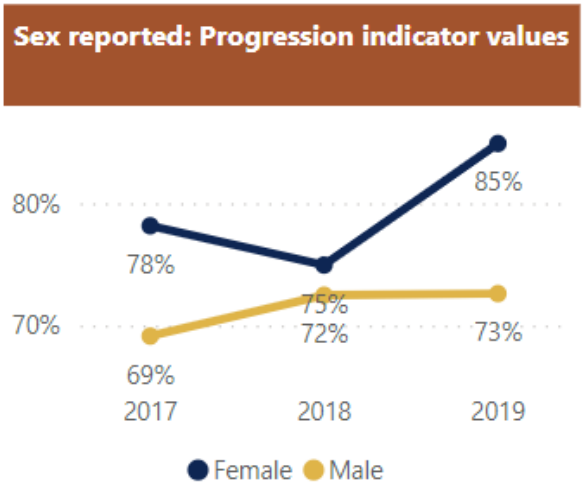
Male students, a student group unique to our specific context



The completion gap between male students and female students was 9ppts in 2017 (i.e., 72% and 81%, respectively). This is y greater than the sector average of 6ppts.

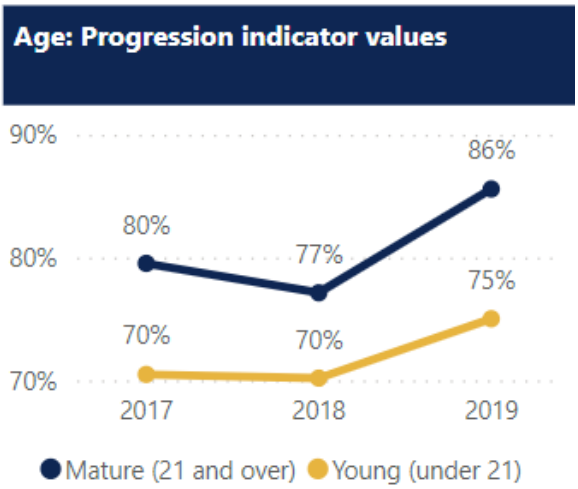


The attainment gap between male students and female students was 10ppts in 2021 (i.e., 64% and 74%, respectively). This is greater than the sector average of 4ppts.



The progression gap between male graduates and female graduates was 12ppts in 2019 (i.e., 73% and 85%, respectively). This is greater than the sector average of 2ppts in favour of males.

Students classified as young upon entry to university, a student group unique to our specific context



The progression gap between mature graduates and young graduates was 11ppts in 2019* (i.e., 86% and 75%, respectively). This is greater than the sector average of 3ppts, favouring young graduates.

Partner and school level risks to equality of opportunity

Ipswich and founding partners

On course

- The completion gap between male and female students was 9ppts in 2017 (i.e., 72% and 81%, respectively), a persistent gap over the last 6 years of available data (i.e., 2012-2017). This is higher than the sector average of 6ppts.

- The attainment gap between white students and global majority students was 20ppts in 2021 (i.e., 76% and 56%, respectively). This gap is greater than the sector average (i.e., 11ppts), which has been consistent over the last 6 years of available data (i.e., 2016-2021). Intersectional analyses highlighted a particularly pronounced attainment gap between IMD Q1 white students and IMD Q1 global majority students in 2021 (cf., 74% and 50%, respectively, i.e., 24ppts).

Progression

- The progression gap between mature graduates and young graduates was 11ppts in 2019 (i.e., 86% and 75%, respectively), persisting over the last 3 years of available data (i.e., 2017-2019). This difference is greater than the sector average in the most recent year (i.e., no gap recorded).

- The progression gap between graduates with a declared disability and graduates for whom no disability was declared was 5ppts in 2019 (i.e., 78% and 83%, respectively). This difference has reduced over the last 3 years of available data (i.e., 2017-2019); however, this disparity remains greater than the sector average (i.e., 2ppts).

- The progression gap between male graduates and female graduates was 11ppts in 2019 (i.e., 74% and 85%, respectively), persisting over the last 3 years (i.e., 2017-2019). The sector gap was 2ppts, in favour of male graduates.

Global Banking School

Access

- The access gap between entrants with a declared disability and entrants for whom no disability was declared was 92ppts in 2021 (i.e., 4% and 96%, respectively). This proportion of students with a declared disability is lower than the sector average (i.e., 17%). Notably, this proportion of entrants with a declared disability has reduced by 1ppt decrements each year over 2019, 2020, and 2021 (i.e., 6%, 5%, and 4%, respectively). This decline is particularly pronounced for GBS Manchester, for whom the proportion of entrants with a declared disability halved between 2019 and 2021 (i.e., 8% and 4%, respectively).

On course

- The continuation gap between IMD Q5 and Q1 students was 16ppts in 2020 (i.e., 81% and 65%, respectively). This difference is greater than the sector average in the most recent year (i.e., 9ppts). Notably, the continuation gap between IMD Q5 and Q1 students doubled between 2019 (cf. 77% and 69%, respectively; i.e., 8ppts) and 2020 (cf. 81% and 65%, respectively; i.e., 16ppts).

- The continuation gap between white and global majority students was 9ppts in 2020 (i.e., 75% and 66%, respectively)This is greater than the sector average (i.e., 3ppts). Notably, the continuation gap between white and global majority students increased between 2019 (cf. 75% and 69%; i.e., 6ppts) and 2020 (cf. 75% and 66%; i.e., 9ppts).

- The continuation gap between students with a declared disability and students for whom no disability was declared was 13ppts in 2020 (i.e., 57% and 70%, respectively). This is greater than the sector average in the most recent year (i.e., no gap recorded). The continuation gap between students with a declared disability and students for whom no disability was declared increased between 2019 (cf. 60% and 72%, respectively; i.e., 12ppts) and 2020 (cf. 57% and 70%, respectively; i.e., 13ppts). This differential is particularly pronounced for both GBS Manchester and GBS Birmingham: the former reported an increased differential between 2019 (cf., 64% and 69%, respectively; i.e., 5ppts) and 2020 (cf., 46% and 63%, respectively; i.e., 17ppts); the latter reported a sustained differential between 2019 (cf. 50% and 65%, respectively; i.e., 15ppts) and 2020 (cf. 50% and 65%, respectively; i.e., 15ppts).

- The continuation gap between male and female students was 12ppts in 2020 (i.e., 64% and 76%, respectively), increasing between 2019 (cf. 67% and 78%, respectively; i.e., 11pts) and 2020 (cf. 64% and 76%, respectively; i.e., 12ppts).

London School of Commerce

Access

- The access gap for entrants with a declared disability and entrants for whom no disability was declared was 98ppts in 2021 (i.e., 1% and 99%, respectively), persistent over the last 4 years of available data (i.e., 2018-2021). This gap was particularly pronounced for LSC Manchester, for whom the proportion of students with a declared disability reduced by a 1ppt decrement each year over 2019, 2020, and 2021 (i.e., 4%, 3%, and 2%, respectively).

On course

- The continuation gap between IMD Q5 and Q1 students was 14ppts in 2020 (i.e., 93% and 79%, respectively). This is greater than the sector average for the same period (i.e., 9ppts).

- The continuation gap between young and mature students was 32ppts in 2020 (i.e., 52% and 84%, respectively) This is greater than the sector average which, inversely, favours young people (i.e., 10ppts). Intersectional analyses also highlighted a pronounced continuation difference between IMD Q1 young and IMD Q1 mature students (cf., 39% and 81%, respectively, i.e., 42ppts).

- The continuation gap between students with a declared disability and students for whom no disability was declared was 16ppts in 2020 (i.e., 67% and 83%, respectively). This is greater than the sector average between these groups (i.e., no gap recorded).

Indications of risk summary

#	Level	Student group	Lifecycle stage	Indication of risk description
1	Institutional	Global majority group	Access	In 2021/22, 12% of 18-year-old entrants were in the global majority student group.
2	Institutional	Declared disability	Access	In 2021/22, 7% of entrants declared a disability.
3	Institutional	Socio-economic deprivation	On course	In 2020/21, the continuation gap between IMD Q5 and IMD Q1 students was 14ppts.
4	Institutional	Global majority group	On course	In 2020/21, the continuation gap between white and global majority students was 12ppts.
5	Institutional	Sex: Male	On course	In the 2017/18 cohort, the completion gap between female and male students was 9ppts.
6	Institutional	Sex: Male	On course	In 2021/22, the attainment gap between female and male students was 10ppts.
7	Institutional	Declared disability	Progression	In the 2019/20 cohort, the progression gap between graduates with a declared disability and those without was 5ppts.
8	Institutional	Sex: Male	Progression	In the 2019/20 cohort, the progression gap between female and male graduates was 12ppts.
9	Institutional	Age: Young	Progression	In the 2019/20 cohort, the progression gap between young and mature graduates was 11ppts.
10	Ipswich	Global majority group	On course	In 2021/22, the attainment gap between white and global majority students was 20ppts.
11	Ipswich	Sex: Male	On course	In the 2017/18 cohort, the completion gap between female and male students was 9ppts.
12	Ipswich	Declared disability	Progression	In the 2019/20 cohort, the progression gap between graduates with a declared disability and those without was 5ppts.
13	Ipswich	Sex: Male	Progression	In the 2019/20 cohort, the progression gap between female and male graduates was 11ppts.
14	Ipswich	Age: Young	Progression	In the 2019/20 cohort, the progression gap between young and mature graduates was 11ppts.
15	GBS	Declared disability	Access	In 2021/22, 4% of entrants declared a disability.
16	GBS	Socio-economic deprivation	On course	In 2020/21, the continuation gap between IMD Q5 and IMD Q1 students was 16ppts.
17	GBS	Global majority group	On course	In 2020/21, the continuation gap between white and global majority students was 9ppts.
18	GBS	Declared disability	On course	In 2020/21, the continuation gap between students with a declared disability and those without was 13ppts.
19	GBS	Sex: Male	On course	In 2020/21, the continuation gap between female and male students was 12ppts.
20	LSC	Declared disability	Access	In 2021/22, 1% of entrants declared a disability.
21	LSC	Socio-economic deprivation	On course	In 2020/21, the continuation gap between IMD Q5 and IMD Q1 students was 14ppts.
22	LSC	Age: Young	On course	In 2020/21, the continuation gap between young and mature students was 32ppts.
23	LSC	Declared disability	On course	In 2020/21, the continuation gap between students with a declared disability and those without was 16ppts.

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.

As outlined on Page 13, we have developed 3 comprehensive intervention strategies to address our risks to equality of opportunity effectively. These are entitled "***Access***" (see Pages 14-15), "***On Course***" (see Pages 16-18), and "***Progression***" (see Pages 19-20).

Each strategy has been designed iteratively through the following activities:

1. Reviewing existing evidence;
2. Collaboration and consultation;
3. Consideration of particular needs;
4. Designing Theories of Change (ToCs);
5. Designing robust evaluations.

Our 3 strategies are composed of specific interventions (*n*=11) aligned with the OfS' "*Regulatory Advice 6*" and are co-facilitative of the UoS' institutional strategies. [17] The remainder of Annex B presents the evidence that underpins our intervention strategies, including their rationales and the assumptions upon which our ToCs (*n*=11) are predicated. For each intervention strategy, the following details are provided:

1. The project plan for each intervention strategy;
2. The plausible evidence-based mandate or each proposed intervention;
3. The ToC for each proposed intervention.

For brevity, and with respect to the provision of plausible evidence, we limit our purview to ~10 citations per intervention. The nature of our evidence has been subject to several preferential specifications; specifically, we have:

1. Prioritised empirical inquiries published in peer-reviewed journals;
2. Privileged articles congruent with the OfS' (2019) "*Standards of Evidence*" typology; [18]
3. Awarded primacy to exemplars of the OfS' "*Type 3*" classification (*ibid*.); and
4. Focalised studies whose outcomes align with our corresponding intervention strategy.

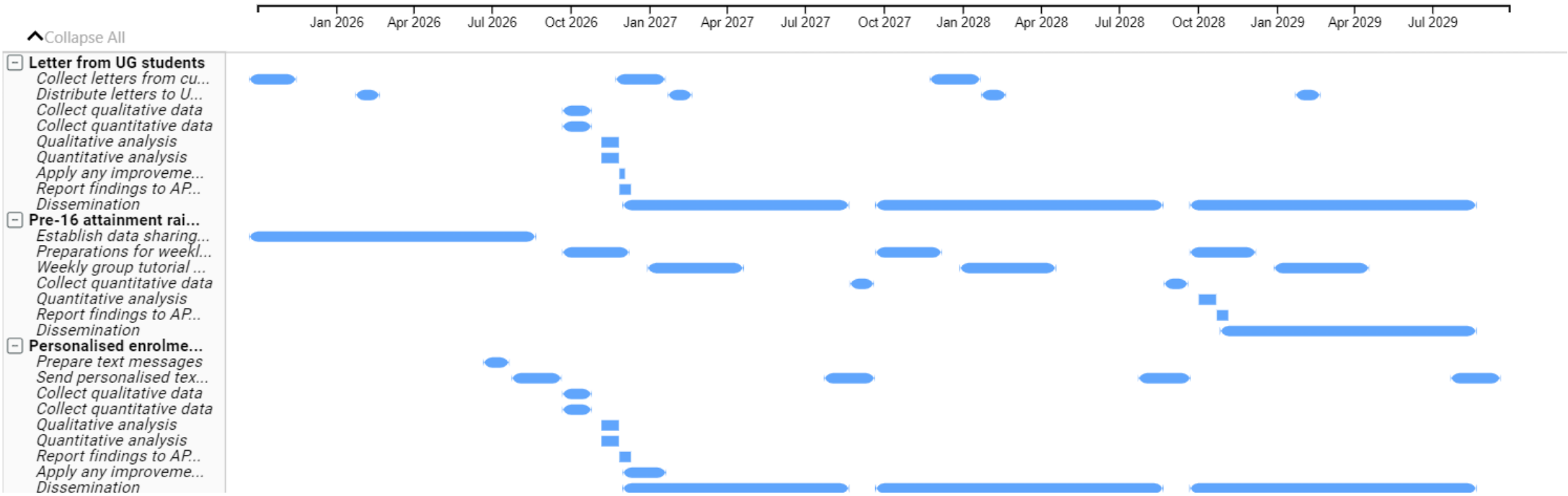
To qualify, it has not been possible to satisfy all criteria in all instances. This is a symptom of the uneven nature of the evidence base. References have been selected insofar as they were considered relevant to the selection of the intervention with which they correspond and confer support. The nature of this relevance is necessarily heterogenous. [19] Broadly, sources are cited which align with our proposed interventions programmatically, procedurally, substantively, and/or theoretically. For parity, citations are arrayed according to their evidence type (i.e., OfS, 2019), descending from "*Type 3-1*". [20]

[17] https://www.officeforstudents.org.uk/media/5c58b76f-5859-4537-ae06-2c338496f718/regulatory_advice_6_how_to_prepare_an_access_and_participation_plan_dec2023.pdf.
[18] https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/
[19] N.B. The evidence base does not – and, empirically, cannot – furnish examples of interventions that are identical to the interventions we have proposed. Amongst other things, for instance, interventions can be described in a theoretically infinite number of ways; concepts enjoy different meanings in different contexts; and replication remains a contingent accomplishment. In other words, we are here confronted with the intractable, albeit familiar, entailments of "*essential incompleteness*" (see Waismann, 1951), "*indexicality*" (see Garfinkel, 1967), and "*experimenter's regress*" (see Collins, 1975), respectively.
[20] Per the OfS' (2019: 2, 16) stipulation, we understand this typology to be non-hierarchical.

Intervention strategy – Access

As introduced on Page 14: This intervention strategy applies to prospective students before they enter university, which includes KS4 pupils and students applying for entry to university. We plan to invest £909,000across 3 activities, detailed in Annex C.

Project plan for access activities



Personalised letters from current undergraduate students

Evidence

#	Evidence	Classification
1	Sanders, M., Chande, R., & Selley, E. (2017). *Encouraging people into university*. Department for Education. [Online]. Available at: https://assets.publishing.service.gov.uk/media/5a82ed3f40f0b6230269d6cd/Encouraging_people_into_university.pdf [Accessed 25 March 2024].	Type 3: Causality
2	Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, 38(2), 113-125. Available at: DOI: 10.1006/jesp.2001.1491.	Type 3: Causality
3	Walton, G. M., & Cohen, G. L. (2007). A question of belonging: race, social fit, and achievement. *Journal of Personality and Social Psychology*, 92(1), 82-96. Available at: DOI: 10.1037/0022-3514.92.1.82.	Type 3: Causality
4	Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447-1451. Available at: DOI: 10.1126/science.1198364.	Type 3: Causality
5	Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D., Ritter, G., Duckworth, A. L., Urstein, R., Gomez, E. M., Markus, H. R., Cohen, G. L., & Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *Proceedings of the National Academy of Sciences*, 113(24), E3341-E3348. Available at: DOI: 10.1073/pnas.1524360113.	Type 3: Causality
6	Herrmann, S. D., Adelman, R. M., Bodford, J. E., Graudejus, O., Okun, M. A., & Kwan, V. S. (2016). The effects of a female role model on academic performance and persistence of women in STEM courses. *Basic and Applied Social Psychology*, 38(5), 258-268. Available at: DOI: 10.1080/01973533.2016.1209757.	Type 3: Causality
7	Murphy, M. C., Gopalan, M., Carter, E. R., Emerson, K. T., Bottoms, B. L., & Walton, G. M. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science Advances*, 6(29), eaba4677. DOI: 10.1126/sciadv.aba4677.	Type 3: Causality
8	Wolf, D. A. P. S., Perkins, J., Butler-Barnes, S. T., & Walker Jr, T. A. (2017). Social belonging and college retention: Results from a quasi-experimental pilot study. *Journal of College Student Development*, 58(5), 777-782. Available at: DOI: 10.1353/csd.2017.0060.	Type 3: Causality
9	Logel, C., Le Forestier, J. M., Witherspoon, E. B., & Fotuhi, O. (2021). A social-belonging intervention benefits higher weight students' weight stability and academic achievement. *Social Psychological and Personality Science*, 12(6), 1048-1057. Available at: DOI: 10.1177/1948550620959236.	Type 3: Causality
10	Strayhorn, T. L. (2021). Analyzing the Short-Term Impact of a Brief Web-Based Intervention on First-Year Students' Sense of Belonging at an HBCU: A Quasi-Experimental Study. *Innovative Higher Education*, 48 1-13. Available at: DOI: 10.1007/s10755-021-09559-5.	Type 3: Causality

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education

1 Situation

The UoS has identified access, continuation, and attainment as risks, particularly among 18-year-old global majority, disabled, IMD Q1, and male student groups. Personalised letters written by undergraduates and sent to applicants have returned positive findings with respect to applicants' rates of access, continuation, and attainment (e.g., Sanders, Chande & Selley, 2017; Herrmann, Adelman, Bodford, Graudejus, Okun & Kwan, 2016).

2 Aims

The programme aims to increase access, continuation, and attainment rates across the institution while significantly reducing the gaps among underrepresented student groups (e.g., Sanders et al., 2017).

7 Inputs	5 Activities	6 Outputs	3 Outcomes	4 Impact
	Process		Impact	
Human resources: APP Team; MCI personnel; Volunteer students. Financial resources: Participatory incentives (vouchers). Organisational resources: Stationery, printing and postage.	Recruit students to write letters, copy-edit, and disseminate letters to applicants. Applicants receive and read letters.	An undergraduate letter is designed, disseminated, and made available to applicants. Applicants are exposed to the experiences of students who have integrated into university. Applicants have a sense of what their experience might be like at the university. Applicants have the opportunity to be inspired.	Increased aspirations (e.g., Sanders et al., 2017). Increased sense of belonging (e.g., Walton & Cohen, 2007; 2011; Strayhorn, 2021). Increased sense of integration (e.g., Yeager, Walton, Brady, Akcinar, Paunesku, Keane, Kamentz, Ritter, Duckworth, Urstein, Gomez, Markus, Cohen & Dweck, 2016).	Increase the proportion of 18-year-old global majority students entering the university. Increase the proportion of students with a declared disability entering the university. Reduce the continuation rate gap between IMD Q1 and Q5 students. Reduce the continuation rate gap between white and global majority students. Reduce the attainment rate gap between male and female students.

8 Rationale & Assumptions

Based on research, we assume that students in receipt of personalised letters could experience increased aspirations (e.g., Sanders et al., 2017), sense of belonging (e.g., Walton & Cohen, 2007; 2011; Strayhorn, 2021), and integration (e.g., Yeager et al., 2016), including students from underrepresented groups (e.g., Sanders et al., 2017). Therefore, it is plausible that this intervention could reduce the access (e.g., Sanders et al., 2017), continuation (e.g., Yeager et al., 2016), and attainment gaps (e.g., Herrmann et al., 2016) for 18-year-old global majority, disabled, IMD Q1, and male student groups while increasing the rates for our students overall.

Personalised text messages during the enrolment period

Evidence

#	Evidence	Classification
1	Yeung, R., & Nguyen-Hoang, P. (2020). Using texting to nudge urban public school students to and through college. *Journal of Research on Technology in Education*, 52(1), 113-127. Available at: DOI: 10.1080/15391523.2019.1683105.	Type 3: Causality
2	Castleman, B. L., & Page, L. C. (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates? *Journal of Economic Behavior & Organization*, 115, 144-160. Available at: DOI: 10.1016/j.jebo.2014.12.008.	Type 3: Causality
3	Castleman, B. L., & Page, L. C. (2016). Freshman year financial aid nudges: An experiment to increase FAFSA renewal and college persistence. *EdPolicyWorks Working Paper Series No. 29*. Available at: https://sdp.cepr.harvard.edu/files/sdp/files/29_freshman_year_financial_aid_nudges.pdf.	Type 3: Causality
4	Bird, K. A., Castleman, B. L., Goodman, J., & Lamberton, C. (2017). Nudging at a national scale: Experimental evidence from a FAFSA completion campaign. *NBER Working Paper*, 26158. Available at: DOI: 10.3386/w26158.	Type 3: Causality
5	Castleman, B. L., & Meyer, K. E. (2020). Can text message nudges improve academic outcomes in college? Evidence from a West Virginia initiative. *The Review of Higher Education*, 43(4), 1125-1165. Available at: DOI: 10.1353/rhe.2020.0015.	Type 3: Causality
6	Page, L. C., Castleman, B. L., & Meyer, K. (2020). Customized nudging to improve FAFSA completion and income verification. *Educational Evaluation and Policy Analysis*, 42(1), 3-21. Available at: DOI: 10.3102/0162373719876916.	Type 3: Causality
7	O'Hara, R. E., & Sparrow, B. (2019). A summer nudge campaign to motivate community college STEM students to reenroll. *AERA Open*, 5(3), 1-10. Available at: DOI: 10.1177/2332858419875715.	Type 3: Causality
8	Page, L. C., & Gehlbach, H. (2017). How an artificially intelligent virtual assistant helps students navigate the road to college. *AERA Open*, 3(4), 1-12. Available at: DOI: 10.1177/2332858417749220.	Type 3: Causality
9	Hoxby, C., & Turner, S. (2013). Expanding college opportunities for high-achieving, low income students. *Stanford Institute for Economic Policy Research Discussion Paper No. 12-014*, 1-37. Available at: https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=848daf45e8e639fe80f4a102e30ad5a894a2e558.	Type 3: Causality
10	Barr, A., Bird, K., & Castleman, B. L. (2016). Prompting active choice among high-risk borrowers: Evidence from a student loan counseling experiment. *EdPolicyWorks Working Paper Series No. 41*. Available at: https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/oira/policy/seminars/41_Prompting_Choice_Among_Student_Borrowers.pdf.	Type 3: Causality
11	Arnold, K. D., Chewning, A., Castleman, B., & Page, L. (2015). Advisor and student experiences of summer support for college-intending, low-income high school graduates. *Journal of College Access*, 1(1), 6-28. Available at: https://scholarworks.wmich.edu/jca/vol1/iss1/3.	Type 1: Narrative

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education

1 Situation

The UoS has identified access and continuation as risks, particularly among global majority, disabled, and IMD Q1 student groups. Personalised text messages sent to applicants to complete pre-enrolment tasks and/or to connect with an advisor have returned positive findings with respect to applicants' rates of access (e.g., Castleman & Page, 2015; Page, Castleman & Meyer, 2020) and continuation (e.g., Castleman & Page, 2016; O'Hara & Sparrow, 2019; Castleman & Meyer, 2020).

2 Aims

The programme aims to increase access and continuation rates across the institution while significantly reducing the gaps among underrepresented student groups (e.g., Castleman & Page, 2015; 2016; Bird, Castleman, Goodman & Lamberton, 2017; Yeung & Nguyen-Hoang, 2020).

7 Inputs	5 Activities	6 Outputs	3 Outcomes	4 Impact
	Process		Impact	
Human resources: APP Team; MCI personnel; Student Life; Registry Services. Financial resources: Communications (bulk text-messages). Organisational resources: Communications software.	The university receives applicants. Staff communicate with applicants and continuing students via text-messages throughout the enrolment process. Students can respond to text-messages with queries. Staff respond to students and provide information, advice, and guidance. Students enrol or reenrol at the university.	Students receive text-messages offering support throughout the enrolment process. Students enrol or reenrol at the university. Students will be exposed to the financial aid available at the university. Students have the opportunity to access information, advice, and guidance during the enrolment process. Students have the opportunity to feel supported throughout the enrolment process.	Increased financial aid uptake among eligible students (e.g., Page, Castleman & Meyer, 2020). Increased student access to information, advice, and guidance (e.g., Arnold, Chewning, Castleman & Page, 2015). Increased student satisfaction with university processes.	Increase the proportion of 18-year-old global majority students entering the university. Increase the proportion of students with a declared disability entering the university.

8 Rationale & Assumptions

Based on research, we assume that students in receipt of text-messages could experience increased support during the enrolment process (e.g., Arnold et al., 2015) and increase applications for financial aid (e.g., Page et al., 2020). Therefore, it is plausible that this intervention could increase the rates of access (e.g., Castleman & Page, 2015; Page et al., 2020) for 18-year-old global majority and disabled students as well as reduce the continuation gap (e.g., Castleman & Page, 2016; O'Hara & Sparrow, 2019; Castleman & Meyer, 2020) for IMD Q1 and global majority student groups while increasing the access and continuation rates for our students overall.

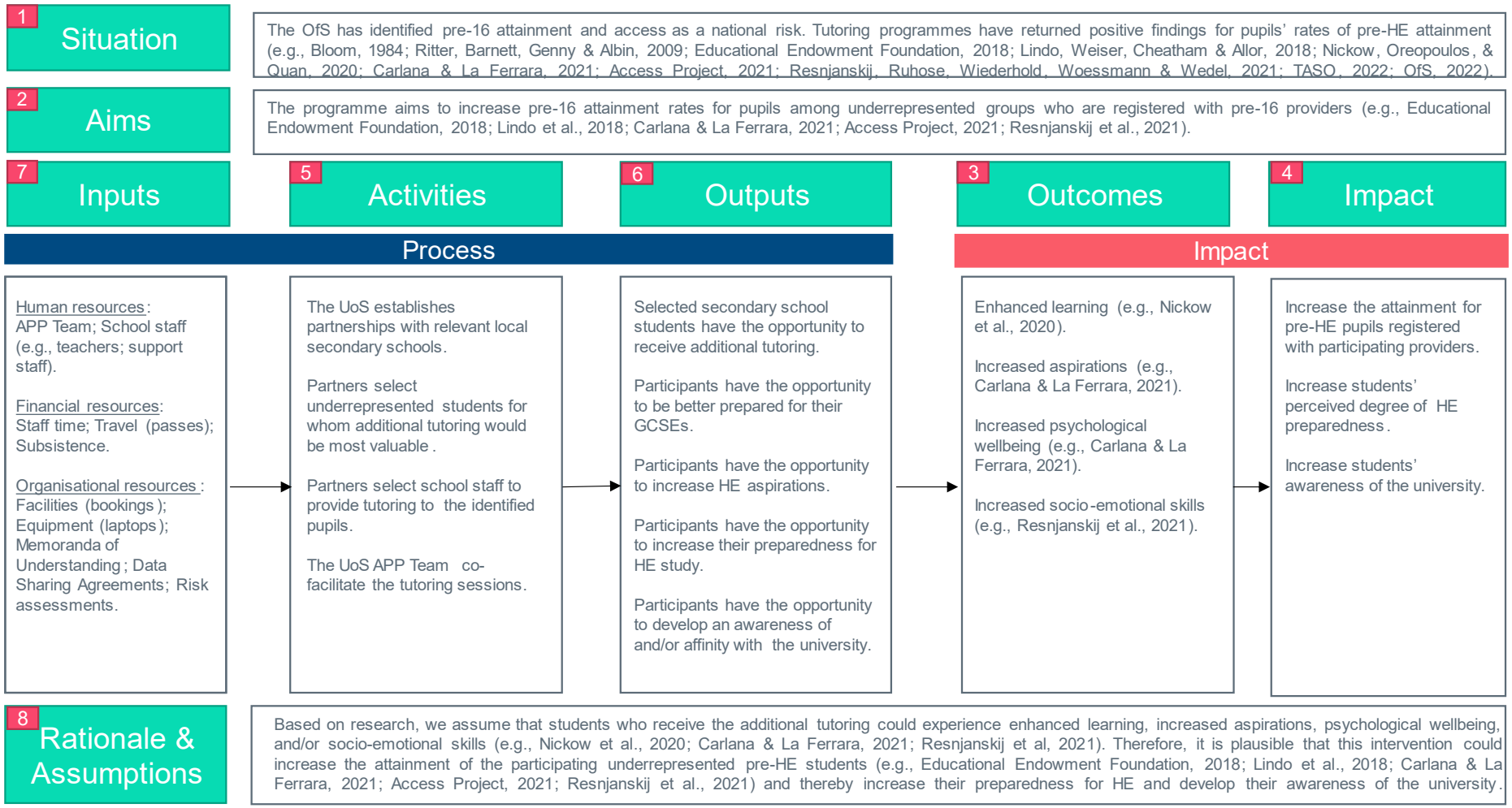
Raising pre-16 attainment among students at risk of equal opportunity

Evidence

#	Evidence	Classification
1	Lindo, E. J., Weiser, B., Cheatham, J. P., & Allor, J. H. (2018). Benefits of structured after-school literacy tutoring by university students for struggling elementary readers. *Reading & Writing Quarterly*, 34(2), 117-131. Available at: DOI: 10.1080/10573569.2017.1357156.	Type 3: Causality
2	Carlana, M., & La Ferrara, E. (2021). Apart but Connected: Online Tutoring and Student Outcomes during the COVID-19 Pandemic. *EdWorkingPaper No. 21-350*. Available at: DOI: 10.26300/0azm-cf65.	Type 3: Causality
3	Resnjanskij, S., Ruhose, J., Wiederhold, S., Woessmann, L., & Wedel, K. (2024). Can Mentoring Alleviate Family Disadvantage in Adolescence? A Field Experiment to Improve Labor Market Prospects. *Discussion Paper, No. 277*. Available at: https://hdl.handle.net/10419/233500.	Type 3: Causality
4	The Access Project. (2021). *2021 Impact Report*. The Access Project. [Online]. Available at: https://www.theaccessproject.org.uk/our-impact-reports/impact-report-2021. [Accessed 06 March 2024].	Type 3: Causality
5	Educational Endowment Foundation. (2018). *Tutor Trust: Affordable Primary Tuition Evaluation report and executive summary*. Educational Endowment Foundation. [Online]. Available at: https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Tutor_Trust.pdf?v=1709739837. [Accessed 06 March 2024].	Type 3: Causality
6	Bloom, B. S. (1984). The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6), 4-16. Available at: DOI: 10.3102/0013189X013006004.	Type 3: Causality
7	Nickow, A., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on prek-12 learning: A systematic review and meta-analysis of the experimental evidence. *NBER Working Paper No. 27476*. Available at: https://www.nber.org/papers/w27476.	Type 3: Causality
8	Ritter, G.W., Barnett, J.H., Genny, C.S., and Albin, G.R. (2009). The Effectiveness of Volunteer Tutoring Programs for Elementary and Middle School Students: A Meta-Analysis. *Review of Educational Research*, 79(1), 3-38. Available at: DOI: 10.3102/0034654308325690.	Type 3: Causality
9	OfS. (2022). *Attainment-raising: A toolkit*. Office for Students. [Online]. Available at: https://www.officeforstudents.org.uk/publications/attainment-raising-a-toolkit/. [Accessed 25 March 2024].	N/A: Toolkit
10	TASO. (2022). *Typology of attainment raising activities conducted by HEPs: Rapid Evidence Review - Working paper: Updated June 2022.* Transforming Access and Student Outcomes in Higher Education. [Online]. Available at: https://cdn.taso.org.uk/wp-content/uploads/TASO-attainment-raising-typology-and-rapid-evidence-review.pdf. [Accessed 25 March 2024].	N/A: Evidence review

Theory of change

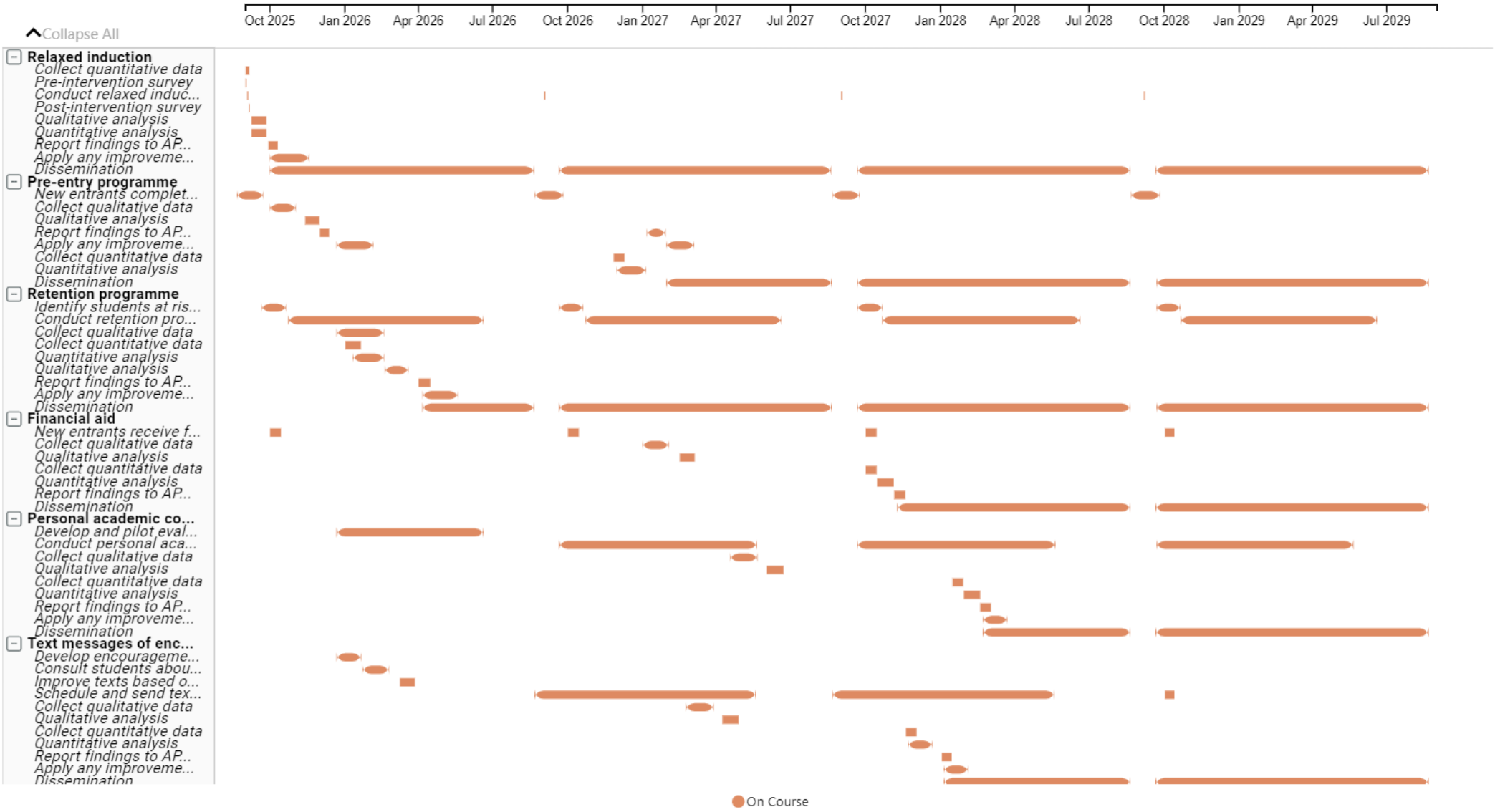
TASO Transforming Access and Student Outcomes in Higher Education



Intervention strategy – On Course

As outlined on Page 16: This intervention strategy concentrates on the lifecycle stages of students while they study at UoS. This includes continuation (supporting students to continue their studies), completion (supporting students to complete their courses), and attainment (supporting students to graduate with a 2:1 or a First degree award). We plan to invest £20,348,230 across 6 activities, detailed in Annex C.

Project plan for on course activities



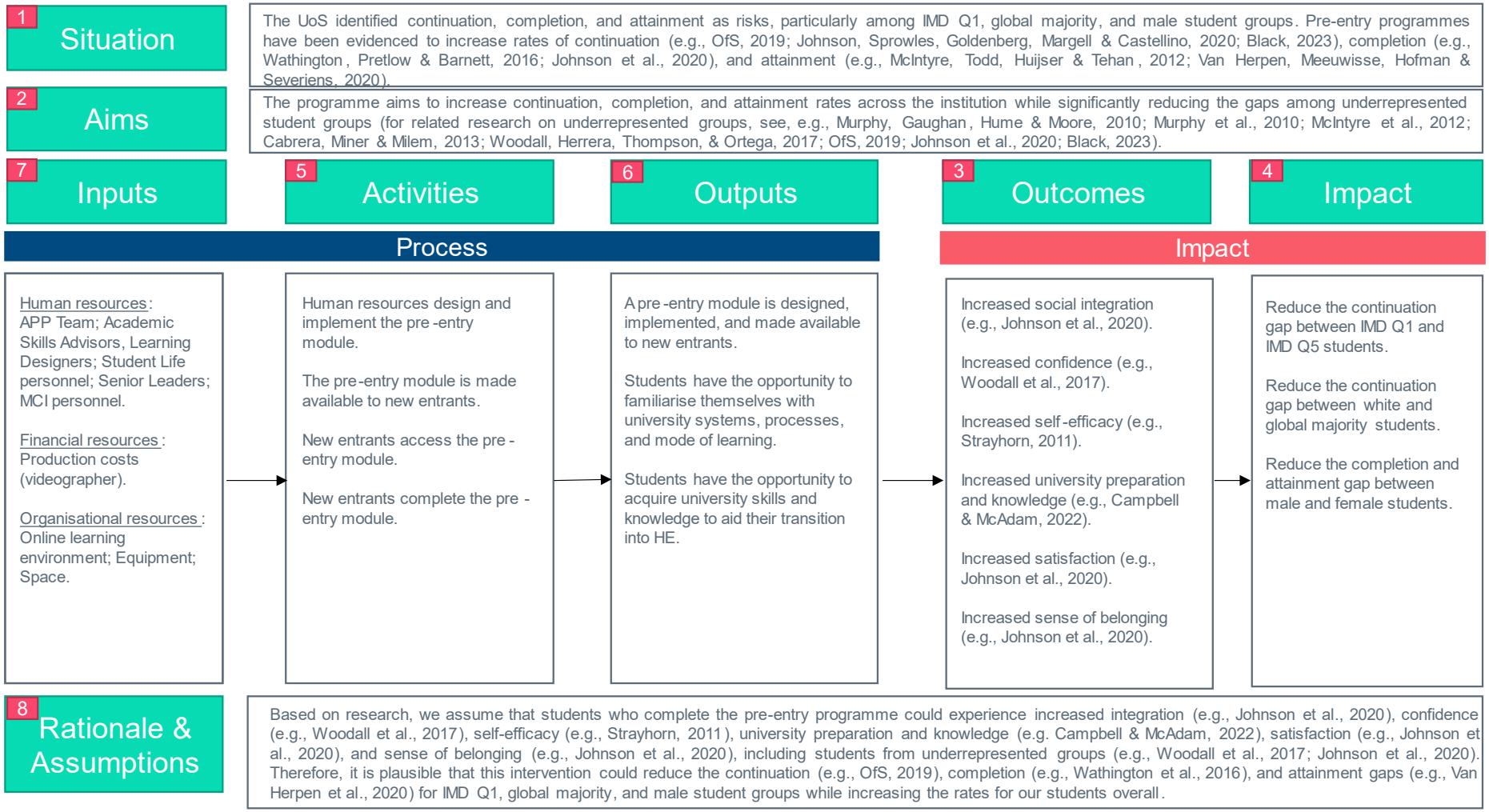
Pre-entry module for newly enrolled students

Evidence

#	Evidence	Classification
1	Van Herpen, S. G., Meeuwisse, M., Hofman, W. A., & Severiens, S. E. (2020). A head start in higher education: the effect of a transition intervention on interaction, sense of belonging, and academic performance. *Studies in Higher Education*, 45(4), 862-877. Available at: DOI: 10.1080/03075079.2019.1572088.	Type 3: Causality
2	Wathington, H., Pretlow, J., & Barnett, E. (2016). A good start? The impact of Texas' developmental summer bridge program on student success. *The Journal of Higher Education*, 87(2), 150-177. Available at: DOI: 10.1080/00221546.2016.11777398.	Type 3: Causality
3	OfS. (2019) *Widening participation in taught postgraduate study: a research project*. Office for Students. [Online]. Available at: https://documents.manchester.ac.uk/display.aspx?DocID=47025. [Accessed 05 March 2024].	Type 3: Causality
4	LaCosse, J., Canning, E. A., Bowman, N. A., Murphy, M. C., & Logel, C. (2020). A social-belonging intervention improves STEM outcomes for students who speak English as a second language. *Science Advances*, 6(40), eabb6543. Available at: DOI: 10.1126/sciadv.abb6543.	Type 3: Causality
5	McIntyre, J., Todd, N., Huijser, H., & Tehan, G. (2012). Building pathways to academic success: A practice report. *International Journal of the First Year in Higher Education*, 3(1), 109-118. Available at: DOI: 10.5204/intjfyhe.v3i1.110.	Type 2: Empirical Enquiry
6	Black, A. M. (2023). The role of bridging programmes in supporting student persistence and prevention of attrition: a UK case study. *Studies in Higher Education*, 1-13. Available at: DOI: 10.1080/03075079.2023.2269246.	Type 2: Empirical Enquiry
7	Woodall, G. S., Herrera, R., Thompson, J. R., & Ortega, J. C. (2017). Is an early start the best start?: Evaluating the effectiveness of a political science summer bridge program. *Journal of Political Science Education*, 13(4), 447-463. Available at: DOI: 10.1080/15512169.2017.1358174.	Type 2: Empirical Enquiry
8	Strayhorn, T. L. (2011). Bridging the pipeline: Increasing underrepresented students' preparation for college through a summer bridge program. *American Behavioral Scientist*, 55(2), 142-159. Available at: DOI: 10.1177/0002764210381871.	Type 2: Empirical Enquiry
9	Cabrera, N. L., Miner, D. D., & Milem, J. F. (2013). Can a summer bridge program impact first-year persistence and performance?: A case study of the new start summer program. *Research in Higher Education*, 54, 481-498. Available at: DOI: 10.1007/s11162-013-9286-7.	Type 2: Empirical Enquiry
10	Murphy, T. E., Gaughan, M., Hume, R., & Moore Jr, S. G. (2010). College graduation rates for minority students in a selective technical university: Will participation in a summer bridge program contribute to success? *Educational Evaluation and Policy Analysis*, 32(1), 70-83. Available at: DOI: 10.3102/0162373709360064.	Type 2: Empirical Enquiry
11	Johnson, M. D., Sprowles, A. E., Goldenberg, K. R., Margell, S. T., & Castellino, L. (2020). Effect of a place-based learning community on belonging, persistence, and equity gaps for first-year STEM students. *Innovative Higher Education*, 45, 509-531. Available at: DOI: 10.1007/s10755-020-09519-5.	Type 2: Empirical Enquiry
12	Logel, C., Le Forestier, J. M., Witherspoon, E. B., & Fotuhi, O. (2021). A social-belonging intervention benefits higher weight students' weight stability and academic achievement. Social Psychological and Personality Science, 12(6), 1048-1057. Available at: DOI: 10.1177/1948550620959236.	Type 2: Empirical Enquiry
13	Campbell, K., & McAdam, F. (2022). Designing and delivering an online transition programme: a practical application of Zepke and Leach's ten proposals for action. *Widening Participation and Lifelong Learning*, 24(2), 107-125. Available at: DOI: 10.5456/WPLL.24.2.107.	Type 1: Narrative

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education



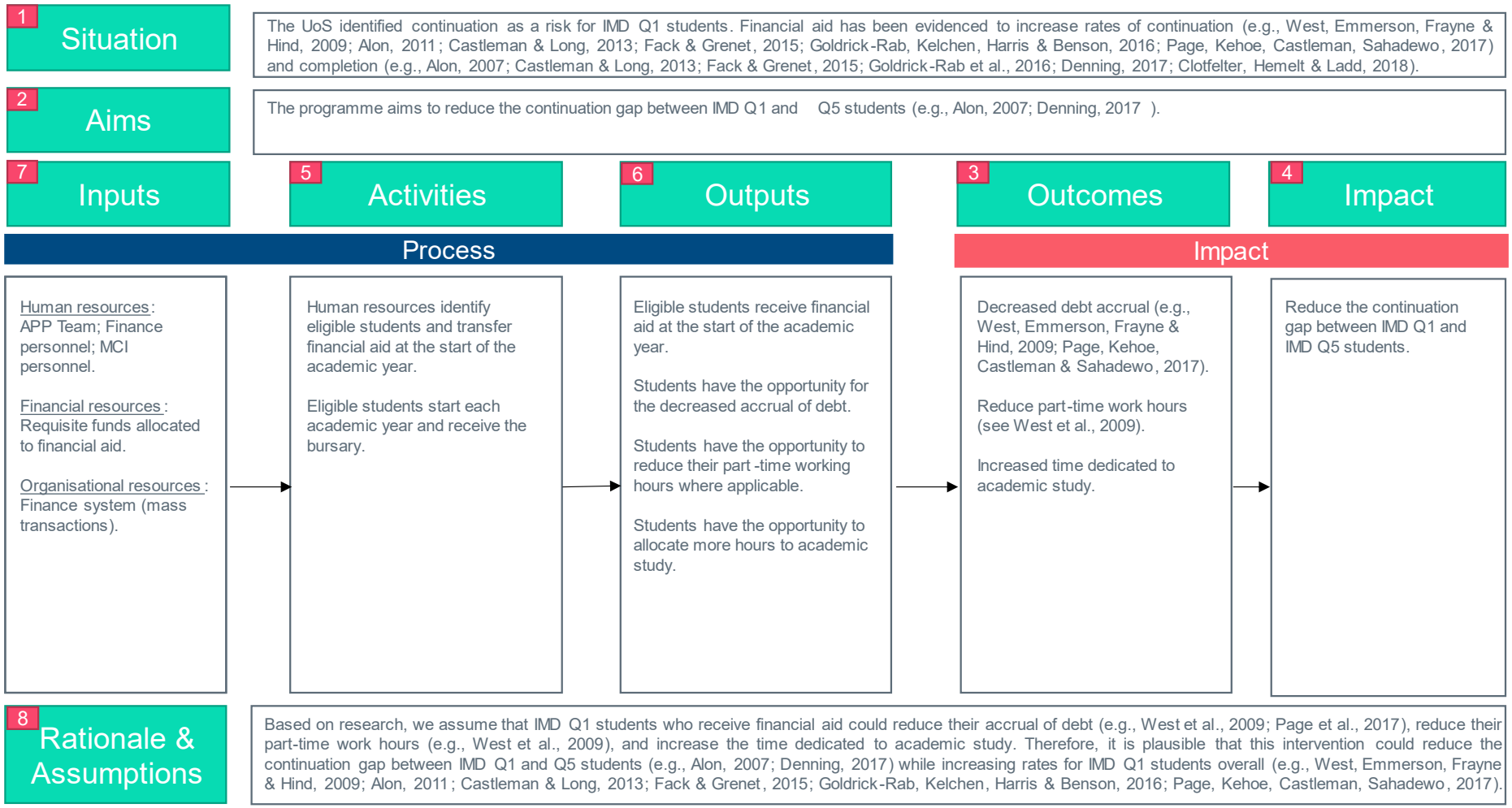
Financial aid for eligible students

Evidence

#	Evidence	Classification
1	Kane, T. J. (2003). A quasi-experimental estimate of the impact of financial aid on college-going. *NBER Working Paper No. 9703*. Available at: DOI: 10.3386/w9703.	Type 3: Causality
2	Dearden, L., Fitzsimons, E., & Wyness, G. (2014). Money for nothing: Estimating the impact of student aid on participation in higher education. *Economics of Education Review*, 43, 66-78. Available at: DOI: 10.1016/j.econedurev.2014.09.005.	Type 3: Causality
3	Fack, G., & Grenet, J. (2015). Improving college access and success for low-income students: Evidence from a large need-based grant program. *American Economic Journal: Applied Economics*, 7(2), 1-34. Available at: DOI: 10.1257/app.20130423.	Type 3: Causality
4	Alon, S. (2007). The influence of financial aid in leveling group differences in graduating from elite institutions. *Economics of Education Review*, 26(3), 296-311. Available at: DOI: 10.1016/j.econedurev.2006.01.003.	Type 3: Causality
5	Castleman, B., & Long, B. (2013). Looking beyond enrollment: The causal effect of need-based grants on college access, persistence, and graduation. *NBER Working Paper. No. 19306.* Available at: DOI: 10.3386/w19306.	Type 3: Causality
6	Goldrick-Rab, S., Kelchen, R., Harris, D. N., & Benson, J. (2016). Reducing income inequality in educational attainment: Experimental evidence on the impact of financial aid on college completion. *American Journal of Sociology*, 121(6), 1762-1817. Available at: DOI: 10.1086/685442.	Type 3: Causality
7	Alon, S. (2011). Who benefits most from financial aid? The heterogeneous effect of need-based grants on students' college persistence. *Social Science Quarterly*, 92(3), 807-829. Available at: DOI: 10.1111/j.1540-6237.2011.00793.x.	Type 3: Causality
8	Denning, J. T., Marx, B. M., & Turner, L. J. (2019). ProPelled: The effects of grants on graduation, earnings, and welfare. *American Economic Journal: Applied Economics*, 11(3), 193-224. Available at: DOI: 10.1257/app.20180100.	Type 3: Causality
9	Clotfelter, C. T., Hemelt, S. W., & Ladd, H. F. (2018). Multifaceted aid for low-income students and college outcomes: Evidence from North Carolina. *Economic Inquiry*, 56(1), 278-303. Available at: DOI: 10.1111/ecin.12486.	Type 3: Causality
10	Denning, J. T. (2017). College on the cheap: Consequences of community college tuition reductions. *American Economic Journal: Economic Policy*, 9(2), 155-188. Available at: DOI: 10.1257/pol.20150374.	Type 3: Causality
11	West, A., Emmerson, C., Frayne, C., & Hind, A. (2009). Examining the impact of opportunity bursaries on the financial circumstances and attitudes of undergraduate students in England. *Higher Education Quarterly*, 63(2), 119-140. Available at: DOI: 10.1111/j.1468-2273.2008.00414.x.	Type 2: Empirical
12	Page, L. C., Kehoe, S. S., Castleman, B. L., & Sahadewo, G. A. (2019). More than dollars for scholars: The impact of the Dell Scholars Program on college access, persistence, and degree attainment. *Journal of Human Resources*, 54(3), 683-725. Available at: DOI: 10.3368/jhr.54.3.0516.7935R1.	Type 2: Empirical

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education



Text messages of encouragement

Evidence

#	Evidence	Classification
1	Hume, S., O'Reilly, F., Groot, B., Chande, R., Sanders, M., Hollingsworth, A., Ter Meer, J., Barnes, J., Booth, S., Kozman, E., Soon, X. (2018). *Improving engagement and attainment in maths and English courses: insights from behavioural research*. Department for Education. [Online]. Available at: https://assets.publishing.service.gov.uk/media/5b8e65b240f0b67d9a6fe660/Improving_engagement_and_attainment_in_maths_and_English-courses.pdf. Accessed: 03 April 2024.	Type 3: Causality
2	Chande, R., Luca, M., Sanders, M., Soon, X. Z., Borcan, O., Barak Corren, N., Linos, E., Kirkman, E., & Robinson, S. (2015). Curbing adult student attrition: Evidence from a field experiment. *Harvard Business School NOM Unit Working Paper No. 15-065*. Available at: DOI: 10.2139/ssrn.2563757.	Type 3: Causality
3	Castleman, B. L., & Meyer, K. E. (2020). Can text message nudges improve academic outcomes in college? Evidence from a West Virginia initiative. *The Review of Higher Education*, 43(4), 1125-1165. Available at: DOI: 10.1353/rhe.2020.0015.	Type 3: Causality
4	Castleman, B. L., & Page, L. C. (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates? *Journal of Economic Behavior & Organization*, 115, 144-160. Available at: DOI: 10.1016/j.jebo.2014.12.008.	Type 3: Causality
5	O'Hara, R. E., & Sparrow, B. (2019). A summer nudge campaign to motivate community college STEM students to reenroll. *AERA Open*, 5(3), 1-10. Available at: DOI: 10.1177/2332858419875715.	Type 3: Causality
6	Bird, K. A., Castleman, B. L., Goodman, J., & Lamberton, C. (2017). Nudging at a national scale: Experimental evidence from a FAFSA completion campaign. *NBER Working Paper*, 26158. Available at: DOI: 10.3386/w26158.	Type 3: Causality
7	Page, L. C., Castleman, B. L., & Meyer, K. (2020). Customized nudging to improve FAFSA completion and income verification. *Educational Evaluation and Policy Analysis*, 42(1), 3-21. Available at: DOI: 10.3102/0162373719876916.	Type 3: Causality
8	Page, L. C., & Gehlbach, H. (2017). How an artificially intelligent virtual assistant helps students navigate the road to college. *AERA Open*, 3(4), 1-12. Available at: DOI: 10.1177/2332858417749220.	Type 3: Causality
9	Barr, A., Bird, K., & Castleman, B. L. (2016). Prompting active choice among high-risk borrowers: Evidence from a student loan counseling experiment. *EdPolicyWorks Working Paper Series No. 41*. Available at: https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/oira/policy/seminars/41_Prompting_Choice_Among_Student_Borrowers.pdf.	Type 3: Causality
10	Unkovic, C., Sen, M., & Quinn, K. M. (2016). Does encouragement matter in improving gender imbalances in technical fields? Evidence from a randomized controlled trial. *PloS ONE*, 11(4), 1-15. Available at: DOI: 10.1371/journal.pone.0151714.	Type 3: Causality

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education

1 Situation

The UoS has identified continuation and completion as risks, particularly among IMD Q1, global majority, and male students. Text messages of encouragement have returned positive findings regarding rates of student re-enrolment (e.g., O'Hara & Sparrow, 2019; Castleman & Meyer, 2020) and attendance (e.g., Chande, Luca, Sanders, Borcan, Barak Corren, Linos, Kirkman & Robinson, 2015; Hume, O'Reilly, Groot, Chande, Sanders, Hollingsworth, Ter Meer, Barnes, Booth, Kozman, & Soon, 2018).

2 Aims

The programme aims to increase continuation and completion rates across the institution while significantly reducing the gaps among the underrepresented student groups (for related research on underrepresented groups, see, e.g., Castleman & Page, 2015; Chande et al., 2015; Barr, Bird & Castleman, 2016; Bird, Castleman, Goodman & Lamberton, 2017; Page & Gehlbach, 2017).

Process

7 Inputs

Human resources: APP Team; MCI personnel; Student Life personnel.

Financial resources: Communications (bulk text messages).

Organisational resources: Communications software.

5 Activities

The APP research team source and/or design text message templates and schedule dissemination.

Staff disseminate the weekly text-messages to students throughout the academic year.

6 Outputs

Students receive weekly text messages of encouragement.

Students have the opportunity to feel encouraged by the weekly encouragement text messages.

Students have the opportunity to feel inspired to continue their studies.

Students have the opportunity to feel motivated to attend their classes.

Impact

3 Outcomes

Increased attendance (e.g., Change et al., 2015; Hume et al., 2018).

Increased motivation (relatedly, see Hume, 2018).

Increased sense of belonging (relatedly, see Hume et al., 2018).

Increased social integration.

4 Impact

Reduce the continuation rate gap between IMD Q1 and Q5 students.

Reduce the continuation rate gap between white and global majority students.

Reduce the completion rate gap between male and female students.

8 Rationale & Assumptions

Based on research, we assume that students who receive the text messages could experience increased attendance (e.g., Chande et al., 2015; Hume et al., 2018), motivation (relatedly, see Hume, 2018), sense of belonging (relatedly, see Hume et al., 2018), and social integration. Therefore, it is plausible that this intervention could increase the continuation and completion for IMD Q1, global majority, and male student groups while increasing the rates for our students overall (e.g., Chande et al., 2015; Hume et al., 2018; O'Hara & Sparrow, 2019; Castleman & Meyer, 2020).

Dedicated retention programme

Evidence

#	Evidence	Classification
1	Cambruzzi, W. L., Rigo, S. J., & Barbosa, J. L. (2015). Dropout prediction and reduction in distance education courses with the learning analytics multitrail approach. *Journal of Universal Computer Science*, 21(1), 23-47. Available at: https://api.semanticscholar.org/CorpusID:6386377.	Type 3: Causality
2	Hellings, J., & Haelermans, C. (2022). The effect of providing learning analytics on student behaviour and performance in programming: a randomised controlled experiment. *Higher Education*, 83(1), 1-18. Available at: DOI: 10.1007/s10734-020-00560-z.	Type 3: Causality
3	Davis, D., Chen, G., Jivet, I., Hauff, C., & Houben, G. J. (2016). Encouraging Metacognition & Self-Regulation in MOOCs through Increased Learner Feedback. In S. Bull., B. M. Ginon., J. Kay., M. D. Kickmeier-Rust., & M. D. Johnson. (Eds.). *Proceedings of the LAK 2016 Workshop on Learning Analytics for Learners, Edinburgh, Scotland, April 26, 2016*, pp. 17-22. Available at: http://ceur-ws.org/Vol-1596/paper3.pdf.	Type 3: Causality
4	Jayaprakash, S. M., Moody, E. W., Lauría, E. J., Regan, J. R., & Baron, J. D. (2014). Early alert of academically at-risk students: An open source analytics initiative. *Journal of Learning Analytics*, 1(1), 6-47. Available at: DOI: 10.18608/jla.2014.11.3.	Type 3: Causality
5	Milliron, M. D., Malcolm, L., & Kil, D. (2014). Insight and Action Analytics: Three Case Studies to Consider. *Research & Practice in Assessment*, 9, 70-89. Available at: https://eric.ed.gov/?id=EJ1062814.	Type 3: Causality
6	Dodge, B., Whitmer, J., & Frazee, J. P. (2015). Improving undergraduate student achievement in large blended courses through data-driven interventions. In J. Baron., G. Lynch., N. Maziarz., P. Blikstein., A. Merceron., & G. Siemens. (Eds.). *Proceedings of the Fifth International Conference on Learning Analytics and Knowledge*. Association for Computing Machinery, New York, pp. 412-413. Available at: DOI: 10.1145/2723576.2723657.	Type 3: Causality
7	Labarthe, H., Bouchet, F., Bachelet, R., & Yacef, K. (2016). Does a Peer Recommender Foster Students' Engagement in MOOCs?. In T. Barnes., M. Chi., & M. Feng. (Eds.). *Proceedings of the 9th International Conference on Educational Data Mining*. Available at: https://www.educationaldatamining.org/EDM2016/proceedings/paper_171.pdf.	Type 3: Causality
8	Kim, J., Jo, I. H., & Park, Y. (2016). Effects of learning analytics dashboard: analyzing the relations among dashboard utilization, satisfaction, and learning achievement. *Asia Pacific Education Review*, 17, 13-24. Available at: DOI: 10.1007/s12564-015-9403-8.	Type 2: Empirical Enquiry
9	Krumm, A. E., Waddington, R. J., Teasley, S. D., & Lonn, S. (2014). A learning management system-based early warning system for academic advising in undergraduate engineering. In J. A. Larusson., & B. White. (Eds.). *Learning Analytics: From Research to Practice*. Springer, New York, pp. 103-119. Available at: DOI: 10.1007/978-1-4614-3305-7_6.	Type 2: Empirical Enquiry
10	Espinoza, P., & Genna, G. M. (2021). Hi, I want to talk to you about your progress: A large course intervention for at-risk college students. *Journal of College Student Retention: Research, Theory & Practice*, 23(1), 2-27. Available at: DOI: 10.1177/1521025118790054.	Type 2: Empirical Enquiry

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education

1 Situation

The UoS identified continuation and completion as risks, particularly among IMD Q1, global majority, and male student groups. The use of programmes predicated on learner analytics have returned beneficial findings with respect to improved rates of continuation (e.g., Cambruzzi, Rigo & Barbosa, 2015; Labarthe, Bouchet, Bachelet, & Yacef, 2016; Espinoza & Genna, 2021) and completion (e.g., Davis, Chen, Jivet, Hauff & Houben, 2016; Labarthe et al., 2016).

2 Aims

The programme aims to increase continuation and completion rates across the institution while significantly reducing the gaps among underrepresented student groups (e.g., Dodge, Whitmer, & Frazee, 2015; Espinoza & Genna, 2021).

7 Inputs	5 Activities	6 Outputs	3 Outcomes	4 Impact
	Process		Impact	
Human resources: APP Team; Learning Data Analysts; Student Experience Team; Academic Tutors; Academic Course Leaders; Student Life personnel; Disability & Wellbeing Services. Organisational resources: Online learning environment; Analytical software.	"At-risk" students are identified in the beginning of the academic year. The Retention Programme team monitors the identified students' weekly engagement on the online learning environment and via attendance. Where engagement is low, students/course leaders are made aware and offered support based on the students' needs. Students receive tailored support throughout the academic year.	Students at risk of withdrawal will be identified and offered tailored support throughout the academic year. Students are exposed to support based on their individual needs to prosper in their studies. Students have the opportunity to feel supported by the university.	Increased continuation (e.g., Espinoza & Genna, 2021). Increased completion (e.g., Davis et al., 2016; Labarthe et al., 2016). Increased attainment (e.g., Hellings & Haelermans, 2022). Increased sense of belonging. Increased student support that is tailored to individual need.	Reduce the continuation gap between IMD Q1 and IMD Q5 students. Reduce the continuation gap between white and global majority students. Reduce the completion gap between male and female students.

8 Rationale & Assumptions

Based on research, we assume that learner analytics are effective for identifying and predicting students liable to withdrawal (e.g., Austen, Hogdson, Heaton, Pickering & Dickinson, 2021) and could increase the retention (e.g., Espinoza & Genna, 2021), attainment (e.g., Hellings & Haelermans, 2022), and completion rates of at-risk undergraduates (e.g., Davis et al., 2016). Therefore, it is plausible that this intervention could reduce the continuation and completion gaps for IMD Q1, global majority, and male student groups while increasing the rates for our students overall (e.g., Cambruzzi et al., 2015; Davis et al., 2016).

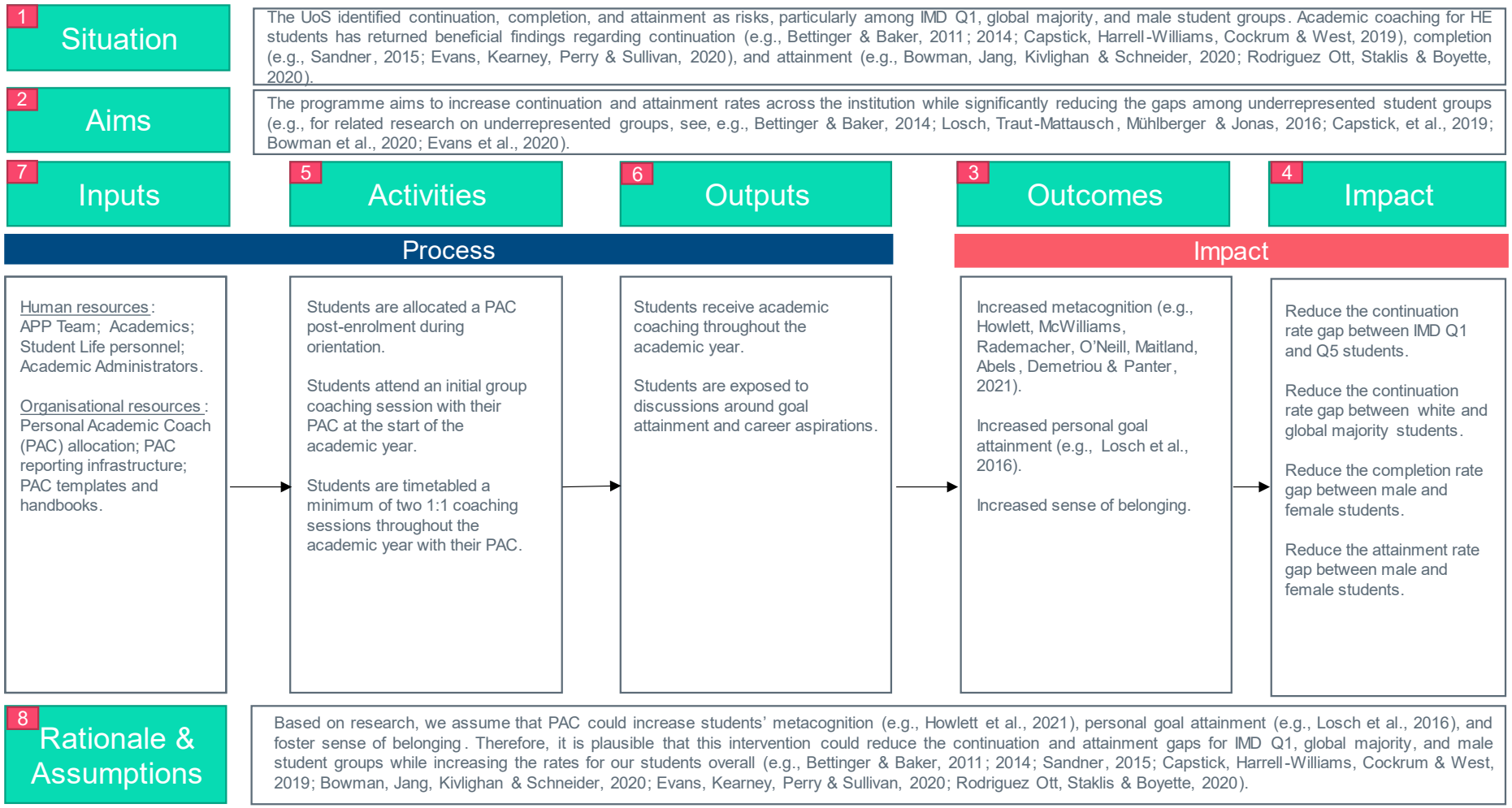
Personal academic coaching

Evidence

#	Evidence	Classification
1	Bettinger, E. P., & Baker, R. B. (2014). The effects of student coaching: An evaluation of a randomized experiment in student advising. *Educational Evaluation and Policy Analysis*, 36(1), 3-19. Available at: DOI: 10.3102/0162373713500523.	Type 3: Causality
2	Bettinger, E., & Baker, R. (2011). The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring. *NBER Working Paper No. 16881*. Available at: DOI: 10.3386/w16881.	Type 3: Causality
3	Howlett, M. A., McWilliams, M. A., Rademacher, K., O'Neill, J. C., Maitland, T. L., Abels, K., Demetriou, C., & Panter, A. T. (2021). Investigating the effects of academic coaching on college students' metacognition. *Innovative Higher Education*, 46, 189-204. Available at: DOI: 10.1007/s10755-020-09533-7.	Type 3: Causality
4	Evans, W. N., Kearney, M. S., Perry, B., & Sullivan, J. X. (2020). Increasing community college completion rates among low-income students: Evidence from a randomized controlled trial evaluation of a case-management intervention. *Journal of Policy Analysis and Management*, 39(4), 930-965. Available at: DOI: 10.1002/pam.22256.	Type 3: Causality
5	Angrist, J., Lang, D., & Oreopoulos, P. (2009). Incentives and Services for College Achievement: Evidence from a Randomized Trial. *American Economic Journal: Applied Economics*, 1(1), 136-63. Available at: DOI: 10.1257/app.1.1.136.	Type 3: Causality
6	Bowman, N. A., Jang, N., Kivlighan, D. M., Schneider, N., & Ye, X. (2020). The impact of a goal-setting intervention for engineering students on academic probation. *Research in Higher Education*, 61, 142-166. Available at: DOI: 10.1007/s11162-019-09555-x.	Type 3: Causality
7	Rodriguez Ott, N., Staklis, S., & Boyette, J. (2020). The effectiveness of student coaching in community colleges. *Community College Journal of Research and Practice*, 44(8), 549-562. Available at: DOI: 10.1080/10668926.2019.1621786.	Type 3: Causality
8	Capstick, M. K., Harrell-Williams, L. M., Cockrum, C. D., & West, S. L. (2019). Exploring the effectiveness of academic coaching for academically at-risk college students. *Innovative Higher Education*, 44, 219-231. Available at: DOI: 10.1007/s10755-019-9459-1.	Type 3: Causality
9	Sandner, M. (2015). The Effects of High-Quality Student Mentoring. *Economics Letters*, 136, 227-232. Available at: DOI: 10.1016/j.econlet.2015.09.043.	Type 3: Causality
10	Losch, S., Traut-Mattausch, E., Mühlberger, M. D., & Jonas, E. (2016). Comparing the effectiveness of individual coaching, self-coaching, and group training: How leadership makes the difference. *Frontiers in Psychology*, 629(7), 1-17. Available at: DOI: 10.3389/fpsyg.2016.00629.	Type 3: Causality

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education



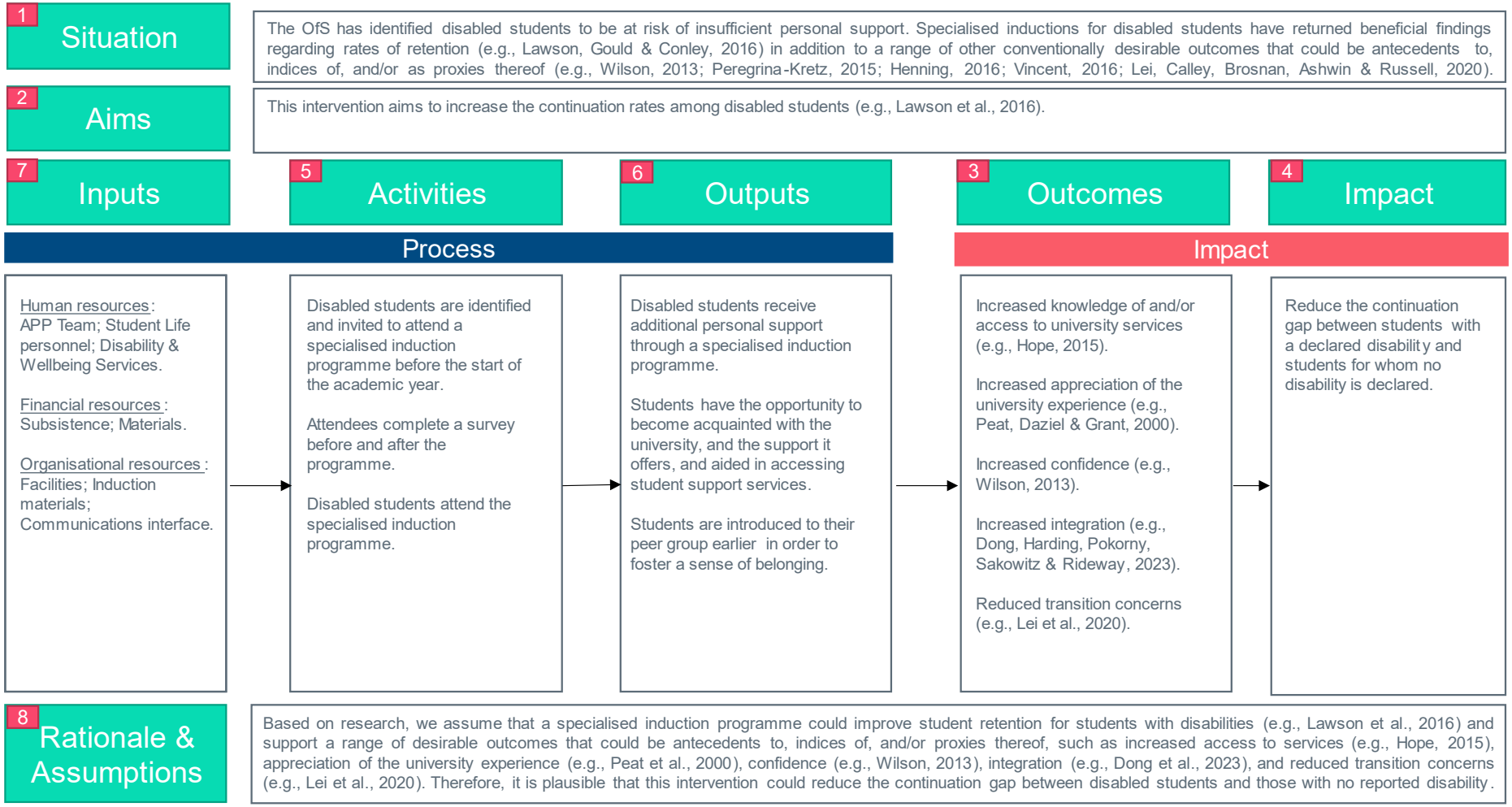
Relaxed induction for students living with a disability

Evidence

#	Evidence	Classification
1	Lawson, D. L., Gould, S. A., & Conley, M. L. (2016). McDaniel Step Ahead: A Summer Transitional Program for First Year College Students with Disabilities. *Journal of Postsecondary Education and Disability*, 29(3), 299-302. Available at: https://files.eric.ed.gov/fulltext/EJ1123805.pdf.	Type 2: Empirical Enquiry
2	Dalziel, J., & Peat, M. (1998). Academic performance during student transition to university studies. In R. Stokell. (Ed.). *Proceedings of the Third Pacific Rim Conference on the First Year in Higher Education (Vol. 1)*. Auckland Institute of Technology, Queensland University of Technology. Available at: https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=419bc1f128565b5cc812ac9b79dc942ab47c3759.	Type 2: Empirical Enquiry
3	Peregrina-Kretz, D. (2015). *The experiences of postsecondary students with learning disabilities in summer transition programs: A multi-case study of six programs in Ontario*. Unpublished: University of Toronto. PhD.	Type 2: Empirical Enquiry
4	Dong, S., Harding, J., Pokorny, A., Sakowitz, L., & Ridgeway, L. S. (2023). An Intervention Program on Assisting Retention and Transition for the First-Year College Students With Disabilities. *Journal of College Student Retention: Research, Theory & Practice*, 1-21. Available at: DOI: 10.1177/15210251231201341.	Type 2: Empirical Enquiry
5	Lei, J., Calley, S., Brosnan, M., Ashwin, C., & Russell, A. (2020). Evaluation of a transition to university programme for students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 50(7), 2397-2411. Available at: DOI: 10.1007/s10803-018-3776-6.	Type 2: Empirical Enquiry
6	Hope, J. (2015). Create a pre-orientation program for first-year students with disabilities. *Disability Compliance for Higher Education*, 20(12), 6-7. Available at: DOI: 10.1002/dhe.30077.	Type 1: Narrative
7	Vincent, J. (2016). Transition from secondary to higher education: an evaluation of a pre-entry transition programme for students on the autistic spectrum. *The Journal of Inclusive Practice in Further and Higher Education*, 7, 53-63. Available at: https://nadp-uk.org/wp-content/uploads/2015/02/JIPFHE.ISSUE-7.pdf.	Type 1: Narrative
8	Henning, M. (2006). An Evaluation of an Academic Support Programme for Disabled Students. *International Journal of Diversity in Organizations, Communities, and Nations*, 5(1), 125. Available at: DOI: 10.18848/1447-9532/CGP/v05i01/38866.	Type 1: Narrative
9	Peat, M., Dalziel, J., & Grant, A. M. (2000). Enhancing the transition to university by facilitating social and study networks: Results of a one-day workshop. *Innovations in Education and Training International*, 37(4), 293-303. Available at: DOI: 10.1080/135580000750052900.	Type 1: Narrative
10	Wilson, C., (2013). Supporting the transition of foundation degree students from levels 4 to 5. In R. Clark., J. Andrews., L. Thomas., & R. Aggarwal. (Eds.). *Compendium of effective practice in higher education: Volume 2*. Aston University, Birmingham and the Higher Education Academy, York, pp. 25-27. Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/compendium_2_rc_ja_final_0_1568037080.pdf.	Type 1: Narrative

Theory of change

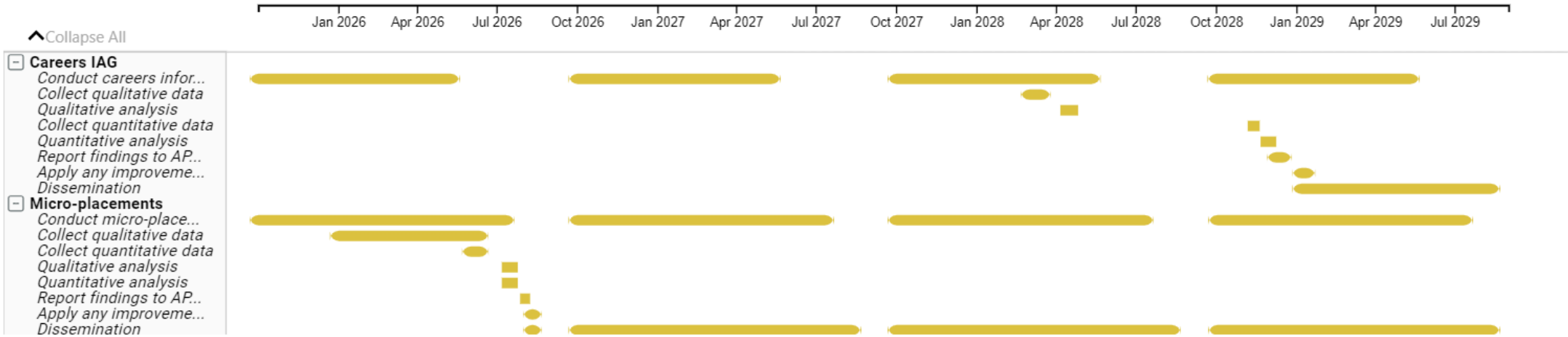
TASO Transforming Access and Student Outcomes in Higher Education



Intervention strategy – Progression

As introduced on Page 19: The progression intervention strategy focuses on the last stage of the student lifecycle, progression, which relates to supporting students to either further their studies or find employment classified as high-skilled. To successfully support students in this endeavour, we plan to invest £920,402 across 2 activities, detailed in Annex C.

Project plan for progression activities



Micro-placement internship opportunities for current undergraduate students

Evidence

#	Evidence	Classification
1	Delis, A., & Jones, C. (2023). The impact of work placements on graduate earnings. *Studies in Higher Education*, 48(11), 1708-1723. Available at: DOI: 10.1080/03075079.2023.2211999.	Type 3: Causality
2	Jones, C. M., Green, J. P., & Higson, H. E. (2017). Do work placements improve final year academic performance or do high-calibre students choose to do work placements?. *Studies in Higher Education*, 42(6), 976-992. Available at: DOI: 10.1080/03075079.2015.1073249.	Type 3: Causality
3	Bittmann, F., & Zorn, V. S. (2020). When choice excels obligation: about the effects of mandatory and voluntary internships on labour market outcomes for university graduates. *Higher Education*, 80(1), 75-93. Available at: DOI: 10.1007/s10734-019-00466-5.	Type 2: Empirical Enquiry
4	Ceschin, F., Rakowski, R., & de Vere, I. (2017). The influence of work placement on the academic achievement of undergraduate design students. *The Design Journal*, 20(2), 259-278. Available at: DOI: 10.1080/14606925.2016.1220146.	Type 2: Empirical Enquiry
5	Di Meglio, G., Barge-Gil, A., Camiña, E., & Moreno, L. (2022). Knocking on employment's door: Internships and job attainment. *Higher Education*, 83(1), 137-161. Available at: DOI: 10.1007/s10734-020-00643-x.	Type 2: Empirical Enquiry
6	Moores, E., Birdi, G. K., & Higson, H. E. (2017). Placement Work Experience May Mitigate Lower Achievement Levels of Black and Asian vs. White Students at University. *Frontiers in Psychology*, 8, 1518. Available at: DOI: 10.3389/fpsyg.2017.01518.	Type 2: Empirical Enquiry
7	Nunley, J. M., Pugh, A., Romero, N., & Seals Jr, R. A. (2016). College major, internship experience, and employment opportunities: Estimates from a résumé audit. *Labour Economics*, 38, 37-46. Available at: DOI: 10.1016/j.labeco.2015.11.002.	Type 2: Empirical Enquiry
8	Silva, P., Lopes, B., Costa, M., Seabra, D., Melo, A. I., Brito, E., & Dias, G. P. (2016). Stairway to employment? Internships in higher education. *Higher Education*, 72, 703-721. Available at: DOI: 10.1007/s10734-015-9903-9.	Type 2: Empirical Enquiry
9	Smith, S., Taylor-Smith, E., Smith, C. F., & Webster, G. (2018). The impact of work placement on graduate employment in computing: Outcomes from a UK-based study. *International Journal of Work-Integrated Learning*, 19(4), 359-369. Available at: https://www.proquest.com/docview/2227916622?pq-origsite=gscholar&fromopenview=true&sourcetype=Scholarly%20Journals/. [Accessed 05 June 2024].	Type 2: Empirical Enquiry
10	Rigg, C., Reeves, L., & Carpenter, A. (2023, December). *Small 'n' Evaluation Micro-Placements A Realist Evaluation*. Available at: https://taso.org.uk/wp-content/uploads/TASO_Realist_Evaluation_University_of_Suffolk_December_23.pdf. [Accessed 05 June 2024].	Type 1: Narrative

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education

1 Situation

The UoS has identified attainment and progression as risks, particularly for male, disabled, and young student groups. Uptake of internships has returned beneficial findings with respect to improved rates of attainment (e.g., Jones, Green & Higson, 2017; Ceschin, Rakowski & de Vere, 2017), progression to employment (e.g., Silva, Lopes, Seabra, Melo, Brito & Dias, 2016; Di Meglio, Barge-Gil, Camiña & Moreno, 2022), and market outcomes (e.g., Bittmann & Zorn, 2020; Delis & Jones, 2023).

2 Aims

The programme aims to increase attainment and progression rates across the institution while significantly reducing the gaps among underrepresented student groups (see, e.g., Mansfield, 2011; Moores, Birdi & Higson, 2017; Kerrigan, Manktelow & Simmons, 2018; Kerrigan & Manktelow, 2021).

7 Inputs	5 Activities	6 Outputs	3 Outcomes	4 Impact
	Process		Impact	
Human resources APP Team; Academics; MCI personnel; Careers; Finance; Research Ethics Committee; Data Governance Team. Financial resources Internship funds; dissemination funds. Organisational resources Online learning environment application portal; HR systems; Micro-placement advertisements; Workspace facilities.	UoS Careers to collate available micro-placement opportunities. UoS Careers and/or MCI personnel advertise the micro-placement opportunities to eligible students. UoS Careers coordinate micro-placement delivery.	Micro-placement internships will be made available to all undergraduate and postgraduate students. Students have the opportunity to work in a relevant field of interest. Students have an intramural opportunity to complete gainful work. Students have the opportunity to increase their work experience and preparedness for employment.	Increased self-belief and self-esteem (e.g., Rigg, Reeves & Carpenter, 2023). Increased confidence (e.g., *ibid.*). Increased awareness of professional work practices (e.g., *ibid.*). Increased interview offers (e.g., *ibid.*; Nunley, Pugh, Romero, Seals Jr, 2016). Increased resilience (e.g., Goodenough, Roberts, Biggs, Derounian, Hart & Lynch, 2020).	To reduce the attainment rate gap between male and female students. To reduce the progression rate gap between male and female graduates. To reduce the progression rate gap between graduates with a declared disability and those for whom no disability is declared. To reduce the progression rate gap between young and mature graduates.

8 Rationale & Assumptions

Based on research, we assume that students who complete micro-placement internships could increase their self-belief and self-esteem (e.g., Rigg et al., 2023), confidence (e.g., *ibid.*), awareness of professional work practices (e.g., *ibid.*), resilience (e.g., Goodenough et al., 2020), and increase the interview offers received (e.g., Nunley et al., 2016). Therefore, it is plausible that this intervention could reduce the attainment and progression gaps for male, disabled, and young students while increasing rates for our students overall (e.g., Mansfield, 2011; Moores et al., 2017; Kerrigan et al., 2018; Kerrigan & Manktelow, 2021).

Careers counselling and events

Evidence

#	Evidence	Classification
1	OfS. (2019) *Widening participation in taught postgraduate study: a research project*. Office for Students. [Online]. Available at: https://documents.manchester.ac.uk/display.aspx?DocID=47025. [Accessed 22 March 2024].	Type 3: Causality
2	Whiston, S. C., Li, Y., Mitts, N. G., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension. *Journal of Vocational Behavior*, 100, 175-184. Available at: DOI: 10.1016/j.jvb.2017.03.010 0001-8791.	Type 3: Causality
3	Langher, V., Nannini, V., & Caputo, A. (2018). What do university or graduate students need to make the cut? A meta-analysis on career intervention effectiveness. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, 17, 21-43. Available at: DOI: 10.7358/ecps-2018-017-lang.	Type 3: Causality
4	Obi, O. P. (2015). Constructionist career counseling of undergraduate students: An experimental evaluation. *Journal of Vocational Behavior*, 88, 215-219. Available at: DOI: /10.1016/j.jvb.2015.03.009.	Type 3: Causality
5	Rowell, P. C., Mobley, A. K., Kemer, G., & Giordano, A. (2014). Examination of a group counseling model of career decision making with college students. *Journal of College Counseling*, 17(2), 163-174. Available at: DOI: 10.1002/j.2161-1882.2014.00055.x.	Type 3: Causality
6	Hernández-Fernaud, E., Ruiz-de la Rosa, C. I., Negrín, F., Ramos-Sapena, Y., & Hernández, B. (2017). Efficacy of an intervention program to improve employability of university students. *The Spanish Journal of Psychology*, 20(E3), 1-11. Available at: DOI: 10.1017/sjp.2016.103.	Type 3: Causality
7	Dik, B. J., & Steger, M. F. (2008). Randomized trial of a calling-infused career workshop incorporating counselor self-disclosure. *Journal of Vocational Behavior*, 73(2), 203-211. Available at: DOI: 10.1016/j.jvb.2008.04.001.	Type 3: Causality
8	McKay, H., Bright, J. E., & Pryor, R. G. (2005). Finding order and direction from chaos: A comparison of chaos career counseling and trait matching counseling. *Journal of Employment Counseling*, 42(3), 98-112. Available at: DOI: 10.1002/j.2161-1920.2005.tb00904.x.	Type 3: Causality
9	Pordelan, N., & Hosseinian, S. (2022). Design and development of the online career counselling: a tool for better career decision-making. *Behaviour & Information Technology*, 41(1), 118-138. Available at: DOI: 10.1080/0144929X.2020.1795262.	Type 2: Empirical Enquiry
10	Di Fabio, A., & Maree, J. G. (2013). Effectiveness of the career interest profile. *Journal of Employment Counseling*, 50(3), 110-123. Available at: DOI: 10.1002/j.2161-1920.2013.00030.x.	Type 2: Empirical Enquiry

Theory of change

TASO Transforming Access and Student Outcomes in Higher Education

1 Situation

The UoS identified progression as a risk among disabled, male, and young student groups. Receiving career information, advice, and guidance (IAG), such as via career counselling, has been observed to increase progression (e.g., OfS, 2019) and to improve outcomes could be conceptualised as expectable and/or potential antecedents to, indices of, and/or proxies thereof (for review, see, e.g., Whiston, Li, Mitts & Wright, 2017; Langher, Nannini & Caputo, 2018).

2 Aims

The programme aims to reduce the progression rate gaps among disabled, male, and young student groups while increasing the pr ogression rate across the institution overall (e.g., OfS, 2019).

7 Inputs | **5 Activities** | **6 Outputs** | **3 Outcomes** | **4 Impact**

Process | **Impact**

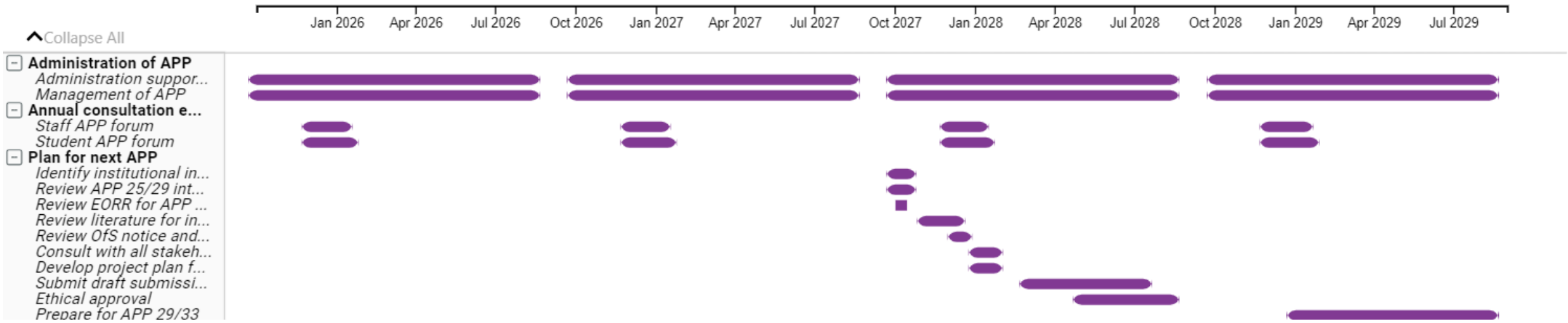
Inputs	Activities	Outputs	Outcomes	Impact
Human resources: APP Team, Careers Team. Financial resources: Venue; Equipment, Catering; Marketing. Organisational resources: Space; Facilities; Software.	Students are invited to attend career counselling sessions and events throughout the academic year. Students attend the career sessions and/or events and their participation is recorded.	Students receive IAG from the Careers Team throughout the academic year through multiple methods (e.g., career counselling). Students are exposed to IAG to aid their career decision -making self-efficacy. Students have the opportunity to enhance their vocational identity and career maturity. Students have the opportunity to increase their preparedness for career decision-making.	Increased career decision - making ability (e.g., Pordelan & Hosseinian, 2022). Increased career decision - making self-efficacy (e.g., Dik & Steger, 2008). Increased career maturity (e.g., Whiston et al., 2017). Reduction of irrational career decision-making (e.g., McKay, Bright & Pryor, 2005). Reduced career decision -making difficulty (e.g., Di Fabio & Maree, 2013).	Reduce the progression rate gap between graduates with a declared disability and students for whom no disability is declared. Reduce the progression rate gap between male and female graduates. Reduce the progression rate gap between young and mature graduates.

8 Rationale & Assumptions

Based on research, we assume that students who receive career IAG could increase their rates of progression (e.g., OfS, 2019) and experience increased career decision-making ability (e.g., Pordelan & Hosseinian, 2022), self-efficacy (e.g., Dik & Steger, 2008), career maturity (e.g., Whiston et al., 2017), and reductions in irrational career decision-making (e.g., McKay et al., 2005) and/or decision-making difficulties (e.g., Di Fabio & Maree, 2013). Therefore, it is plausible that this intervention could reduce the progression gap for disabled, male, and young student groups while increasing the progression all participating students (e.g., OfS, 2019).

Administration and consultation

Administrative support and consultative feedback are essential prerequisites for the viability and credibility of our APP. As detailed in Annex C, we plan to invest £511,000 in these activities.



Annex C: Targets, investment, offer and fees

The OfS will append the information from the fees, investment and targets document when an access and participation plan is published.

See Fees Investment and Targets Spreadsheet

Office for Students

2025-26 fee information

Provider name: University of Suffolk

Provider UKPRN: 10014001

Summary of 2025-26 course fees for new entrants

*Course type not listed by the provider as available to new entrants in 2025-26. This means that any such course delivered to new entrants in 2025-26 would be subject to fees capped at the basic fee amount.

Inflation statement

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

Table 1a - Full-time course fee levels for 2025-26 new entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£9,535
Foundation degree		N/A	£8,220
Foundation year/Year 0 (classroom based)		N/A	£5,760
Foundation year/Year 0 (non-classroom based)		N/A	£9,535
HNC/HND		N/A	£6,168
CertHE/DipHE		N/A	£9,535
Postgraduate ITT		N/A	£6,870
Accelerated degree	*	N/A	*
Sandwich year		N/A	£1,905
Turing scheme and overseas study years		N/A	£1,427
Other	*	N/A	*

Table 1b - Sub-contractual full-time course fee levels for 2025-26 new entrants

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Global Banking School Limited	10042500	£9,535
First degree	St. Piran's School (GB) Limited	10008653	£9,535
Foundation degree	*	*	*
Foundation year/Year 0 (classroom based)	Global Banking School Limited	10042500	£5,760
Foundation year/Year 0 (classroom based)	St. Piran's School (GB) Limited	10008653	£5,760
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	Global Banking School Limited	10042500	£9,535
CertHE/DipHE	St. Piran's School (GB) Limited	10008653	£9,535
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2025-26 new entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£7,145
Foundation degree		N/A	£7,145
Foundation year/Year 0 (classroom based)		N/A	£4,315
Foundation year/Year 0 (non-classroom based)		N/A	£7,145
HNC/HND		N/A	£6,168
CertHE/DipHE		N/A	£7,145
Postgraduate ITT		N/A	£6,870
Accelerated degree	*	N/A	*
Sandwich year		N/A	£1,905
Turing scheme and overseas study years		N/A	£1,427
Other	*	N/A	*

Table 1d - Sub-contractual part-time course fee levels for 2025-26 new entrants

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Global Banking School Limited	10042500	£7,145
First degree	St. Piran's School (GB) Limited	10008653	£7,145
Foundation degree	*	*	*
Foundation year/Year 0 (classroom based)	Global Banking School Limited	10042500	£4,315
Foundation year/Year 0 (classroom based)	St. Piran's School (GB) Limited	10008653	£4,315
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	Global Banking School Limited	10042500	£7,145
CertHE/DipHE	St. Piran's School (GB) Limited	10008653	£7,145
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Suffolk

Provider UKPRN: 10014001

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	£221,000	£226,000	£230,000	£232,000
Financial support (£)	NA	£1,549,000	£1,687,000	£1,808,000	£1,815,000
Research and evaluation (£)	NA	£205,000	£217,000	£217,000	£226,000

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 (£)	£89,000	£90,000	£92,000	£93,000
Access activity investment	Post-16 access activities (£)	£59,000	£61,000	£62,000	£62,000
Access activity investment	Other access activities (£)	£73,000	£75,000	£76,000	£77,000
Access activity investment	**Total access investment (£)**	**£221,000**	**£226,000**	**£230,000**	**£232,000**
Access activity investment	***Total access investment (as % of HFI)***	**0.9%**	**0.9%**	**0.8%**	**0.8%**
Access activity investment	***Total access investment funded from HFI (£)***	**£221,000**	**£226,000**	**£230,000**	**£232,000**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£1,349,000	£1,487,000	£1,608,000	£1,615,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£200,000	£200,000	£200,000	£200,000
Financial support investment	**Total financial support investment (£)**	**£1,549,000**	**£1,687,000**	**£1,808,000**	**£1,815,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**6.5%**	**6.5%**	**6.5%**	**6.5%**
Research and evaluation investment	Research and evaluation investment (£)	£205,000	£217,000	£217,000	£226,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.9%	0.8%	0.8%	0.8%

Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Suffolk

Provider UKPRN: 10014001

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 increase the proportion of students with a declared disability entering the university from 7% to 17%	PTA_1	Access	Reported disability	Disability reported		The access gap between entrants declaring a disability and entrants for whom no disability was declared was 86ppts in 2021 (i.e., 7% and 93%, respectively). This proportion of entrants with a declared disability (i.e., 7% in 2021) is 10ppts less than the sector average of 17%. This relates to risks 1, 2, and 4 within the OfS' EORR.	No	The access and participation dashboard	2021-22	Percentage points	7%	9%	11%	14%	17%
To increase the proportion of 18 year old global majority students entering the university from 12% to 17%	PTA_2	Access	Ethnicity	Not specified (please give detail in description)		The access gap between white and global majority entrants was 76ppts in 2021 (i.e., 88% and 12%, respectively). This proportion of 18-year-old global majority group entrants (i.e., 12% in 2021) is 22ppts less than the sector average of 34%. This relates to risks 1, 2, 3, and 4 within the OfS' EORR.	No	The access and participation dashboard	2021-22	Percentage points	12%	13%	14%	15%	17%
To increase pre-16 attainment of underrepresented students in the county of Suffolk	PTA_3	Access	Intersection of characteristics	Other (please specify in description)		Partnering with schools across the county through the Suffolk Association of Secondary Headteachers, plus partner colleges, to offer weekly tutorials in Maths & English for Y11 students preparing for their GCSEs who are at risk of equal opportunities. We will compare the predicted and achieved grades of students who are eligible and participate to those who are eligible and do not participate. The target is to offer an intervention that reduces this gap, and to increase participation over time.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Other (please include details in commentary)					
	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 gap between the continuation rate of IMD Q1 and Q5 students from 14ppts to 9ppts	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	The continuation gap between IMD Q5 and Q1 students was 14ppts in 2020 (i.e., 88% and 74%, respectively). This is higher than the sector average (i.e., 9ppts). This relates to risks 6, 7, 8, 9, and 10 within the OfS' EORR.	No	The access and participation dashboard	2020-21	Percentage points	14	13	12	11	9

To reduce the continuation rate between white and global majority students from 12ppts to 3ppts	PTS_2	Continuation	Ethnicity	Not specified (please give detail in description)	White	The continuation gap between white students and global majority students was 12ppts in 2020 (i.e., 84% and 72%, respectively). This is s greater than the sector average of 3ppts. This relates to risks 1, 2, 6, 7, 8, 9, and 10 within the OfS' EORR.	No	The access and participation dashboard	2020-21	Percentage points	12	10	8	6	3
To reduce the completion gap between male and female students from 9ppts to 6ppts	PTS_3	Completion	Sex	Male	Female	The completion gap between male students and female students was 9ppts in 2017 (i.e., 72% and 81%, respectively). This is greater than the sector average of 6ppts.	No	The access and participation dashboard	2017-18	Percentage points	9	9	8	7	6
To reduce the attainment gap between male and female students from 10ppts to 4ppts	PTS_4	Attainment	Sex	Male	Female	The attainment gap between male students and female students was 10ppts in 2021* (i.e., 64% and 74%, respectively). Sector gap was 4ppts in favour of females in 2017	No	The access and participation dashboard	2021-22	Percentage points	10	9	7	5	4
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression 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
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														