Access and Participation Plan
2024

2025/26 – 2028/29

University Centre
at the **Heart** of **Yorkshire** Education Group

Castleford | Selby | Wakefield

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1.0 Introduction and Strategic vision.

The Heart of Yorkshire Education Group (the Group) was formed in March 2022 when Selby College and Wakefield College officially merged, the aim was to create an outstanding, skills-focused organisation that would meet skills priorities at a local, regional, and national level, on Colleges in Castleford, Selby, and Wakefield. Through our new Group, we aim to facilitate enhanced opportunities for students, apprentices, and employer partners.

Vision, Mission & Values

Our Vision: Our vision outlines what we are aiming for in the future, in terms of our long-term goals: **"**_To be an outstanding, first-choice education group, passionately serving our communities."_

Our Mission: Our mission describes why we are here, our purpose and what we do, which is: _"Our staff positively transform our students' lives and the communities we serve by putting them at the heart of everything we do."_

The Heart of Yorkshire Education Group has approximately 650 higher education students across three different sites. Of these most students (68) % are studying full-time programmes with 52% being other undergraduate and 16% first degree. 27% of students are studying part-time other undergraduate and 1% part-time first degree. 5% of students are studying a Higher-Level Apprenticeship (OfS data dashboard). 100% of students are local to the group.[1]

Higher Education (HE) is an important part of our offer within the Group, vitally allowing young people and adults to study high-quality HE locally to advance their qualifications and careers. We consider the opportunities for growth arising from the Government's Skills agenda, in particular the focus on Higher Technical Skills at Levels 4 and 5 and the role for Further Education Colleges in delivering appropriate qualifications as an attractive choice for learners and employers.

The Group is committed to providing opportunities for widening participation and access to HE for learners who are unwilling or unable to access higher level study at university, and those from disadvantaged and under-represented groups. We do not seek to emulate traditional university HE provision but to provide alternative pathways to meet local learner and employer needs. The Group's offer is entirely low/non-tariff, and this supports the Group's mission to ensure that higher education is accessible, particularly for learners with non-standard qualifications or mature applicants returning to study.

A key feature of the Group's strategic view is to ensure that learning is accessible, individualised and meets the needs of learners and employers, in the design of programmes. This includes flexibility in the choice of mode (full or part-time), and effective and efficient timetabling in the daytime, evening, or day release, with a 'compressed' delivery model and/or e-learning allowing learners to fit their study around work/family commitments. Programmes are carefully structured, with many offered as one-year Certificates/Diplomas, to allow exit points, and consideration is given to timescales in part-time mode, allowing completion of Level 5 within three, rather than four years as an example. The Group received a bronze accreditation in the Teaching Excellence Framework (TEF 2023).

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[1] Local students are calculated by the student's entry profile permanent address postcode and determining if it within three Local Authority Districts: East Riding of Yorkshire, North Yorkshire, and Wakefield.

2.0 Risks to equality of opportunity

Variances (gaps) in the rates of access to, success in, and progression from HE between groups of students can indicate inequality of opportunity. We used the Office for Students' (OfS) Access and Participation Dataset (APD) to highlight our most significant gaps. We then investigated other internal data that might support any underlying risk that may affect our students (See Annex A)

2.1 Indications of risk

Indication 1	Indication 2	Indication 3	Indication 4	Indication 5
Ethnicity – access gap.	*Socio – economic non-continuation gap*	*Socio – economic non-continuation gap* *Socio – economic non-continuation gap*	*Disability completion gap*	*Socio – economic attainment gap*
To reduce the ethnicity gap of entrants between white students and other ethnic groups on full-time programmes Lower access rates for students from Asian, Mixed and Black communities	To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male	To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles 5	To eliminate the non-completion gap for full-time students with a reported disability Lower completion rates for full time students with a reported disability against those who do not	To eliminate the attainment gap for full-time young (under 21) and mature (21 and over) students

Figure 1

2.3 Underlying risks

Our assessment suggests that these indications of risk are likely to be caused by the following underlying risk.

Table 1

Risk 1: Knowledge and skills
Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.
Risk 2: Information and guidance
Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their higher education options.
Risk 6: Insufficient academic support
Students may not receive sufficient personalised academic support to achieve a positive outcome.
Risk 7: Insufficient personal support
Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.
Risk 8: Mental health
Students may not experience an environment that is conducive to good mental health and wellbeing.
Risk 12: Cost Pressure
Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.

1) To reduce the ethnicity gap of entrants between white students and other ethnic groups and full-time programmes.
2) To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male.
3) To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles 5.
4) To eliminate the non-completion gap for full-time students with a reported disability.
5) To eliminate the attainment gap between young students and mature students.

2.4 Objectives

Table 2.

Objective	Indication (s) of Risk	Underlying Risk	Target
1	The profile of the student population is not reflective of the local community.	▪ Information and Guidance	To reduce the ethnicity gap of entrants between white students and other ethnic groups on full-time programmes.
2	Socio – economic continuation gap. To reduce non-continuation rates for students from socio-economically disadvantaged backgrounds who are male.	▪ Knowledge and Skills ▪ Information and guidance ▪ Insufficient academic support ▪ Insufficient personal support ▪ Mental health ▪ Cost pressures	To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male.
3	Socio – economic continuation gap. To reduce non-continuation rates for students from socio-economically disadvantaged backgrounds.	▪ Knowledge and Skills ▪ Information and guidance ▪ Insufficient academic support ▪ Insufficient personal support ▪ Mental health ▪ Cost pressures	To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles. 5
4	Lower completion rates for full time students with a reported disability against those who do not.	▪ Information and guidance ▪ Insufficient academic support ▪ Insufficient personal support ▪ Mental health ▪ Cost pressures	To eliminate the non-completion gap for full-time students with a reported disability.
5	The attainment profile is disproportionate between students under 21 and over 21 on full-time programmes.	▪ Information and guidance ▪ Insufficient academic support ▪ Insufficient personal support ▪ Mental health ▪ Cost pressure	To eliminate the attainment gap between young students and mature students.

3.0 Intervention Strategies and expected outcomes.

To meet our objectives, we have created intervention strategies designed to meet our five underlying risks to equality of opportunity identified. This ensures that our access and participation activity is focused on the root causes of inequalities. Each intervention strategy is set out below with associated objectives, targets, and indications of risk.

3.1 Intervention Strategy 1 Knowledge and Skills

This intervention strategy has been designed to mitigate risk 1, knowledge and skills. Some students may not have equal opportunity to develop knowledge and skills required for successful higher education study.

Our assessment found that risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds.

Mitigation of this risk, via the activity outlined in this intervention strategy, contributes to the following objectives:

- Objective 2: To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male.
- Objective 3: To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles 5.

Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it is highlighted in the first column, and inputs have been allocated proportionately.

Table 3

Knowledge and Skills Intervention Strategy 1			
Activity	**Description**	**Contribution**	**Outcomes**
STEM Event	An event targeting key stage three pupils to enhance the knowledge of Science, Technology, Engineering and Mathematics and support attainment in metacognition, problem-solving skill development and team-working skills. This activity will be completed in collaboration with local secondary schools in the relevant areas.	Staff time to deliver the activity. Operating costs, refreshments, transport. £5,000.00	Pupils develop key academic skills and gain confidence in these subject areas. Metacognition: pupils develop an awareness of their own thought processes and the patterns behind them. Skills development: pupils Develop their deeper thinking and critical thinking skills. Improvement in interpreting and analysing data. Teamwork and Collaboration: pupils have opportunities to work in groups, fostering teamwork and collaborative problem-solving.
Discovery Days	An event for key stage four pupils to give them specific knowledge and support them in the development of key skills in a particular subject area of interest. Enhanced understanding of subject concepts, development of communication skills as students shares ideas and findings with peers, academic and practical and firsthand experience. This activity will be completed in collaboration with local secondary schools in the relevant areas.	Staff time to deliver the activity. Operating costs, refreshments, transport. £5,000.00	Pupils gain a deeper understanding of specific subject topics through case studies and firsthand activities. They learn to apply theoretical knowledge to practical situations.
Curriculum Design	Consideration will be made to design a flexible curriculum offer. Consideration of entry requirements and financial support. Challenge stereotypes, and consideration of relevant labour market information. Work in collaboration with awarding bodies.	Staff time to develop curriculum. Research local needs and develop relevant resources. £12,000	Flexible curriculum design will give potential students a more individualised programme to suit their needs. Input of local labour market information will enhance employability and progression into work.
Comprehension and Evaluation	Research and analysis to better understand the ways in which risk to equality of opportunity impact students and how best to address them.	Staff for research, analysis, evaluation, and participation in working groups. £3,789	Shared group understanding of student's experiences. Evidence informed interventions to address issues of support needs. Strengthened, whole provider, evaluative mind-set.

All costs are approximate estimates and per annum.

Total cost of activities and evaluation for intervention strategy (4 years): £103,156

Summary of evidence base and rationale: This intervention strategy has been designed based on stakeholder evidence and research within the sector, evaluation of our own internal findings and partner experience. The evidence indicates the importance of pre-16 activities to enhance attainment, particularly at key stages 3 and 4 with focusing on relevant skills needed for their individual progression.
Evaluation: We will evaluate using various methods such as surveys, data analysis, reflection in conjunction with longitudinal tracking.

3.2 Intervention Strategy 2 Information and Guidance

This intervention strategy has been designed to mitigate risk 2, information and guidance. Some students may not have equal opportunity to receive the necessary information and guidance required for successful higher education study. This affects whether students know what to expect, can make informed choices to support them and are enabled to develop the social capital to navigate university life.

Our assessment identified that this risk is likely to be affecting students contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, first in family to study higher education, potential students who are Black, Asian, mixed ethnicity or another ethnicity and students from different levels of maturity. This intervention has been designed to mitigate risk 2, information and guidance. Some students may not have equal opportunity to receive sufficient information and guidance about higher education. This affects whether students know what to expect from higher education, are enabled to make informed choices, and are able to develop the social capital to navigate university life.

Mitigation of this risk, via the activity outlined in this intervention strategy, will contributes to the following objectives:

- Objective 1: To reduce the ethnicity gap of entrants between white students and other ethnic groups on full-time programmes by 5%.
- Objective 2: To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male.
- Objective 3: To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles 5.
- Objective 4: To eliminate the non-completion gap for full-time students with a reported disability.
- Objective 5: To eliminate the attainment gap between young students and mature students.

Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it is highlighted in the first column, and inputs have been allocated proportionately.

Table 4

Information advice and guidance Intervention Strategy 2			
Activity	**Description**	**Inputs**	**Outcomes**
Information Podcasts	Detailed information podcasts informing Key Stage 5 students. These digitally created programmes provide stakeholders with key information advice and guidance and build social and cultural capital for informed educational progression. This is a Uniconnect project.	Staff time to deliver the activity. Operating costs, transport. £5,000	Students develop an understanding in an environment which can be accessed in their own time covering a range of key areas such as: • Clearing • Disability Support • Digital Skills • Student Experience • Student finance • Apprenticeships • UCAS • Personal Statements Pupils develop self-confidence and a key knowledge base to formulate informed decisions.
Community Engagement	Develop relationships with community organisations and leaders to promote higher education and provide information sessions tailored to under-represented communities.	Staff time to deliver the activity. Operating costs, transport. £5,000	Increase awareness of local higher education provider and career pathways. Increase skills development and attainment. Increased self-confidence.
Curriculum design	Consideration will be made to design a flexible curriculum offer. Consideration of entry requirements and financial support. Challenge stereotypes, and consideration of relevant labour market information. Work in collaboration with awarding bodies.	Staff time to develop curriculum. Research local needs and develop relevant resources. (already covered in intervention 1)	Flexible curriculum design will give potential students a more individualised programme to suit their needs. Input of local labour market information will enhance employability and progression into work.
Schools Partnership Network	We have over 15 formal and informal relationships with schools and sixth form colleges. A number of these schools are in areas of high deprivation and low attainment.	Staff time and resources £4,000	Increased awareness of higher education and employment choices. Increased impetus to raise attainment.

	Extensive work with schools to support, progression, attainment, information, and guidance for their pupils.		
Children's University	To support children from schools within our local community. Campus visits, taster session and employer visits.	Organisation of events and x 2 Graduation ceremonies £5,000	Increase awareness of local higher education provider and career pathways. Increased self-confidence.
Comprehension and Evaluation	Research and analysis to better understand the ways in which risk to equality of opportunity impact students and how best to address them.	Staff for research, analysis, presentation, and participation in working groups. £3,789	Shared group understanding of student's experiences. Evidence informed interventions to address issues of support needs. Strengthened, whole provider, evaluative mind-set.

*All costs are approximate estimates and per annum.

Total cost of activities and evaluation for intervention strategy (4 years): £91,156
Summary of evidence base and rationale: This intervention strategy has been designed based on stakeholder evidence and research within the sector, evaluation of our own internal findings and partner experience. The evidence indicates the importance of pre and post -16 activities to enhance attainment, focusing on relevant skills needed for their individual progression. It also highlights the importance of community engagement and developing an inclusive provider offer. Curriculum is designed to challenge stereotypes and develop fundamental understanding of how each curriculum area is embedded within a local, regional, national, and global context.
Evaluation: We will evaluate using various methods such as surveys, data analysis, reflection in conjunction with longitudinal tracking.

3.3 Intervention Strategy 3 Academic Support

This intervention strategy has been designed to mitigate risk 3, insufficient academic support. Some students may not have equal opportunity to succeed academically due to insufficient personalised academic support or insufficiently inclusive curriculum design. This can include assumptions of implicit knowledge; norms and behaviours required for success (the hidden curriculum).

Our assessment found that this risk is likely to be affecting our student's contribution to inequitable outcomes for students from socio-economically disadvantaged backgrounds, students with a reported disability and students who are under the age of 21.

Mitigation of this risk, via the activity outlined in this intervention strategy will contribute to the following objectives:

- Objective 2: To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male.
- Objective 3: To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles 5.
- Objective 4: To eliminate the non-completion gap for full-time students with a reported disability.
- Objective 5: To eliminate the attainment gap between young students and mature students.

Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it is highlighted in the first column, and inputs have been allocated proportionately.

Table 5

Academic Support Intervention Strategy 3			
Activity	**Description**	**Inputs**	**Outcomes**
Curriculum Intent	The curriculum is designed to ensure that it is competencies based, inclusive and reflective of the sector area. Curriculum is periodically reviewed and support with the partner university Transforming Programmes process. Higher Technical Qualifications are investigated and provided where appropriate.	Staff time to develop and evaluate. £5,000	Students are adept to broaden and apply knowledge within an encouraging academic environment which uses an extensive range of teaching and learning methodologies. Students enhance their study skills to exploit the value of a variety of teaching and learning methods. Students can grasp information through an array of interactions to befit their individual requirements. Students consolidate a diverse skill set to enhance employability opportunities and the capacity to apply competences to prospective employers.
Learning Teaching and Assessment	Ensure teaching and assessment process are aligned with programme competencies, and are authentic, and original. Provide a diverse range of assessment methods to ensure students are challenged at the appropriate level. Pedagogical methods are contemporary and ensure all students are accommodated for within an inclusive learning environment.	Staff time to develop, evaluate and review. Quality systems are in place. £54,000	Students have an awareness of the assessment process and what is required to achieve academic excellence. Students extend and apply knowledge within a supportive, inclusive learning environment which uses a diverse range of assessment methods and learning and teaching methods. Students can work within a range of different environments, can adapt to change, and communicate with their peers and stakeholders.
Study Skills and Academic Support	The Group has HE Study Coaches who support each curriculum area. Support is given as a group or on an individual basis. This support covers areas such as: Self-assessment; Group work; Academic writing; Referencing; Digital literacy; Interview techniques and CV building.	Staff time and resources. £15,000	Students can enhance their individual and group work competences. Students enhance their understanding of their curriculum are and can use the relevant resources in a concise and effectual way. Students extend and apply their competencies within a supportive and inclusive learning environment.

	Support is available to all students across all campuses, this can be conducted face to face or online to give a flexible approach. These activities are already in place and will continue to be consolidated.		Students work with their peers to authenticate constructive relationships and form reciprocal support networks. Students are initiative-taking with the fluctuating requirements of their academic journey.
Employability and Mobility Opportunities	All technical qualifications have work placement opportunities within the programmes. Numerous opportunities are available to collaborate with employers to enhance knowledge and skills. Student support is in place for: • CV building • Interview techniques • Careers support. These activities are already in place and will continue to be consolidated.	Staff time and resources. £15,000	Students enhance their knowledge of their subject area. Students develop skills and competencies that can be applied in the workplace. Students engage with their peers, stakeholders and other organisations to network and develop key relationships.
Personal Development	Students have personal development time built into their timetables and are allocated personal tutor time to help them with pastoral and academic progress. These activities are already in place and will continue to be consolidated.	Staff time and resources. £5,400	Students can adapt to the demands of higher education. Students engage with their personal tutor and develop a professional relationship to achieve their targets.
Comprehension and Evaluation	Research and analysis to better understand the ways in which risk to equality of opportunity impact students and how best to address them.	Staff for research, analysis, presentation, and participation in working groups. £3,789	Shared group understanding of student's experiences. Evidence informed interventions to address issues of support needs. Strengthened, whole provider, evaluative mind-set.

All costs are approximate estimates and per annum.

Total cost of activities and evaluation for intervention strategy: £392,756
Summary of evidence base and rationale: This intervention strategy has been designed based on stakeholder evidence and research within the sector, and evaluation of our own internal findings. The evidence indicates the importance of support and interventions if necessary, focusing on relevant skills and competencies needed for their individual progression. It also highlights the importance of an inclusive and informative academic and pastoral environment.
Evaluation: We will evaluate using various methods such as surveys, data analysis, reflection in conjunction with longitudinal tracking.

3.4 Intervention Strategy 4: Personal support and wider student experience

This intervention strategy has been designed to mitigate risk 4, personal support and the wider student experience. Some students may not have equal access to personal support during their studies, including formal support services, social experiences, and extracurricular activities. Furthermore, the campus culture may not be sufficiently inclusive to foster a positive wider student experience for some students. This may have a negative impact on their wellbeing and academic success.

Our assessment found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, students with a reported disability and students who are under the age of 21.

Mitigation of the risk, vias the activity outlined in this intervention strategy, will contribute to the following objectives:

- Objective 2: To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male.
- Objective 3: To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles 5.
- Objective 4: To eliminate the non-completion gap for full-time students with a reported disability.
- Objective 5: To eliminate the attainment gap between young students and mature students.

Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it is highlighted in the first column, and inputs have been allocated proportionately.

Table 6

Personal support and wider student experience Intervention Strategy 4			
Activity	**Description**	**Inputs**	**Outcomes**
Student Support	Students receive comprehensive support mechanisms. Students can access both pastoral and academic support, they receive a thorough induction and attend transition days pre-enrolment.	Staff time and resources £5,400	Students are aware of all the possible support mechanisms available to them and how they access them. Students make the transition to higher education and develop the appropriate skills to manage the demands of their studies. The College has rolling dialogue with the student body in relation to their needs and expectations.
Induction and transition	Activities to support students on their transition into higher education. New students attend transition to higher education days where they will receive key information for their pending studies. Students go through a thorough induction process with a staggered approach within the first 8 weeks of study.	Staff time £4,000	Students are exposed to a constructive induction and transition into higher education and receive the relevant information in a range of formats. Students are introduced to key staff to help support them build relationships with their peers. Students are able to breakdown and potential barriers.
Enrichment	There are number of enrichment activities available to students to participate in the wider student experience. For example: • Sport • Programme specific • Study trips • Debating groups • Gaming groups	Staff time Facility costs Transport cost Accommodation costs £5,000	Enrichment activities offer a wide range of benefits that extend beyond the academic curriculum. Students build soft skills and can build self-confidence as they experience new activities and build new relationships. Students benefit from being exposed to a variety of cultural experience can network and develop their personal development.
Progress Reviews	All students have three progress reviews throughout the academic year to track their progress both for a pastoral and academic point of view. Interventions and actions are put in place where necessary.	Staff time £5,400	Students can adapt to the demands of higher education. Students engage with their personal tutor and are supported to develop a professional relationship to achieve their targets.

Campus culture	A friendly inclusive, welcoming environment is provided to make the students feel at ease. Staff and students are clearly identified with the correct identification. Students know who to speak about their specific needs.	Staff time £1,000	Students feel part of a community, can navigate their way around and feel a sense of belonging.
Careers Advice	Advice and guidance are available for all students. The group have a number of trained career advisors who support individuals and groups on their next steps. Students from disadvantaged groups are also targeted who are underrepresented in positive graduate outcomes. This is a current activity	Staff time £6,500	Students can access individualised careers advice. Students have opportunities to network with employers and attend careers events. Students gain information regarding next steps in either further study or employment. Students develop key competencies to enhance their employability.
Employability and Mobility Opportunities	All technical qualifications have work placements opportunities within the programmes. Numerous opportunities are available to collaborate with employers to enhance knowledge and skills. Student support is in place for: • CV building • Interview techniques • Careers support. These activities are already in place and will continue to be consolidated.	Staff time Resources Travel costs Already covered in intervention 3	Students enhance knowledge of their subject area. Students develop skills and competencies that can be applied in the workplace. Students engage with their peers, stakeholders and other organisations to network and develop key relationships.
Study Skills and Academic Support	The Group has 3x HE Study Coaches who support each curriculum area. Support is given as a group or on an individual basis. This support covers areas such as: • Self-assessment • Group work • Academic writing • Referencing • Digital literacy • Interview techniques • CV building	Staff time and resources Already covered in intervention 3	Students can enhance their individual and group work competences. Students enhance their understanding of their curriculum area and can use the relevant resources in a concise and effectual way. Students extend and apply their competencies within a supportive and inclusive learning environment. Students collaborate with their peers to authenticate constructive relationships and form reciprocal support networks.

	Support is available to all students across all campuses, this can be conducted face to face or online to give a flexible approach. These activities are already in place and will continue to be consolidated.		Students are initiative-taking with the fluctuating requirements of their academic journey.
Targeted Support	We have in place support for students with varied challenges for example: • DSA funded. • Care Leavers Students with specific needs. We have dedicated staff who support the students. This an existing activity	Staff Time Student DSA assessments £4,000	Students are aware of the support that is available to them and how this is accessed. Students can access individualised support. Students feel part of an academic community.
Comprehension and Evaluation	Research and analysis to better understand the ways in which risk to equality of opportunity impact students and how best to address them.	Staff for research, analysis, presentation, and participation in working groups. £3,789	Shared group understanding of student's experiences. Evidence informed interventions to address issues of support needs. Strengthened, whole provider, evaluative mind-set.

All costs are approximate estimates and per annum.

Total cost of activities and evaluation for intervention strategy: £140,356
Summary of evidence base and rationale: This intervention strategy has been designed based on and research within the sector, and evaluation of our own internal findings. The evidence indicates the importance of personal support to enhance the wider student experience. It is desired to create a consistent and inclusive learning environment across all sites to support the individual needs of the students.
Evaluation: We will evaluate using various methods such as surveys, data analysis, reflection in conjunction with longitudinal tracking. This will be cross-referenced against student outcomes and attainment.

3.5 Intervention Strategy 5: Mental Health

This intervention strategy has been developed to mitigate risk 5. Students may experience mental ill health that make it hard to cope with daily life, including studying. These difficulties may be pre-existing or may develop during higher education study.

Our assessment found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, students with a reported disability and students who are under the age of 21.

Mitigation of the risk, vias the activity outlined in this intervention strategy, will contribute to the following objectives:

- Objective 2: To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male.
- Objective 3: To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles 5.
- Objective 4: To eliminate the non-completion gap for full-time students with a reported disability.
- Objective 5: To eliminate the attainment gap between young students and mature students.

Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it is highlighted in the first column, and inputs have been allocated proportionately.

Table 7

Mental Health Intervention Strategy 5			
Activity	**Description**	**Inputs**	**Outcomes**
Mental Health-Wellbeing and Support	Students have access to a counselling service. This is a self-referral service giving the students the opportunity to speak to trained staff in an inclusive environment. The Group as part of its ongoing commitment to supporting staff and student mental health and wellbeing, has signed the Association of College's (AoC) Mental Health and Wellbeing Charter.	Staff time Mental Health Charter £3,600	Students are clear of the services available to them and how to access them. Students are prepared and supported throughout their studies. Students feel part of an inclusive learning environment.
'Talk Campus' mental health support	Talk Campus is an app which brings the benefits of peer support into your campus with a mental health community of millions of students supporting each other all around the world, with world-class clinical safeguarding.	Cost of the App £5,000	Students are aware of the support and how to access it. Students can discuss with peers and trained experts the challenges that they face. Support is timely and in an inclusive friendly environment.
Student Wellbeing team	Students can access the student wellbeing team to support them with their individual needs. Staff support students in their studies and progression goals.	Staff time Staff Resources £5,000	Students can engage and adapt to the rigour of their academic journey. Students can set goals and access individualised support. Student can enhance their skills and competencies to achieve positive outcomes. Interventions can be in place promptly to maintain student well-being.
Mental Health and Wellbeing Group	The Group are part of the collaborative partner mental health and wellbeing group. This groups shares good practice amongst colleagues.	Staff time £450	Sharing of good practice with other stakeholders Implement contemporary strategies and engage with students through new research. Use of intervention strategies to improve student retention and attainment.

Student Engagement	Students who suspend or leave their studies are supported through the transition out and the transition back in Student dialogue is available with peers and staff if required in a non-threatening inclusive environment.	Data dashboard cost. Staff time £4,000	Students are aware of the support what is offered and how this is accessed. Students who leave their studies are supported on the transition out. Students who take a break from their studies are supported on the transition out and the transition back in.
Campus culture	A friendly inclusive, welcoming environment is provided to make the students feel at ease.	Staff time Already covered in intervention 3	Students feel part of a community, can navigate their way around and feel a sense of belonging.
Comprehension and Evaluation	Research and analysis to better understand the ways in which risk to equality of opportunity impact students and how best to address them.	Staff for research, analysis, presentation, and participation in working groups. £3,789	Shared group understanding of student's experiences. Evidence informed interventions to address issues of support needs. Strengthened, whole provide, evaluative mind-set.

All costs are approximate estimates and per annum.

Total cost of activities and evaluation for intervention strategy: £87,356
Summary of evidence base and rationale: Internal research and analysis highlight the increase pressures of academic study and the impact on an individual's mental health. This intervention strategy is designed to support mental health and wellbeing with early support to prevent any long-term concerns either while studying or post study.
Evaluation: We will evaluate using various methods such as surveys, data analysis, reflection in conjunction with longitudinal tracking.

3.6 Intervention strategy 6: Cost pressures

This intervention strategy has been developed to mitigate risk 6, cost pressures. Increases in cost pressures may affect a student's ability to complete their course and/or their academic success.

Our assessment found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, students with a reported disability and students who are under the age of 21.

Mitigation of the risk, vias the activity outlined in this intervention strategy, will contribute to the following objectives:

- Objective 2: To reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 and male and IMD quintiles 3,4 and 5 male.
- Objective 3: To reduce the non-continuation gap for full-time students from IMD quintiles 2 and IMD quintiles 5.
- Objective 4: To eliminate the non-completion gap for full-time students with a reported disability.
- Objective 5: To eliminate the attainment gap between young students and mature students.

Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it is highlighted in the first column, and inputs have been allocated proportionately.

Table 8

Cost Pressures Intervention Strategy 6			
Activity	**Description**	**Inputs**	**Outcomes**
Financial Support	The Group offer a range of financial support for students who are struggling with various degrees of difficulty. Students on a low income can apply for: ▪ Income Support ▪ Extra support if you are experiencing financial hardship. Students with children or dependent adults can apply for: ▪ Childcare Grant - full-time students only ▪ Parents' Learning Allowance - full-time students only. ▪ Adult Dependants' Grant - full-time students only ▪ Child Tax Credit ▪ Extra help if you are experiencing financial hardship. Disabled students can apply for: ▪ Disabled Students' Allowances ▪ Extra help if you are experiencing financial hardship	Staff time to support and administer £5,000	Students can access student finance support and options appropriate to their individual circumstances. Students will experience fewer financial pressures and can participate in academic or non-academic activities. Students can improve their budgeting skills. Students can engage in the wider student experience.
Course Fees	At the Heart of Yorkshire Education Group, we believe that pricing people out of higher education would devalue our institution by not allowing	Staff time to support and administer £5,000	Students can study within a diverse inclusive environment with more flexibility.

	such a diverse range of students to continue their education. Our full-time tuition fees for 2025 of £7,400 is less than most universities. This means that, all our full-time higher education students will have significantly less to pay back once they have completed their studies and are in work.		Students can gain employment due to more flexible study schedules.
Higher Education Bursaries & Scholarships	The Heart of Yorkshire Education Group has a strong commitment to widening access to higher education, and we have a range of bursaries and scholarships to support eligible students starting a higher education course: ■ Financial Support Bursary ■ Care Leaver's Bursary ■ Care Giver's Bursary ■ Achievement Scholarships The University Centre provide the Student Hardship Support Fund (SHSF) to help students who have genuine and unavoidable financial difficulties and are struggling with their basic living costs despite having received all the financial support available to them.	Staff time to support and administer. £5,000 Financial support investment Bursaries and scholarships £115,000 Financial support investment Hardship funds £,12,000	Students can access student finance support and options appropriate to their individual circumstances. Students can experience fewer financial pressures and can participate in academic or non-academic activities. Students can improve their budgeting skills. Students can engage in the wider student experience.
Employability and Mobility Opportunities	All technical qualifications have work placements opportunities within the programme. Numerous opportunities are available to collaborate with employers to enhance knowledge, skills, and potential paid or voluntary work. Student support is in place for:	Staff time Already covered in intervention 3	Students enhance knowledge of their subject area. Students develop skills and competencies that can be applied in the workplace. Students engage with their peers, stakeholders and other organisations

	CV building; Interview techniques; Careers support. These activities are already in place and will continue to be consolidated.		to network and develop key relationships.
Financial advice	Students can access advice on the support what is available to them to alleviate costs pressures and provide employability skills.	Staff time £5,000	Students engage with staff to discuss financial options and learn to budget appropriately.
Comprehension and Evaluation	Research and analysis to better understand the ways in which risk to equality of opportunity impact students and how best to address them.	Staff for research, analysis, presentation, and participation in working groups. £3,789	Shared group understanding of student's experiences. Evidence informed interventions to address issues of support needs. Strengthened, whole provider, evaluative mind-set.

*All costs are approximate estimates and per annum.

Total cost of activities and evaluation for intervention strategy: £603,156
Summary of evidence base and rationale: Information internally and within the sector highlights the costs pressures of study and certain cohorts of students. This also impacts their studies and outcomes.
Evaluation: We will use longitudinal analysis and aligned to the Theory of Change model to evaluate the effectiveness of this intervention.

4.0 Heart of Yorkshire Education Group collective approach

An immersed pledge to fairness and opportunity for all reinforces our strategy for the period and beyond of this plan. We will endeavour to accomplish an unequivocal commitment to:

- Increase access and equity in tertiary education, particularly for underrepresented and disadvantaged groups.
- Widening participation initiatives that seek to address inequalities in access to higher education by removing barriers and expanding opportunities for individuals from diverse socio-economic, ethnic, and geographic backgrounds.
- Promote inclusivity and diversity, contributing to social mobility, economic prosperity, and national development.
- Ensure our curriculum is flexible inclusive and meets local needs.
- Increase awareness, advocate, and nurture physical and mental well-being.

We acknowledge our responsibilities under the Equality Act 2010, and we continue to execute an interrelated approach to supporting the widening of access and participation in higher education, aligned to broader equality, diversity, and inclusivity. Access and participation are incorporated into the relevant agendas and remits. Action plans are formulated across our Equality and Diversity group structure, which we review regularly to make sure a fluid and active approach is implemented.

4.1 Integrated approach

Enhancement of our APP has been led by our central Higher Education team. This integrated approach has enabled an evidence-based methodology to the research and data to support this. Widening participation is at the forefront of the Groups aims and objectives. This approach considers our commitment for inclusivity within our student community. Our APP targets are reflected in our evaluative data, there is a commitment led by our Senior Executive Team and Governing Body.

Although our targets primarily align to the 'Success' stage of the student life cycle (specifically continuation and completion), our intervention strategies cover each stage. We appreciate that effective execution of the APP is determined by an all-inclusive approach, to have a sustained long-term impact.

4.2 Partnerships

The importance of a whole provider approach extends to local stakeholders, we are committed to engage with our local community and employers. We value making connections with these groups to enhance the student experience and expose them to real-world challenges and connections.

4.3 Uniconnect

With our geographical location we sit across three Uniconnect partnerships. These are the Humber Outreach Partnerships (HOP), Go Higher West Yorkshire (GHWY) and Inspiring Choices York. GHWY is our biggest partnership and the one we most engage with.

We will collaborate with our partners in support of common goals. We will ensure that students, particularly those from underrepresented groups can access information about the range of HE options available to them. We will do this through an integrated programme of research, evaluation, long term engagement with providers and schools, individual activities, and

community engagement. As a Uniconnect partner, we play an active role in governance and employ an Outreach Officer to ensure complementarity with outreach work in our institution.

Information relevant to 'Introduction and strategic aim'

It is our strategy to work in partnership in our local area via Go Higher West Yorkshire (GHWY) to undertake access and participation work that an individual Higher Education Provider (HEP) cannot do alone. GHWY is a formal consortium of diverse HE providers which we fund to enable collaboration on reducing inequalities in access to and success in higher education, for individuals who experience inequality of opportunity. GHWY's theory of change is that if people, particularly those who experience inequality of opportunity, can get access to information about the complete range of higher education options available to them, it will support them to enrol and succeed in higher education.

Through GHWY, we are well-connected with other HE providers locally across West Yorkshire, as well as key stakeholders such as the West Yorkshire Combined Authority, to collaborate on access and participation activity.

Information relevant to 'Whole provider approach'

We work with GHWY across our whole institution. The Group has representation on the Board of GHWY, which convenes very senior and strategic representatives from across the member institutions to provide governance and strategic steer for the work of the partnership. We host and employ a GHWY Uni Connect-funded Outreach Officer, who is embedded within our HE. We have staff members from across the institution participate in various GHWY networks and action groups.

GHWY brings together member institutions and stakeholders to ensure that in our local area:

- Individuals have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations.

For example, this is supported through GHWY's Uni Connect funded Attainment-Raising programme, which is delivered by our Uni Connect-funded Outreach Officer. The programme works in target schools with individuals in receipt of Free School Meals and seeks to develop metacognitive skills to support attainment across a range of subjects. It is based on evidence from the Education Endowment Foundation and Sutton Trust which demonstrates efficacy. Our Uni Connects evaluation of this programme has two key strands: measuring improvements to learners' metacognitive skills as a proxy for impact on attainment (pre and post surveys alongside qualitative data) and measuring long-term impact on learner attainment (baselining GCSE results against KS2 exam results using a matched cohort as a comparator group). Continuation of this activity will depend on Uni Connect funding being available, and this activity remaining within scope.

- Individuals have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, and to make informed choices about their higher education options.

Through pre and post surveys alongside qualitative data, published in a report on the GHWY website each year. 'Go Higher' days each focus on a priority sector in West Yorkshire and bring together a range of HEPs with different HE courses, qualifications and specialisms which are relevant to that sector, along with the West Yorkshire Combined Authority, employers, and other relevant stakeholders. They provide impartial information and advice on the range of careers

available, and a range of education routes to reach them. They are evaluated using through pre and post surveys, as well as surveys for employers who are engaged in the days.

4.4 Collaborative higher education

The Heart of Yorkshire Education Group is a partner with three higher education institutions and one awarding body for levels 4 and 5 programmes. These partnerships allow us to support social mobility and deliver a flexible curriculum suited to the need of the communities we support.

We collaborate with our partners to increase academic prospects, developing Institutes of Technology, Higher and Degree Apprenticeships, higher level study to support employers and cultivate plans for the implementation of the Lifelong Learning Entitlement (LLE).

4.5 Industry Partners

Students can benefit from collaborating with employers, mobility, and volunteering within a number of areas. These opportunities can support application of learned academic skills, gain work-based experience, develop self-confidence, and help the delivery of competencies which have been acquired. The group have a significant number of industry stakeholders who enhance the delivery of the curriculum providing unique experiences for the students. For example, the majority of our Construction and Engineering students are employed within the sector and local employers support the curriculum in a variety of ways such as with equipment or guest lectures.

4.5 Third sector community partnerships

We work in partnership with several third sector organisations supporting our local community.

- We assist the local Youth Association helping with the training of staff and designing bespoke curriculum to support the needs of the employers and children.
- We work with GASPED (Giving Advice and Support to People in Emotional Distress) supporting them in the delivery of numerous projects within the community.

There are also many others local partnerships that the Group support, these collaborations enhance a sense of community, and student involvement endorses their self-efficacy and commitment to the projects and their studies.

4.6 Student Consultation

The Group undertakes a wide range of student consultation activities annually including focus groups, surveys, evaluations, and consultation relating to programmes and programme information. Outcomes of all student voice activities are summarised in the annual HE Student Consultation Analysis, which informs the HE Action Plan. Student representatives contribute to key meetings and the HE Student Committee, included in the HE Quality and Standards Panel.

This incorporates an ongoing briefing related to the widening participation profile of the Group's HE cohort and impact of widening participation activities, with feedback from the Student Committee on proposed initiatives. The Student Committee consists of student representatives from a range of courses and backgrounds, including those from underrepresented groups. Feedback from all relevant student consultation activities has been draw on to inform the APP and feedback on the draft plan from several students, including those from underrepresented groups, has been incorporated prior to submission.
Student feedback from the consultation was extremely positive in terms of the strategic measures already incorporated in the APP designed to support the college's non-traditional

cohort, for example early interventions for students from underrepresented groups when issues around attendance and performance are identified.

Feedback from students has been fundamental in the reconstruction of our induction and transition into HE process. It was highlighted that some students from deprived socio-economic backgrounds sometimes struggled with the step into higher education. New measures have been implemented this academic year. Progress towards widening participation targets will be monitored and evaluated by HE students through the HE Student Committee and through student focus groups and surveys, both internal and external. Students' representation and consultation continues to be an essential part of higher education strategic planning. Students are at the forefront of our committees and are represented on our governing body and working groups. Students will be part of the application and evaluation of our access and participation plan.

4.7 Monitoring and Evaluation

Monitoring and evaluating outcomes are fundamental to ensure the effectiveness of our initiatives and strategies aimed at improving access, student success, and progression.

Regular Monitoring - Each outcome will be constantly checked through the collection of quantitative and qualitative data. This will comprise of following student engagement, retention and attainment. Precise data points include enrolment demographics, attendance, progression data, and graduate outcome data.
Evaluation Frameworks – A variety of formative and summative evaluations to assess the short-term and long-term impacts of our initiatives will be used. Formative evaluations will involve feedback during program delivery to make immediate adjustments, while summative evaluations will be managed post-completion to measure overall effectiveness.

4.7.1 Data Collection

Quantitative Methods - Statistical techniques such as regression analysis, trend analysis, and comparative analysis will be employed to evaluate large datasets. These methods will help identify patterns in enrolment, retention, and achievement gaps among various student groups.
Qualitative Methods - Interviews, focus groups, and surveys will be conducted to gather feedback on the subjective experiences of students, particularly those from underrepresented backgrounds. Thematic analysis will be used to interpret qualitative data, providing insights into barriers and facilitators of student success.

4.7.2 Evaluation Timeline

Benchmarking - We will compare our data against sector-wide benchmarks and national datasets to measure our progress relative to comparative institutions.
Annual Reviews - Thorough evaluations will occur at the end of each academic year, where judgements from data analysis will be established and shared appropriately.
Mid-Year Checkpoints - Interim evaluations will be performed mid-year to measure progress and make any required adjustments to existing programs.
Real-Time Monitoring - Ongoing monitoring will allow prompt data collection and response, supporting continuous enhancement throughout the year.

4.7.3 Distribution of Evaluation Outcomes

Internal Reporting - Detailed evaluation outcomes will be shared internally with the executive team, program leaders and relevant departments in the form of reports and presentations.

These will include key performance indicators (KPIs), success stories, and areas for improvement.

Public Release - Summarized outcomes, including significant data trends and strategic changes, will be shared in publicly accessible documents such as our Access and Participation Plan Impact Report.

Stakeholder Engagement - Outcomes will be presented in stakeholder meetings, and consultation events involving students, staff, and external partners. This will nurture a collaborative approach to identifying best practices and areas requiring targeted support.

Online Publication - Evaluation synopses, including executive reports, will be published on our Group website and shared through digital news formats.

The Group intends to apply a robust and credible evaluation strategy from which demonstrates continuous improvement in practice for the duration of the plan. By incorporating an access and participation lens across our evaluation and reflective practice, we will be able to utilise greater depth and breadth of understanding of our students, intersections of their characteristics, and how they are impacted by internal policies and interventions. This method will consider an integrated approach of our access and participation objectives. By employing these monitoring and evaluation strategies, we aim to ensure transparency, accountability, and continuous improvement in our Access and Participation Plan.

4.8 Theory of Change

With guidance from the Office for Students and Transforming Access and Student Outcomes (TASO) we are embedding Theory of Change models across our intervention strategies. Using Theory of Change models for planning and designing interventions and policies will enhance our narrative evidence and will assist us to entrench an evaluative approach across the Group. Having completed our own self-assessment of evaluation, the Group has identified several existing strengths in its current evaluation processes. The Staff have the necessary skill sets for evaluating the impact of access and participation programmes for the Group's HE students and the outreach activities.

Our Uniconnect partners implement their own local evaluation frameworks based on NERUPI (Network for Evaluating and Researching University Participation Interventions), and the Group utilises these frameworks for all related activity. The praxis-based approach has a clear theoretical underpinning and can accommodate a range of both quantitative and qualitative evaluation methods. The five 'pillars' of NERUPI evaluation encompass concepts of social and academic capital and can be effectively implemented for all aspects of widening participation, from outreach in schools through to HE student success using the framework's 'levels' to draw on appropriate aims for the age/academic level of the participating learners. Membership of the NERUPI network also affords the Group opportunities for key staff working in widening participation and a collaborative sphere to share good practice.

4.9 Enhancing data collection.

The Heart of Yorkshire Education Group use a system called Pro solution. The system is extremely responsive and intuitive and is specifically designed for Further Education (FE) colleges, councils, and private training providers. The system is integral to our reporting process and analysis of data. It has the capability of producing numerous reports to support the evaluation process and lend itself to the theories of change. We also use the QDP system for student feedback, this provides targeted questions to both students and staff giving us benchmark data against the sector for institutions of comparable size and demographics as ourselves. Both systems give us an excellent platform for analysis and triangulation of data to enhance widening participation and the student experience.

4.10 Provision of Information for Students

The Group publish all information of our fees and financial support offered to under-represented groups on our website, through our prospectus and via individual communications. This includes the course fees. Fees will not be raised annually for new entrants. We present information on the statutory support available to our students on our website and via individual communications. Signposting is also provided around the possible impact of financial support and state benefits. Our APP and summary will be published on our website.

4.11 Financial Support

The Heart of Yorkshire Education Group has a strong commitment to widening access to higher education. We have a range of bursaries and scholarships to support eligible students starting a higher education course.

Please note the following financial support available which may not necessarily be targeted for access and participation. Full details are on our website https://www.heartofyorkshire.ac.uk/students/information-for-prospective-students/fees-money-matters/higher-education

Care Experienced Bursary

Our commitment to support care leavers began in 2008 when we engaged with the Buttle Trust to meet the requirements for the 'Quality Mark for Care Leavers' for higher education, and from 2009-2011 played a key role in the development pilot for a similar quality mark for further education. Although the quality marks were discontinued in 2015, we continued our commitment to care leavers and are currently a partner of the Go Higher West Yorkshire's (GHWY) collaborative 'Care Leaver Covenant', with a wider definition of 'care-experienced'. Awareness of the financial difficulties faced by this cohort of students is well documented and the bursary was introduced to increase continued and successful participation. Recipients are identified through available information provided through Student Loans Company bursary portal.

This award will be made to any home student who has left local authority care in the 2 years prior to enrolment on the first year of study, irrespective of postcode. This is a non-means assessed bursary. It will be awarded as follows: A £1,500 cash award in each year of study (excluding any repeat year), which is available to home students on full-time or part-time programmes of study within the scope of this agreement, and which is payable in two instalments in September and January. Part-time students will be paid on a pro-rata basis based on the annual number of academic credits studied. Attendance on the programme of study must be 90% or above in December (other than for extenuating circumstances) for the January payment to be made. Students receiving this bursary are ineligible for a financial support bursary.

Care Giver Bursary

Whilst this bursary has been available now for several years, the recent UCAS report 'Next Steps: What is the experience of young adult carers in education?' (2014) highlights how financial concerns are a significant issue for this cohort, where having to undertake part-time work alongside their studies and caring responsibilities often impacts their choice of course and choice of HEI.

This award will be made to any home student who is a carer for a family member with long term ill-health or disability. A cash award of up to £1,000 in each year of study (excluding any repeat year), which is available to home students on full-time or part-time programmes of study within the scope of this agreement, and which is payable in two instalments in September and January. Part-time students will be paid on a pro-rata basis based on the annual number of academic credits studied. Attendance on the programme of study must be 90% or above in December (other than for extenuating circumstances) for the January payment to be made. Students receiving this bursary are ineligible for the financial support bursary.

Financial Support Bursary

Recent research the Sutton Trust on maintenance support (2104) highlighted how students from low socio-economic backgrounds are negatively impacted by the financial implications of attending university, in terms of lack of financial support from families, debt aversion and the rising cost of living, leading to a high proportion of this cohort of students withdrawing from their studies or having their studies effected by an overreliance on part-time work to cover living costs. This bursary is intended to support eligible students in their first year of study to allow them to cover the initial costs of study related provisions e.g. equipment and other resources.

This award will be available to any home student in receipt of a student loan for their tuition fees, with a household income of up to £25,000 and that meet all other eligibility criteria. The eligibility of full-time students will be assessed using the information which they have provided to the Student Loans Company, to be assessed for financial support. The eligibility of part-time students will be assessed by the HE Team. It will be awarded as follows: A £500 cash award in the first year of study at Level 4 only, which is available to home students on full-time and part-time programmes of study within the scope of this agreement, and which is payable in a single instalment upon receipt of the first tuition fee loan payment. Part-time students will be paid on a pro-rata basis based on the annual number of academic credits studied.

Achievement Scholarship

Improving attainment and achievement are key factors in widening participation and successful retention, completion, and progression rates for undergraduates.

This award will be available to any home student who has achieved ABB (or equivalent) at Advanced Level. This includes any home student who has only had the opportunity to take an Advanced Level programme equivalent to 2 A-Levels and who has achieved AB (or equivalent).

This is a non-means assessed scholarship and will be awarded as follows: A maximum individual cash scholarship of £500 which is available to home students starting fulltime and part-time programmes of study at level 4 within the scope of this agreement. The payment will be made in 2 instalments, 50% upon receipt of the first instalment of the student's tuition fee in year 1 and 50% upon receipt of the first instalment of the student's tuition fee in year 2, subject to successful completion of year 1 with an attendance of 90% or above (other than for extenuating circumstances). Students will be responsible for applying for the scholarship and can do so prior to results being released, in which case a conditional offer may be made.

Annex A:

5.0 Identify and select key risks to equality of opportunity.

Table 9

Indications of Risk	Gaps in rates of access, success, and progression between groups of students in higher education can be a key indication in inequality of opportunity for certain student demographics. We used the OfS Access and Participation Dataset to identify the most significant gaps evident for the data in our institution.
Further Comprehension	We gathered information from other datasets available to better understand key issues for our students. Data included internal student survey results, national student survey (NSS) results, analysis of student data and anecdotal information relating to the student experience.
Underlying Risks	We used the knowledge gained from the data analysis in conjunction with the Office for Students' Equality of Opportunity Risk Register (EORR) to identify the key risks to address for our APP.

5.1 Indications of Risk

We used the OfS Access and Participation Dataset, applying the following considerations:

- Analysis of 4-year aggregate gaps to concentrate on gaps incurred over a period.
- We focused on gaps where there was a greater confidence in the statistical significance.
- We analysed where relevant the various levels of study: Other undergraduate, first degree.
- We analysed the differences between full and part-time study where relevant.
- We excluded comparisons of groups under 100 (4-year aggregate), to ensure sufficient sample size for comparison and to focus issues affecting a considerable number of students.

The outcome of the analysis disclosed several gaps evident across the student life cycle (see figure 1). To enable prioritising, we identified the widest relevant gaps for full-time, first degree and other undergraduate student.

5.2 Gap Analysis

Table 10 summary of gaps across the stages

Life-Cycle Stage	
Access	Students traditionally considered disadvantaged or under-represented in higher education are well-represented at the Heart of Yorkshire Education Group in relation to socio-economic measures. The Group has less ethnic diversity than the sector, but comparable ethnic diversity with our local area. However central Wakefield is not comparable to the local area.
Continuation	There were some gaps at the continuation stage although not of huge significance. These gaps were mainly in socio-economic background.

Completion	There were some gaps at the completion stage although not of huge significance. These gaps were mainly in socio-economic background and students with a declared disability.
Attainment	There were some gaps at the attainment stage although not of huge significance. These gaps were mainly in socio-economic background and students under 21.
Progression	There are some socio-economic gaps at the progression stage although not of huge significance.

N.B Unless stated otherwise, the source is the OfS Access and Participation Dataset 2024

*We recognise the importance of recognising and tackling equality issues affecting small cohorts of students. Nevertheless, we want to guarantee our statistical analysis, and targets are focused on the most significant inequalities at the Group (in terms of the greatest gaps, affecting the most students), to engender maximum impact. However, we remain committed to supporting small cohorts of disadvantaged students to access and succeed in our institution.

5.3 Other undergraduate, first degree

Discounting gaps that favour those who typically considered under-represented or disadvantaged, the most significant gaps evident for full-time other undergraduate and first-degree students are:

- Ethnicity: access gaps
- Socio-economic background: non-continuation
- Disability: completion
- Age: attainment

5.3.1 Intersectional disadvantage

The ABCS (Associations Between Characteristics of Students) measure reflects combinations of multiple characteristics including ethnicity, sex, and area-based deprivation measures. Lower quintiles include students who typically access and succeed in higher education at lower rates (according to sector data relating to specific combinations of students' characteristics). One of our biggest gaps as an institution is between ABCS quintile 1 and quintile 4 at the continuation stage. Figure 2 shows the percentage point (pp) differences in the proportion of students from ABCS Q1 and ABCS Q4 continuing their studies.

ABCS Continuation
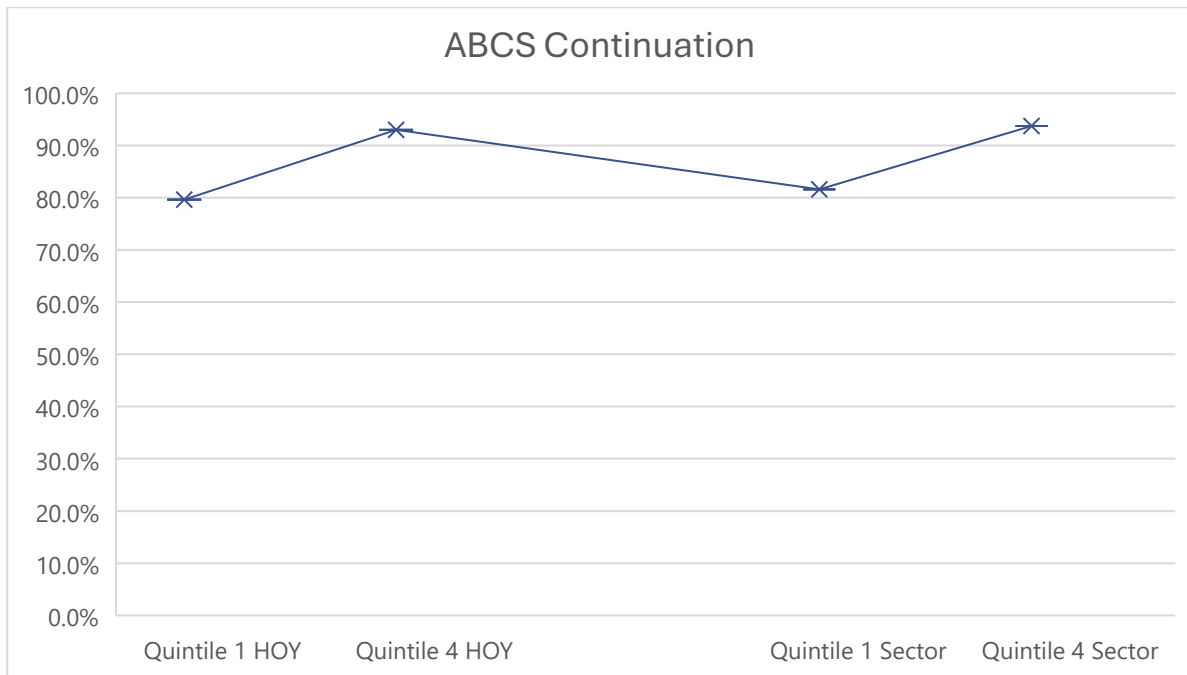
Figure 2

Although there is a gap, the ABCS measure is not easily applicable to internal targeting and monitoring. Furthermore, we believe that addressing inequalities relating to socioeconomic background will contribute to reducing gaps between ABCS quintile 1 and quintile 4. Therefore, we are not setting an objective or target specifically aimed at this measure.

However, we recognise that the ABCS measure captures small cohorts of students. The Group offers targeted support at all stages of the life cycle, and we are committed to continuing that support.

5.3.2 Socio-economic background

Amongst the more significant gaps at the Heart of Yorkshire Education Group are access, non-continuation, completion, and attainment. Figure 3 and Figure 4 use several metrics of socio-economic background: Disability, an indicator of a condition that may affect performance; Indices of Multiple Deprivation (IMD), an area-based deprivation indicator.

Socio-economic completion Disability

Figure 3

Socio-economic non-continuation full-time IMD quintiles 2 and 5
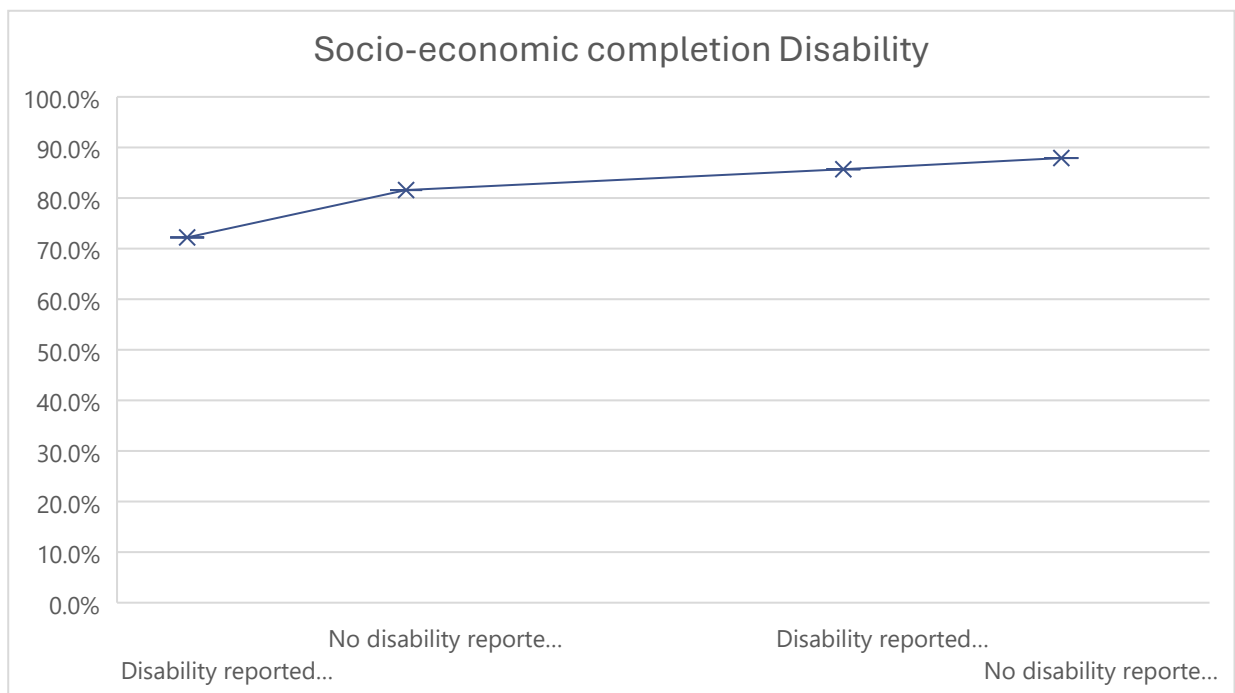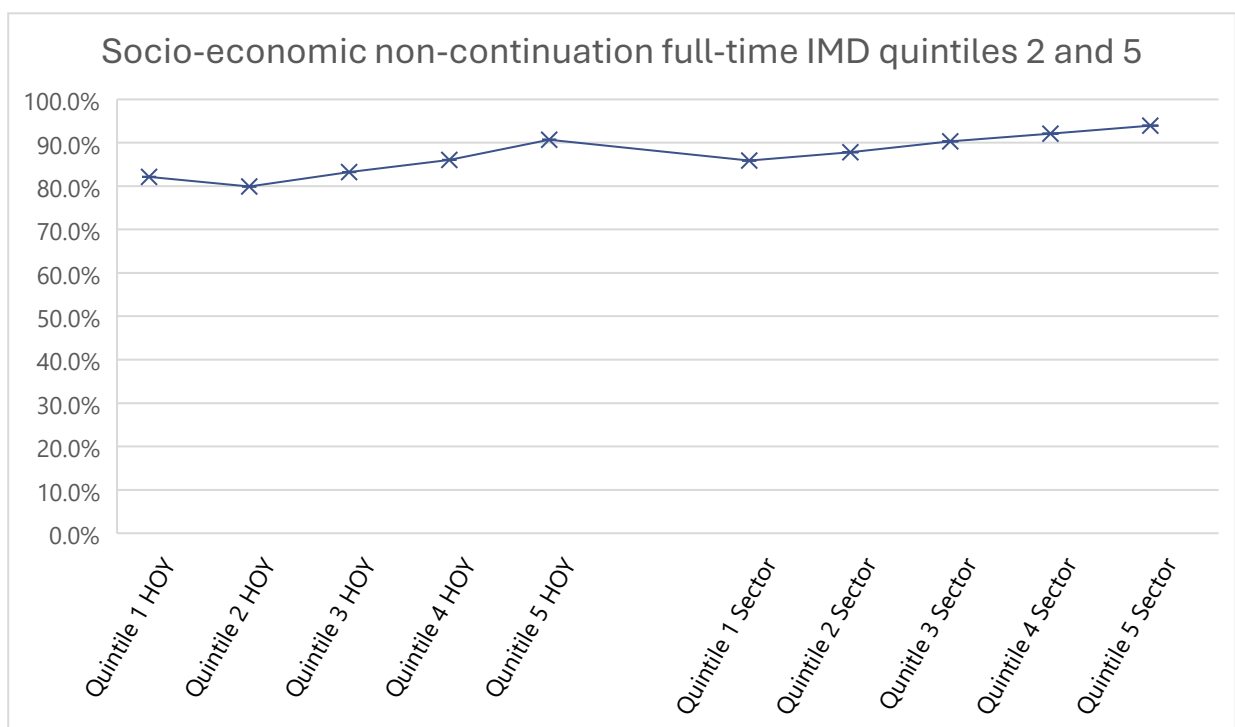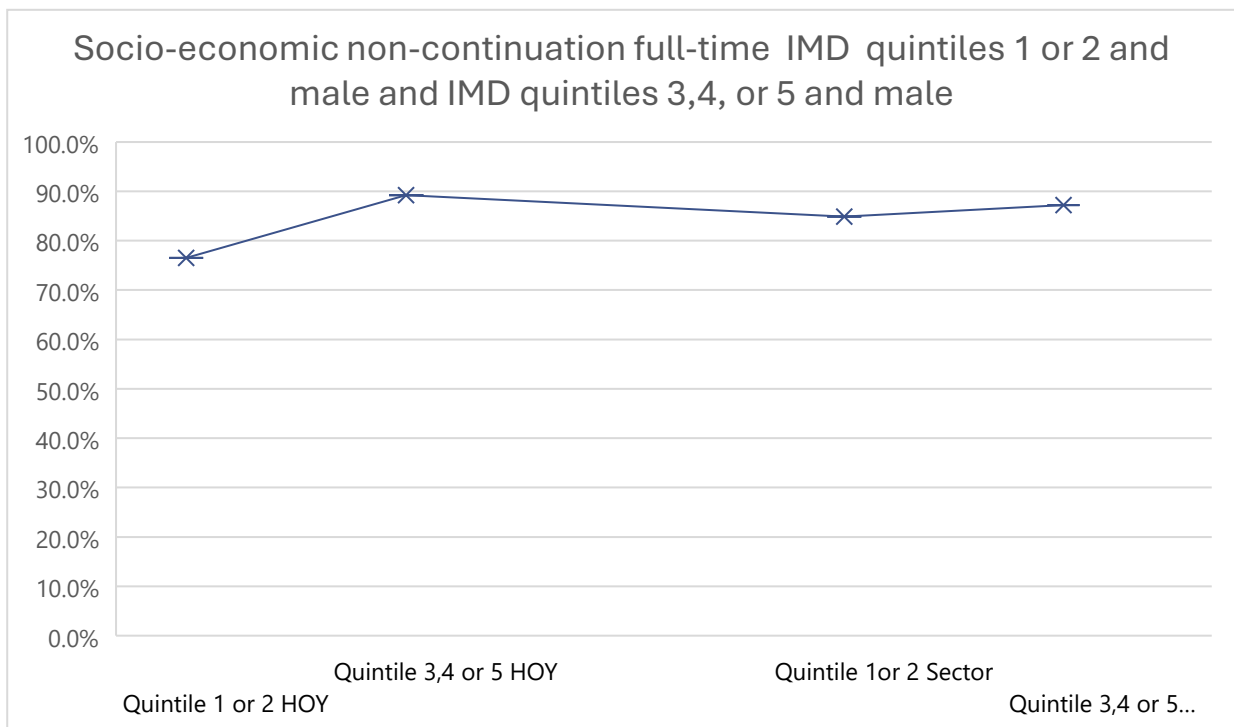
Figure 4

Figure 5

5.2.4 Ethinicity
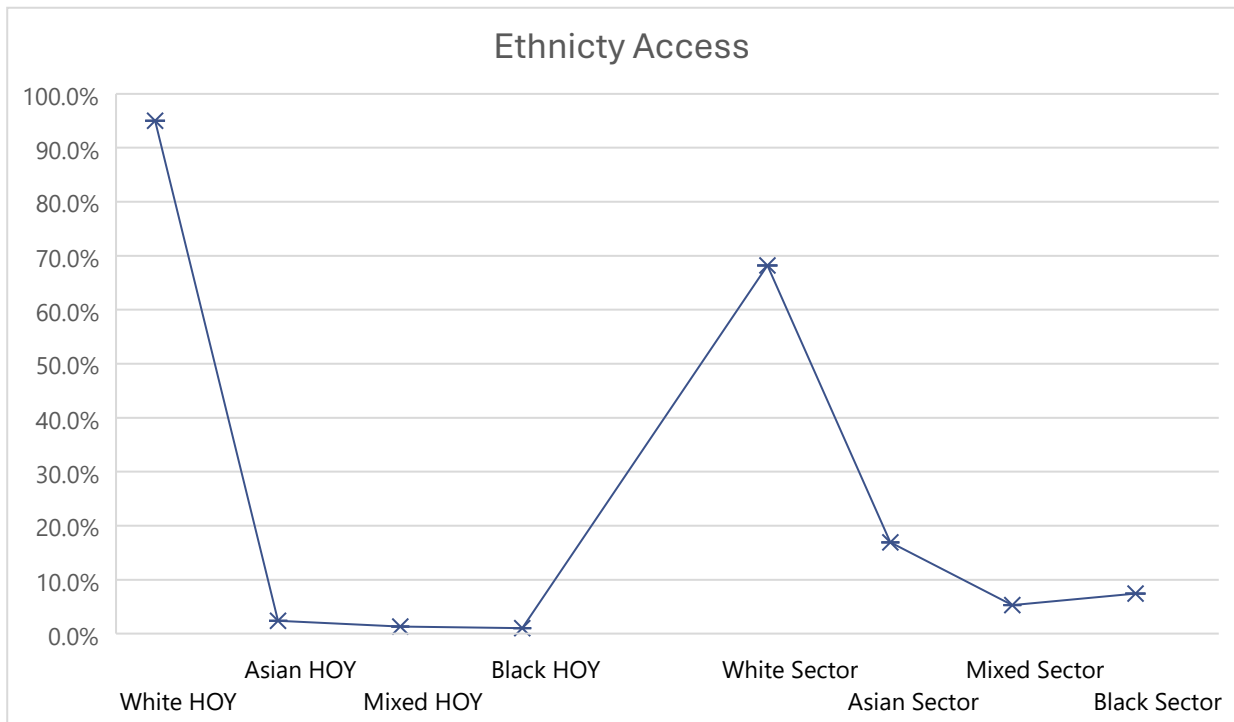
Figure 6

Access gaps relating to ethncity are evident. The recruitment of white students in comparison to other ethinicites is apparent. When comparing to the local areas this is comparative, however if you highlight the more central areas near our Wakefield campus it does not compare.

5.2.5 Age

Attainment gaps in levels of maturity are apparent. The achievement level of student who are classed as Young (under 21) are not as good as students who are classed as Mature (21 and over). When comparing to the sector these gaps are role-reversed.
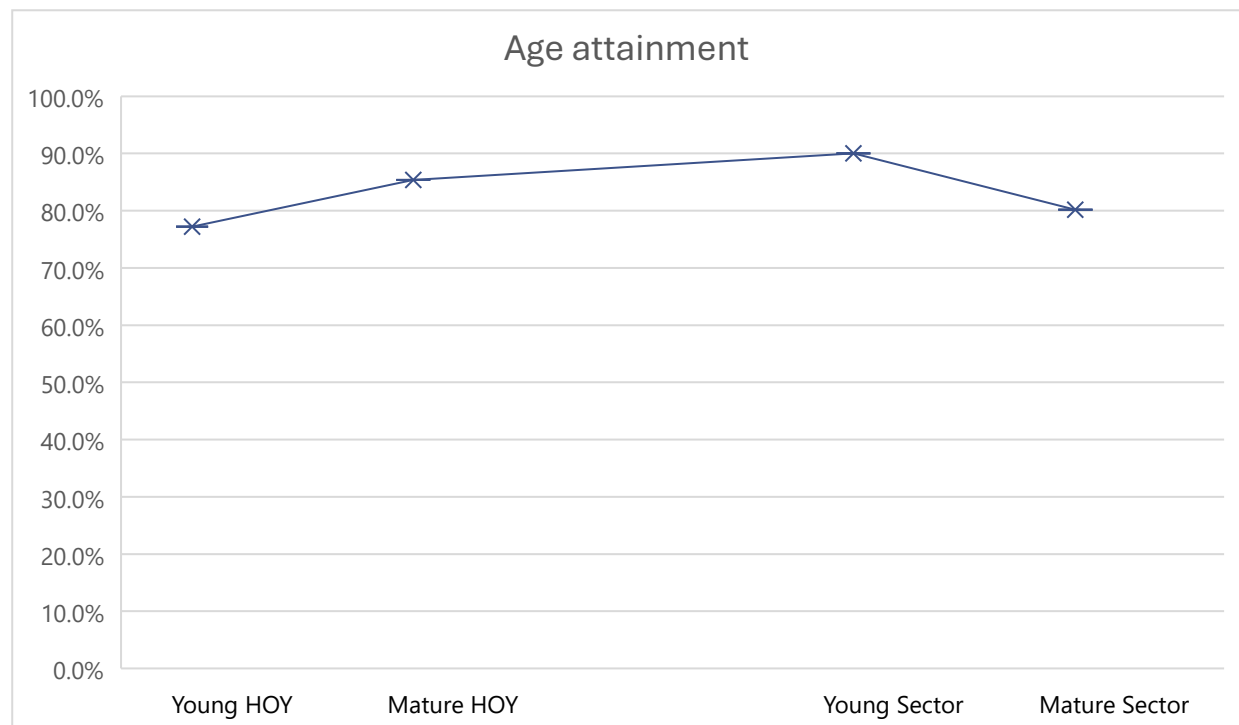
Figure 7

5.2.5 Part-time study

Fewer gaps and less consistent patterns were apparent for students studying part-time. Nevertheless, there are some notable gaps.

The gap in continuation rates for students with a reported disability and those without is 12 percentage points (pp), although the number of students over a 4-year period is minimal it is not believed that is an area that needs specific intervention.

The gap for part-time students studying other undergraduate relating to Indices of Multiple Deprivation (IMD) is 9.8pp between Quintile 1 and Quintile 4. This gap is consistent with the sector.

Socio-ecnmic completion IMD
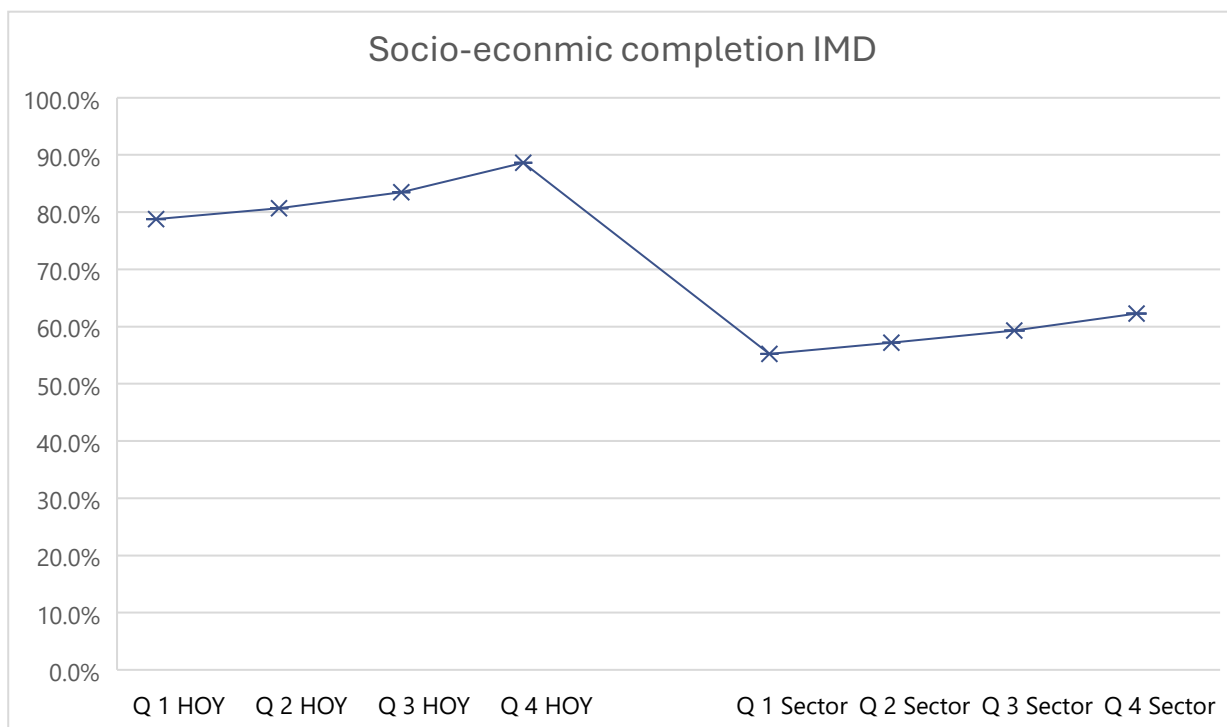
Figure 7

Any dissagregation of data was not relevant due to the low numbers of students. This gap is not an area of concern for intervention.

6.0 Internal Anlaysis

After highlighting our indications of risks to equality of opportunity, we explored further internal data to ascertain if there were any other risks that maybe affecting out students. We considered the following data:

- Heart of Yorkshire internal induction survey (2023)
- Heart of Yorkshire internal end of year survey (2023)
- National Student Survey (2023)
- Retention/Attendance/Attainment data in year and hybrid (2022/23)

6.1 Student life-cycle data

Analysis of student data highlighted there were no notable gaps or inequalities. Entry tariffs are consitent among all programmes, although retention was higher on other undergraduate programmes compared to first degree programmes. This was attributed to length of the programme rather than any socio-economic or ethincity issue.

The majority of the students are from an vocational background rather than A level so no issue was identified.

6.2 Student experience

There was some evidence that students from socio-economic disadvantaged backgrounds were more likely to have a discouraging experience associated with the wider experience for example interacting with their peers. However, this was exceedingly small numbers and not

highlighted as an issue. Nevertheless, it is something that academic and support staff need to be aware of when integrating students into the Group.

Students from the most socio-economically disadvantaged backgrounds were more likely to encounter financial difficulties and experience personal issues throughout their studies. These students were also more likely to experience negativity and challenges which may affect their studies and lead to suspending or withdrawing from the program.

The internal data was not conclusive enough to identify any intersectional characteristics, so the OfS database was the main guide in relation to this section of students.

6.3 Underlying risks

The OfS risk register recognises a quantity of sector-wide risks that may affect equality of opportunity in higher education, based on data and research. The Group utilised information gathered from our data analysis alongside the OfS risk register to identify the principal risks which we feel are most likely to affect our students. Please see the table below which summarises the risk assessment.

Table 11

Risk	Evidence
Risk 1:Knowledge and Skills Some students may possibly not have equal opportutnity to acquire the knowledge and skills for higher education.	The attainment gap for disadvantaged students in the Wakefield district is above national gap. However it is slightly below for the Selby region.[2] The majority of students at the HOY group from are vocational routes on entry. Students from low areas of HE particpation are more likely to have studied a vocational programme than an academic one on entry to HE.
Risk 2: Information and guidance Some students may possibly not have equal opportutiy to acquire sufficient information and guidance regarding higher education.	Students from socio-economically disadvantaged backgrounds are less likely to complete their studies. Students for example with a declared disability are less likely to be prepared for higher education and are more likely to withdraw or suspend their studies. Students from non-white backgrounds are less likely to access higher education.
Risk 3: Insufficent academic support Some students may possibly not have equal opportutiy to succeed academically due to insufficient individualised academic support and an insufficentlly inclusive curriculum design. This can also include the unwritten, unofficial, and often unintended lessons, values, and perspectives required for achievement.	Socio-economically disadvantaged students and students of different levels of maturity are less likely to be awarded a 1st/2.1 degree. However more Asian students at the HOY group achieved a 1st/2.1 degree than White students, which reverses the sector trend. Students from more deprived backgrounds are less likely to be satisfied with the amount of academic support and challenges of the transition into higher education.
Risk 4: Insufficent personal support and wider student experience Some students may possibly not have equal opportutntiy to access personal support during their studies. Additionally, the culture of the campus may not foster an inclusive environment to nurture a positive wider student experience. This may have a negative impact on their individal outcomes and well-being.	Socio-economically disadvantaged students and students of different levels of maturity are less likely to be awarded a 1st/2.1 degree. However more Asian students at the HOY group achieveed a 1st/2.1 degree than White students, which reverses the sector trend. There is no evidence to suggest that other groups of students do not have negative interactions associated with the wider student experience.
Risk 5: Mental Health Students may experience poor mental health which makes it challenging to cope with daily-life, including their academic studies. These challenges may increase throughout time.	Socio-economically disadvantaged students and students of different levels of maturity are less likely to be awarded a 1st/2.1 degree. These students are more likely to have experienced issues relating to their mental health.
Risk 6: Cost Pressures Increases in cost pressurse may affect a student's ability to complete their programme of study and achieve to their highest capability.	Socio-economically disadvantaged students and students of different levels of maturity are less likely to be awarded a 1st/2.1 degree. They are more likely to experience financial difficulties.
Risk 7: Progression from higher education Some students do not have equal opportunity to access certain outcomes from higher education,	Socio-economically disadvantaged Asian students are less likely to access further study or

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[2] Over 20-month gap in the relevant local authorities (Education Policy Institute 2023)

such as further study or progressing into employment that is reflective of their qualification levels. This can be due to factors such as financial position, access, and time to undertake extracurricular activities, and lack of information and guidance.	progress into employment that is reflective of their qualification levels.

Annex B: Further information that identifies the rationale, assumptions and evidence base for each relevant intervention strategy included on the Access and Participation Plan.

Table 12

Activity	Outcomes	Evidence/rationale	Method (s) of evaluation	Summary of publication plan
STEM Event (IS1)	▪ Pupils develop key academic skills and gain confidence in these subject areas. ▪ Metacognition: pupils develop an awareness of their own thought processes and the patterns behind them. ▪ Skills development: pupils Develop their deeper thinking and critical thinking skills. Improvement in interpreting and analysing data. ▪ Teamwork and Collaboration: pupils have opportunities to work in groups, fostering teamwork and collaborative problem-solving.	▪ Developed in collaboration with local schools. ▪ The TASO evidence toolkit suggests that there is evidence of the positive impact of studyskills support. ▪ The EEF teaching and learning toolkit suggests good evidence to support the value of metacognition.	▪ Students before and after feedback questionnaires. ▪ Student reflections. ▪ Staff evaluations. ▪ Participating school staff discussion. Likely to generate Type 2 evidence	▪ Annual school reports. ▪ Departmental self-assessments. ▪ Social media posts. ▪ Stakeholder presentations. ▪ Internal reports. ▪ Ofsted reports.
Discovery days (IS1)	▪ Pupils gain a deeper understanding of specific subject topics through case studies and hands-on activities. ▪ They learn to apply theoretical knowledge to practical situations.	▪ This activity will be completed in collaboration with local secondary schools in the relevant areas. ▪ The TASO evidence toolkit suggests attainment-raising activities and interventions carried out by higher education providers have a positive impact	▪ Students before and after feedback questionnaires. ▪ Student reflections. ▪ Staff evaluations. ▪ Participating school staff discussion. ▪ Students Vox pops.	▪ Annual school reports. ▪ Departmental self-assessments. ▪ Social media posts. ▪ Stakeholder presentations.

		in raising attainment of school-age pupils.	Likely to generate Type 2 evidence	▪ Internal reports. ▪ Ofsted reports.
Curriculum design (IS1, IS2, IS3)	▪ Flexible curriculum design will give potential students a more individualised programme to suit their needs. ▪ Input of local labour market information will enhance employability and progression into work.	▪ With our university partners the Inclusive Inclusive Education Framework highlights the role curriculum design undertakes to challenge stereotypes. ▪ TASOrecommends call for consideration of the mode and consitency of curriuclum reform, engagement of staff and students for developing change. ▪ OfS recommends review of curriculum teaching and learning practices to reduce ethincity awarding gaps.	▪ The Transforming programme process with our university partner with new cohorts going through the graduation process. ▪ New curriculum design with higher technical qualifcation routes, new cohorts going through the graudation process. ▪ Comparisons of new curriculum against old curriculum. ▪ National Student Survey (NSS) data evaluation. ▪ Internal survey data. Likely to generate Type 3 evidence	▪ Departmental self-assessments. ▪ Social media posts. ▪ Stakeholder presentations. ▪ Internal reports. ▪ Internal/External marketing. ▪ OfS data.
Information Podcasts (IS2)	Pupils develop an understanding in an environment which can be accessed in their own time covering a range of key areas such as: • Clearing • Disability Support • Digital Skills • Student Experience • Student finance • Apprenticeships • UCAS	▪ Uniconnect have developed a number of podcasts to support students to make informed choices. ▪ Zhang, Gossett and Davis (2017) Journal of College Student Retention produced a paper 'Advising Students for Success in Higher Education'.	▪ Uniconnect longtunidnal study for students accessing higher educaton. ▪ Recruitment cycle comparisons. ▪ Research on students accessing relevant support.	▪ Tracking of student support access ▪ Student feedback and internal surveys ▪ NSS data ▪ Self-assessment

			Likely to generate Type 2 evidence possible Type 3	
Community Engagement (IS2)	Increase awareness of local higher education provider and career pathways. Increase skills development and attainment. Increased self-confidence.	• Develop relationships with community organisations and leaders to promote higher education and provide information sessions tailored to under-represented communities. • Community Engagement University of Glagow highlighted the importance of engaging with the community to enhance opportunity for students from a diverse range of backgrounds. • Building student 'Belonging' | Advance HE (advance-he.ac.uk). Ensure the campus and curriuclum is inclusive and gives all students a sense of belonging.	• Stakeholder feedback • Recruiment cycle comparisons • OfS datasets Likely to generate Type 2 evidence possible Type 3	• Self-assessment. • Tracking of Access data. • Equality and diversity reports.
Schools Partnership Network (IS3)	Increased awareness of higher education and employment choices Increased impetus to raise attainment. Support to ehance progression, attainment, information, and guidance for their pupils.	• The TASO evidence toolkit suggests attainment-raising activities and interventions carried out by higher education providers have a positive impact in raising attainment of school-age pupils.	• Students before and after feedback questionnaires. • Student reflections. • Staff evaluations. • Participating school staff discussion. • Students Vox pops. • School feedback. Likely to generate Type 2 evidence	• Departmental self-assessments. • Social media posts. • Stakeholder presentations. • Internal reports • Internal/External marketing. • OfS data.

• Personal Statements

Pupils develop self-confidence and a key knowledge base to formulate informed decisions.

Learning Teaching and Assessment (IS3)	▪ Students have an awareness of the assessment process and what is required to achieve academic excellence. ▪ Students extend and apply knowledge within a supportive, inclusive learning environment which uses a diverse range of assessment methods and learning and teaching methods. ▪ Students are able to work within a range of different environments, can adapt to change and communicate with their peers and stakeholders.	▪ With our university partners the Inclusive Education Framework highlights the role curriculum design undertakes to challenge stereotypes, and consider relevant labour market information. ▪ Irons and Elkington (2021) 'Enhancing Learning through Formative Assessment and Feedback' highlights the theory that assessment should follow a holistic process rather than one focused on measurement and grades as a final assessment of learning.	▪ Longitudinal tracking of attainment gap and assessment methods ▪ National Student Survey (NSS) data evaluation. ▪ Internal survey data. ▪ Module reviews. Likely to generate Type 3 evidence	▪ Departmental self-assessments. ▪ Social media posts. ▪ Stakeholder presentations. ▪ Internal reports. ▪ Internal/External marketing. ▪ OfS data.
Study Skills and Academic Support (IS3, IS4)	▪ Students are able to enhance their individual and group work competences. ▪ Students enhance their understanding of the curriculum are and are able to use the relevant resources in a concise and effectual way. ▪ Students extend and apply their competencies within a supportive and inclusive learning environment. ▪ Students work with their peers to authenticate constructive relationships and form reciprocal support networks.	▪ Johnson (2015) highlights the importance of mentorships in academic support. ▪ Virtanen and Tynala (2018)emphasise the importance of a two-way process and collaboration between the student and teaching practices. ▪ These theories adhere to the beneifts of interacting with both peers and staff. This can support students to build positive relationships and support networks. ▪ Student support: four ways to innovate for improvement	▪ Longitundinal analysis and evalution on acadmic study support with our study coaches. ▪ Compare outcomes of students who do not use this support. ▪ Student feedback from external and internal surveys, aligned to theories of change. Likely to generate Type 2 evidence.	▪ Departmental self-assessments ▪ Student feedback for enhacnement and strategy ▪ Report on outcomes annually to track any relationships.

	▪ Students are initiative-taking with the fluctuating requirements of their academic journey.	reinforces this principle. Internal evaluation will need to assess this theory.	Contrasts to alternative groups to enable Type 3 evidence.	
Personal Development (IS3)	▪ Students can adapt to the demands of higher education. ▪ Students engage with their personal tutor and develop a professional relationship to achieve their targets.	▪ Schmutz, Meyer, and Archer (2019)Highlight the influence of personal supervision on achievement. This is evident by embedding specific time in the curriculum for progress reviews. ▪ Coneyworth, Jessop, Maden and White (2019) discuss the challenges students face and how the development of personal tutor relationships can help career progression and well-being. ▪ It is presumed that access to personal development can support the student to achieve maximum achievement.	▪ Compare outcomes of students who do engage with this support to those who do not. ▪ Interview the Progress Tutors to ascertain their experiences with the students. ▪ Internal student surveys ▪ NSS surveys Likely to generate Type 1 evidence with some Type 2	▪ Desprtmental self-assessments. ▪ Student voice reports. ▪ Internal surveys. ▪ External surveys. ▪ Outcomes shared on internal and external communications.
Employability and Mobility Opportunities (IS3, IS4, IS6)	▪ Students enhance their knowledge of their subject area. ▪ Students develop skills and competencies that can be applied in the workplace. ▪ Students engage with their peers, stakeholders and other organisations to network and develop key relationships.	▪ Universities UK discovered improvements in degree awards for graduates who undertook a period of mobility. They also found a correlation between better graduate outcomes with particpation in mobility opportunities, especially students from Black, Asian, mixed or other ethinicity, and students from less advantaged backgrounds.	▪ Progression surveys. ▪ Graduate Outcomes survey. ▪ Employer feedback. ▪ NSS Survey. Likely to generate Type 1 evidence with some Type 2	▪ Desprtmental self-assessments. ▪ Internal surveys. ▪ External surveys. ▪ Outcomes shared on internal and external communications.

Induction and Transition (IS4)	▪ Students are exposed to a constructive induction and transition into higher education and receive the relevant information in a range of formats. ▪ Students are introduced to key staff and are able to build relationships with their peers.	▪ Activities for induction and the transition into higher education have been implemented with feedback from students. ▪ There is limited evidence internally to suggest any students with particular charactaersitcs have a negative experience.	Students' induction survey analysis and feedback. Likely to generate Type 1 evidence.	▪ Annual student voice report. ▪ Sharing of key findings at Student Enhancement Panels. ▪ Findings shared by marketing on social media and website.
Enrichment (IS4)	▪ Enrichment activities offer a wide range of benefits that extend beyond the academic curriculum. ▪ Students build soft skills and can build self-confidence as they experience new activities and build new relationships. ▪ Students benefit from being exposed to a variety of cultural experience can network and develop their personal development	▪ Internal evidence has implied that some students do not feel part of a HE culture and are not able to mix with other students. ▪ WONKHE (2024) constructed research around implementing strategies to enable students to connect with each other both in their area and others is benefical for their mental-health and wellbeing within a higher education setting.	▪ Internal student surveys ▪ Student induction survey ▪ Student voice focus groups Likely to generate Type 1 evidence with some Type 2	▪ Annual student voice report ▪ Sharing of key findings at Student Enhancement Panels. ▪ Findings shared externally, through networks such as NERUPI
Progress Reviews (IS4)	▪ Students can adapt to the demands of higher education. ▪ Students engage with their personal tutor and develop a professional relationship to achieve their targets.	▪ AdvanceHE (2024)suggest that personal supervision and tracking the student journey is vital in attainment and giving the students a sense of worth. ▪ Checking progress is a fluid process and is tracked throughout the students' studies. Evidence suggests this helps support	▪ Monitoring of internal process. Students who 'buy in' to the reviews against those who do not. ▪ Interview progress tutors for feedback. ▪ Internal surveys ▪ NSS survey	▪ Attainment data ▪ Departmental self-assessment reports. ▪ Findings shared at student ehnacment panel.

		positive outcomes. This is supported by research throught the NERUPI framewrok. NERUPI Framework (2024)	Likely to generate Type 1 evidence with some Type 2	
Campus Culture (IS4, IS5)	▪ Students feel part of a community, can navigate their way around and feel a sense of belonging.	▪ AdvanceHE (2022) suggest that a sense of belonging can reflect greater retention, engagement, confidence, and improved mental health. ▪ AdvanceHE (2023) Student needs Framework identified a sense of belonging in an inclusive and welcoming environment will enhance student outcomes.	▪ Analysis of internal student surveys ▪ NSS surveys ▪ Departmental and cross curricular focus groups ▪ Likely to generate Type 1 evidence	▪ Annual student voice report ▪ Sharing of key findngs at Student Enhancement Panels. ▪ Findings shared externally, through networks such as NERUPI
Careers (IS4)	▪ Students can access individualised careers advice. ▪ Students have opportunities to network with employers and attend careers events. ▪ Students gain information regarding next steps in either further study or employment. ▪ Students develop key competencies to enhance their employability.	▪ TASO evidence toolkit explains that exisiting evidence implies that the correct information advice and guidance can be of assistance for enhancing employment and progression. ▪ This is supported by research throughout the NERUPI framework. NERUPI Framework (2024) ▪ AdvanceHE (2023) Student needs Framework acknowledged that input from specialists can optimise students' indivdual self-belief, confidence and resilisence.	▪ Internal surveys to gain students perception of readiness for next steps. ▪ Student feedback from related events. ▪ External stakeholder feedback from related events linked to employability. ▪ Graduate Outcomes survey. Likely to generate Type 1 evidence with some Type 2	▪ Sharing of key findings at Student Enhancement Panels. ▪ Findings shared externally, through networks such as NERUP.I ▪ Graduate Outcomes survey analysis.
Mental Health-Wellbeing	▪ Students are clear of the services available to them and how to access them.	▪ Some evidence presented in Annex A, suggest that some students who may face socio-	▪ Analysis of the student participation in support,	▪ Sharing of key findings at Student

and Support (IS5)	▪ Students are prepared and supported throughout their studies. ▪ Students feel part of an inclusive learning environment.	economic difficulties are more likely to report challenges with their mental health and wellbeing. ▪ TASO mental health toolkit intimates there is strong evidence to warrant psychological intermediations such as talk therapy. ▪ Universities UK Mental Health 'Minding our Future' report suggests that students should be part of a pathway between educational settings and mental health services. They highlight the need for links between the universities and NHS support services.	tracking individual needs and outcomes. ▪ Internal survey analysis ▪ NSS survey analysis Likely to generate Type 1 evidence	Enhancement Panels. ▪ Departmental self-assessment. ▪ Evaluation with working groups and partners.
Mental Health and Wellbeing Group (IS6)	▪ Sharing of good practice and with other stakeholders ▪ Implement contemporary strategies and engage with students through new research. ▪ Use of intervention strategies to improve student retention and attainment	▪ The Group are part of the collaborative partner mental health and wellbeing group. This groups shares good practice amongst colleagues. ▪ Student Mental Health Evidence Toolkit - TASO intimates there is strong evidence to warrant psychological intermediations such as talk therapy. ▪ Universities UK Mental Health 'Minding our Future' report suggests that students should be part of a pathway between educational settings and mental health services. They highlight the	▪ Analysis of the student participation in support, tracking individual needs and outcomes. ▪ Internal survey analysis ▪ NSS survey analysis Likely to generate Type 1 evidence	▪ Sharing of good practice with collbarative partners. ▪ Sharing of key findings at Student Enhancement Panels. ▪ Departmental self-assessment ▪ Evaluation with working groups and partners.

		need for links between the universities and NHS support services.		
Student Engagement	▪ Students are aware of the support what is offered and how this is accessed. ▪ Students who leave their studies are supported on the transition out. ▪ Students who take a break from their studies are supported on the transition out and the transition back in.	▪ HEPI discusses the role of improved learner engagement analytics and how this meets the needs of the student. ▪ OfS consider data that can aid the reduction in the attainment gap.	▪ Analysis of the student participation in support, tracking individual needs and outcomes. ▪ Internal survey analysis ▪ NSS survey analysis	▪ Sharing of key findings at Student Enhancement Panels. ▪ Findings shared externally, through networks such as NERUPI.
Financial Support (IS6)	▪ Students can access student finance support and options appropriate to their individual circumstances. ▪ Students can experience fewer financial pressures and can participate in academic or non-academic activities. ▪ Students can improve their budgeting skills. ▪ Students are aware of the support available through bursaries and scholarships. ▪ Students can engage in the wider student experience	▪ TASO evidence toolkit highlights evidence to endorse the use of financial support to help students achieve on their course. ▪ Internal data shows that finacial support improves retention and promotes inclusivity. Further analysis is needed over a sustained period of time.	▪ Discuss with students who access support. ▪ Analyse student data. Likely to generate Type 2 evidence. Comparisons with other groups for possible Type 3 evidence.	▪ Annual reports from finance. ▪ Data analysis on retention. ▪ Share at general committee meetings and external blogs such as NERUPI.

Fees, investments and targets
2025-26 to 2028-29

Provider name: Heart of Yorkshire Education Group

Provider UKPRN: 10007289

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	BA Hons Arts Practice (Top up)	N/A	7400
First degree	BA Hons Business Management (Top Up)	N/A	7400
First degree	BA Hons Creative Industries (Top Up)	N/A	7400
First degree	BA Hons Criminology and Social Justice	N/A	7400
First degree	BA Hons Early Childhood Education and Care (Top Up)	N/A	7400
First degree	BA Hons Indie Games (Top Up)	N/A	7400
First degree	BA Hons Performance Industries (Top Up)	N/A	7400
First degree	BA Hons Public Services Management (Top Up)	N/A	7400
First degree	BSc Applied Sports Performance (Top Up)	N/A	7400
First degree	BSc Hons Applied Computing (Top Up)	N/A	7400
First degree	BSc Hons Health and Wellebing (Top Up)	N/A	7400
First degree	BSc Hons Sports Coaching and Exercise Science	N/A	7400
Foundation degree	FdA Indie Games	N/A	7400
Foundation degree	FdA Leadership and Management	N/A	7400
Foundation degree	FdA Public Services Management	N/A	7400
Foundation degree	FdA Young Children's Learning and Development	N/A	7400
Foundation degree	FdEd Early Childhood Studies	N/A	7400
Foundation degree	FdSc Applied Sports Performance	N/A	7400
Foundation degree	FdSc Health and Wellbeing	N/A	7400
Foundation year/Year 0	*	N/A	*
HNC/HND	Animal Management	N/A	7400
HNC/HND	Applied Science	N/A	7400
HNC/HND	Art and Design	N/A	7400
HNC/HND	Computing	N/A	7400
HNC/HND	Construction	N/A	7400
HNC/HND	Engineering	N/A	7400
HNC/HND	Music	N/A	7400
HNC/HND	Performing Arts	N/A	7400
HNC/HND	Photography	N/A	7400
CertHE/DipHE	*	N/A	*
Postgraduate ITT	Post-Graduate Certificate in Education	N/A	7400
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Early Childhood Studies	N/A	3700
Foundation degree	Young Children's Learning and Development	N/A	3700
Foundation year/Year 0	*	N/A	*
HNC/HND	Construction	N/A	3700
HNC/HND	Engineering	N/A	3700
CertHE/DipHE	*	N/A	*
Postgraduate ITT	Post-Graduate Certificate in Education	N/A	3700
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*

Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets
2025-26 to 2028-29

Provider name: Heart of Yorkshire Education Group

Provider UKPRN: 10007289

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	£197,352	£202,281	£204,520	£204,520
Financial support (£)	NA	£125,000	£129,500	£127,700	£116,700
Research and evaluation (£)	NA	£22,433	£23,001	£23,255	£23,255

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 (£)	£33,971	£34,831	£35,214	£35,214
Access activity investment	Post-16 access activities (£)	£102,938	£105,478	£106,641	£106,641
Access activity investment	Other access activities (£)	£60,443	£61,972	£62,665	£62,665
Access activity investment	**Total access investment (£)**	**£197,352**	**£202,281**	**£204,520**	**£204,520**
Access activity investment	*Total access investment (as % of HFI)*	*30.8%*	*30.8%*	*30.8%*	*30.8%*
Access activity investment	*Total access investment funded from HFI (£)*	*£26,192*	*£26,842*	*£27,139*	*£27,139*
Access activity investment	*Total access investment from other funding (as specified) (£)*	*£171,160*	*£175,439*	*£177,381*	*£177,381*
Financial support investment	Bursaries and scholarships (£)	£113,000	£117,000	£115,000	£115,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£12,000	£12,500	£12,700	£1,700
Financial support investment	**Total financial support investment (£)**	**£125,000**	**£129,500**	**£127,700**	**£116,700**
Financial support investment	*Total financial support investment (as % of HFI)*	*19.5%*	*19.7%*	*19.2%*	*17.6%*
Research and evaluation investment	Research and evaluation investment (£)	£22,433	£23,001	£23,255	£23,255
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	*3.5%*	*3.5%*	*3.5%*	*3.5%*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Heart of Yorkshire Education Group

Provider UKPRN: 10007289

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 reduce the ethicity gap of entrants between white students and other ethic groups and full-time programmes	PTA_1	Access	Ethnicity	Not specified (please give detail in description)		To decrease the gap of white entrants and all ethnic groups	No	The access and participation dashboard	2021-22	Percentage	89.5%	88.5%	87%	86.5%	85%
To increase the recruitment of male learners on part-time programmes	PTA_2	Access	Sex	Female	Male	to investigate and increase recuitment of male learners on all type of programmes	No	The access and participation dashboard	2021-22	Percentage	35%	36%	37%	38%	38.5%
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce the non-continuation gap for full-time students from IMD quintiles 1 or 2 (male) and IMD quintiles 3,4 or 5 (male)	PTS_1	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5		No	The access and participation dashboard	2021-22	Percentage points	12.7%	10%	8%	7%	6%
To reduce the non-continuation gap for full-time students form IMD quintiles 2 and IMD quintiles 5	PTS_2	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 2	IMD quintile 5		No	The access and participation dashboard	2021-22	Percentage points	10.8%	10%	8%	6%	4%
To eliminate the non-completion for students with a reported disability on full-time programmes	PTS_3	Completion	Reported disability	Disability reported	No disability reported		No	The access and participation dashboard	2020-21	Percentage points	9.4%	8%	6%	3%	0%
To eliminate the attainment gap between young students and mature students on full-time programmes	PTS_4	Attainment	Age	Young (under 21)	Mature (over 21)		No	The access and participation dashboard	2021-22	Percentage points	8.2%	6%	4%	2%	0%
	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														