

# Askham Bryan College

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

### Introduction and strategic aim

Askham Bryan College and University Centre is a specialist land-based college offering a range of Further Education (FE) and Higher Education (HE) programmes in the north of England. The college spans five campuses in York, Middlesbrough, Saltaire, Wakefield, and Gateshead. University Centre Askham Bryan (UCAB) offers undergraduate programmes in the areas of Agriculture, Animal Science, Wildlife Conservation, Equine, Veterinary Nursing and Zoo Management. HE is predominantly delivered at our York Campus, with a small provision to be delivered in Gateshead from September 2024.

We aim to be a leading college nationally for animal science and conservation, and sustainable food production. We are doing this through the re-purposing of our campus environments, combining natural beauty with pioneering practises and digital technologies. We plan to be a national hub for skills, training, and knowledge exchange for our core specialisms, with a focus on the bio-economy. We aim to be financially vibrant, enabling the College to invest in exemplar sector practises and innovations, informed by its commitment to natural capital and its people.

We are currently the only land-based specialist to be granted Foundation Degree Awarding Powers (FDAP), which affords us the ability to flex our curriculum to meet the needs of students and industry. Our foundation degrees are validated through these powers and our bachelor's degrees are awarded through our validating partnership with Harper Adams University. We are also part of the Yorkshire and Humber Institute of Technology, designed to increase higher levels of technical skills for the region.

In the last three years we have had an of average 420 HE students (98% Full-time and 2% part-time) per academic year. Over 65% of our enrolments are to Foundation Degree programmes, with around half of these then progressing onto a final Level 6 award (Bachelors Top-up) each year.

Our intent is to widen participation in the land-based sector and believe that everyone with the potential to benefit from education should have equal opportunity to do so, through encouraging access and supporting success.

We are committed to equality of opportunity and eliminating barriers that may hinder the outcomes and progress of underrepresented and disadvantaged groups. We have several initiatives which form our strategic and operational approach:

- **Whole College Approach:** As a college we are in a fortunate position where HE and FE departments can work simultaneously on equality of opportunity which starts with FE study. This is a developing area for us, which includes a cross-college strategy for widening participation.
- **Widening Access and Collaborative Outreach:** By collaborating with other HE providers, schools, colleges, community organisations, and other stakeholders, we provide tailored guidance, support, and experiences. This ensures that potential students are aware of the opportunities available to them and have the resources needed to make informed decisions about their education pathway.
- **Inclusive Learning Environment:** We cultivate a learning environment that is inclusive and welcoming, ensuring all students feel valued, supported, and respected. Our dedication to

diversity and equality is evident through our inclusive teaching practices, trauma-informed student support services, and focus on meeting individual needs. We are committed to promoting awareness, understanding, and celebration of diversity.

- **Bespoke Support:** Our goal is to provide the necessary support and guidance for every student to succeed both academically and personally. Recognising the personal goals, strengths, and challenges of each student, we offer both academic and non-academic support services and resources.
- **Financial Support and Guidance:** We understand that there are financial constraints and barriers for accessing and succeeding in higher education, therefore we offer a bursary and hardship fund. These resources are designed to support students from underrepresented backgrounds and those facing immediate financial difficulties, ensuring that students are not hindered from pursuing their educational goals due to financial pressures.

In this Access and Participation Plan (APP), we aim to contribute to national targets relating to gaps in access and outcomes of underrepresented or disadvantaged groups in higher education, with due regard to our regional and specialist context. Specific focus is placed on access and success measures for particular under-represented or disadvantaged groups where the largest gaps were shown following our assessment of performance (Annex A). Increased focus on monitoring and evaluation will be further developed to enable us to fully understand the processes involved in generating outcomes for our objectives.

## Risks to equality of opportunity

To identify our risks to equality of opportunity we undertook a data review and completed consultation with our staff and student community. Using a range of data sources, we mapped our data against the OfS Equality of Opportunity Risk Register (EORR) to identify our own indicators of risk and potential gaps in access and student outcomes. A full overview of our assessment can be found in Annex A.

We identified five risk areas and a range of risk indicators in access and student outcomes that we wish to address within our plan to support equality of opportunity at Askham Bryan College. There are other possible areas of risks that we have not addressed in this plan, but are summarised within Annex A.

### Our risks are:

- Gaps in knowledge and skills prior to accessing HE or during HE study.
- Information, guidance, and perception of land-based HE and/or HE in general.
- Mental health and wellbeing issues.
- Financial pressures and challenges.
- Availability of appropriate support (academic and non-academic).

### Our indicators of risk to access:

- We have lower numbers of applications and enrolments from certain groups of applicants. Most of our student population comes from our local regions of Yorkshire and the Humber and the Northeast. We have lower proportions of students from Black, Asian, Mixed and Other

ethnicities compared to the regional diversity. Our 4-year average shows 1.3% of our students identify as Black, Asian, Mixed or Other ethnicity, which is as much as 13% lower than our regional diversity according to the 2021 Census (Yorkshire and Humber 14.5% and Northeast 7%). Although we have seen an increasing trend in the diversity of our student population with 2-year average of 2.8% of enrolments identifying as Black, Asian, Mixed or Other ethnicity, this remains below the regional diversity. This pattern of diversity is also reflected in areas of industry across the land-based sector. Evidence suggests this disparity could be attributed to insufficient prior knowledge and/or skills, limited access to suitable information and guidance and perceptions of land-based careers. Therefore, we wish to continue to improve access for this target group and work to shift perceptions of the land-based sector as a career option across our regional community.

- Our student population is predominantly female, with a 3-year average of 79% female and 21% male. Among our male students, we have a low proportion from under-represented postcodes in England, specifically those in quintiles 1 and 2 of the Indices of Multiple Deprivation (IMD). For males from IMD quintiles 1 and 2, we have observed annual fluctuations in access, ranging from 1% to 8.5% over a 4-year period. Our two-year average indicates a positive shift at 5.8%, but this remains significantly lower than the national average of 18%, signalling that this target group remains a priority to reduce barriers faced by males from under-represented postcodes face in accessing HE and in particular land-based subjects. This could be attributed to insufficient prior knowledge and/or skills, limited access to suitable information and guidance and perceptions of land-based careers.

## **Our indicators of risk to student outcomes:**

### **Completion**

- We have a lower proportion of Free-school Meal (FSM) eligible students completing their course. Our data suggests that FSM eligible students have up to 20% less completion than those who were not eligible. We have also observed a decreasing trend in completion rates with our 4-year average being 60.6%, but our 2-year average dropping by 7% to 53.8% These figures are also around 30% lower than national average completion rate for FSM students. Evidence suggests this is due to availability of suitable academic and non-academic support, mental health and wellbeing and cost of living pressures. We have also identified other risks indicators that may be correlated with the gaps in outcomes for FSM eligible students. For example, our ratings in the NSS are 7% lower satisfaction ratings for academic support for those eligible for FSM.

### **Attainment**

- Each year at least 30% of our students report a disability, which is significantly higher than the national average. College-based HE can provide a range of personalised and bespoke support for our student body; however, we have identified that attainment for students reporting a disability is significantly lower than those without a declared need, by up to 16%. Attainment is also below the national average by more than 20%. Evidence suggests this is a function of insufficient skills and knowledge prior to, or during studies, and availability of suitable academic and non-academic support. Our analysis has identified other risks indicators that may be correlated with gaps in outcomes for our disabled students. For example, our ratings in NSS on mental health information and guidance is 10% lower for those with a declared mental health issue.

Taking these risks and indicators of risk into consideration, our access and participation plan outlines how we will attempt to reduce these risks by offering targeted and impactful interventions which will enable students to overcome barriers to their learning and achieve their full potential.

## **Pre-16 Attainment in our local area**

- Whilst the City of York is one of the least deprived areas in the country, six areas of York (with approximately 9,500 people) are within the most deprived 20% of all areas in England, based on Index of Multiple Deprivation 2019 (IMD quintile 1). Pupils eligible for pupil premium in York are also less likely to meet expected educational attainment outcomes than pupils eligible nationally and the gap between those eligible and those not eligible in York has widened since the COVID-19 pandemic. With this in mind, Askham Bryan College are partnering with 'The Place' (led by University of York) in order to contribute to collaborative outreach projects aimed at raising attainment, which builds on the impact of success demonstrated by the previous IntoUniversity project, supporting the rationale that: place-based interventions matter and to make a difference, interventions should start early, be long term and build over time.

## **Objectives**

Our approach to setting objectives and targets is largely based on aggregated data due to the small numbers of students within our datasets. Further details on risks to equality of opportunity identified in our assessment, including those which we are not explored specifically within this plan can be found in Annex A.

Where possible, our targets are measurable by the OfS Access and Participation Data Dashboard or supplemented by internal data sources.

Our principal objectives aim to address our risks and indicators of risk with contextually achievable targets (See Table 1 and Annex C). In addition, we have established secondary objectives and targets to monitor our position in relation to specific target groups that have not been identified as a significant risk but remain a priority for the College (Table 1). These are:

- Maintaining levels of access for students from IMD quintile 1 and 2. Our current student population is between 38-40% IMD quintile 1 and 2 compared to a sector average of 42%. This remains an area we wish to monitor to ensure maintenance of these levels of access, through design of interventions that will continue to engage this target audience.
- To maintain a minimum level of access for students who are care-experienced. In 2023 UCAS reported that 1.6% of applications were from students with care-experience. We have a 2-year average of 4% of our enrolled students being care-experienced. This target group remains a strategic priority for us, with an intention to maintain at least this level of access across the duration of this plan.

**Table 1. Principal and Secondary Objectives and Targets**

Objectives	Linked Risks (EORR)*	Targets**	Related Interventions
<b>Access</b>			
1. Improve access for <b>Minority Ethnic students</b> and <b>Male Students from IMD Q1 and 2.</b>	Knowledge and skills Information and guidance Perception of HE	Increase the proportion of students identifying as Asian, Black, Mixed or Other ethnicities entering the University Centre from 3% to 6% (PTA_1).	1. Collaborative Outreach 2. Mentoring Programme
		Increase the proportion of male students from IMD Q1 and 2 entering the University Centre from 3% to 12% (PTA_2).	1. Collaborative Outreach 2. Mentoring Programme
2. Maintain access for students from <b>IMD Q1 and 2 postcodes</b> and <b>Care-experienced students.</b>	Knowledge and skills Information and guidance Perception of HE Cost pressures	Monitor the proportion of students from IMD Q1 and 2 compared to IMD Q5 entering the University Centre to ensure the 4-year average is at least 37%.	1. Collaborative Outreach 2. Mentoring Programme
		Monitor the proportion of care-experienced students entering the University Centre to ensure the 4-year average is at least 3%.	1. Collaborative Outreach
<b>Outcomes</b>			
3. Improve completion rates for students who were eligible for <b>Free School Meals.</b>	Academic support Non-academic support Mental health issues Impacts of C-19 Cost pressures	Close the gap in completion rates for students who were eligible for free school meals at KS4 from 18% to 10% (PTS_1).	3. Academic and Non-academic Support
4. Improve attainment rates for <b>students who declare a disability.</b>	Academic support Non-academic support Mental health issues Impacts of C-19 Non-academic support	Close the gap in attainment rates at first degree level for students with declared disabilities from 16% to 8% (PTS_2).	3. Academic and Non-academic Support
<b>Attainment Raising</b>			
5. To support positive attainment outcomes for <b>under 16's within</b> the local area.	Knowledge and skills Information and guidance Impacts of C-19 Cost pressures	To contribute to local projects aimed at raising attainment and aspiration in local young people.	1. Collaborative Outreach

\*Risks identified in relation to mapping against the OfS Equality of Opportunity Risk Register (EORR).

\*\* (PTA/S denotes principal objectives and target numbers according to Fees, Investment and Targets Table – Annex C).

## **Intervention strategies and expected outcomes**

Our intervention strategies are focused on widening access through collaborative outreach and careers-centred mentoring and enabling successful outcomes through provision of tailored academic and non-academic support.

These strategies are designed to complement our existing support services and course management structures including HE Learning Support, Student Services and Learning Resources. Further information about these core services can be found in the Whole Provider Approach section of this plan.

### **Intervention strategy 1: Widening access through collaborative outreach.**

This intervention outlines examples of our outreach projects. This strategy is intended to be flexible to allow for us to conduct ad-hoc outreach projects on a short-term basis as well as flex its approach dependent on local and regional needs. The activities stated are those which aim to address the risks identified and facilitate positive progression to, and attitudes towards higher education study from our target groups. Our focus is to raise awareness of opportunities available within the land-based sector. Through collaboration we can contribute to larger projects with the ability to have more impact in relation to widening access and raising attainment.

#### **Objectives and targets**

Principal objective:

1. Improve access for minority ethnic students (PTA\_1) and male students from IMD Q1 and 2 postcodes (PTA\_2).

Secondary objectives:

2. Maintain access for students from IMD Q1 and 2 postcodes and care-experienced students.
5. To support positive attainment outcomes for under 16's within the local area.

#### **Risks to equality of opportunity**

This intervention strategy addresses the risks that Asian, Black, mixed, and other heritage students, students from IMD quintile 1 and 2 postcodes and care-experienced students experience as barriers to equality of opportunity in accessing HE in relation to prior knowledge and skills, perception of HE and/the land-based sector, and cost pressures.

Intervention Strategy 1				
Activity	Description	Inputs	Outcomes	Cross intervention strategy?
On Track Programme (led by Inspiring Choices - Uni Connect)	<p>On Track is designed to allow care-experienced young people the opportunity to explore educational progression options through a series of campus visits and workshops. This programme is targeted at up to 30 care-experienced young people of various ages between Year 6 and Year 13.</p> <p>This is an existing activity and is run in collaboration with Inspiring Choices, University of York, York St John's University, CU Scarborough and Virtual Schools York and North Yorkshire. On Track launch event is held at the College which includes a campus visit and subject insight (course information and subject tasters).</p>	<p>Staffing costs for events and subject tasters. Subject related consumables and equipment costs. Transport and refreshment costs.</p>	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge of different HE providers and course choices.</li> <li>• Increased knowledge of future options.</li> <li>• Increased capacity to make informed decisions about HE study/ future.</li> <li>• Increased sense of belonging.</li> <li>• Increased confidence for carers to talk to the student about future education decisions.</li> <li>• Increased positive attitudes from carers towards HE.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased rates of care-experienced students applying to HE at the College.</li> </ul>	No
Land-based education and employability days.	<p>Delivery of subject tasters for up to 30 learners who identify as Black, Asian, Mixed or Other ethnicity or from IMD Q1 and 2 from Leeds City Academy including course information, guidance on HE level study and land-based subject tasters. (New Activity)</p>	<p>Staffing costs for events and subject tasters. Subject related consumables and equipment costs. Transport costs.</p>	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge of course choices available at HE.</li> <li>• Increased knowledge of opportunities within the land-based sector.</li> <li>• Increased capacity to make informed decisions about HE/ future.</li> <li>• Improved attendance/engagement at school/FE study.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased applications and enrolment to land-based HE study.</li> <li>• Increased the diversity of land-based sector.</li> </ul>	No

The Place	<p>A collaborative learning centre, led by The University of York with support from anchor institutions from across York including Askham Bryan College.</p> <p>The College is a member of the steering group for this project to deliver outreach to the local Westfield ward and to establish future initiatives (New Activity). The College's involvement in this project supports our contribution to raising attainment in the local area.</p> <p>Activities to include:</p> <p><i>Monday Explore</i> - Working with between 5-30 pupils from Westfield Primary School to explore subject information about the land-based sectors.</p> <p><i>Engage Week</i> - Working with Year 6 pupils at Westfield Primary School they get an opportunity to experience land-based education at ABC for a day.</p>	<p>Staffing costs for events and subject tasters.</p> <p>Subject related consumables and equipment costs.</p> <p>Transport costs.</p>	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improved attendance / attitudes toward school</li> <li>• Improved engagement in class</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improved academic confidence and resilience.</li> <li>• Improved confidence in speech, language, and numeracy.</li> <li>• Improved SAT and GCSE scores.</li> <li>• Improved attitudes toward career and educational aspirations that are maintained over time.</li> <li>• Broaden social and cultural networks and experiences.</li> <li>• Improved positive post-16 outcomes.</li> </ul>	No
Ad-hoc outreach and recruitment activity	<p>One-off or short-term events which offer subject tasters, access resources and expertise in relation to the land-based sector and schools/college liaison to target groups included within this plan and others who may be under-represented or disadvantaged in Higher Education.</p>	<p>Staffing costs for events and subject tasters.</p> <p>Marketing and promotional materials.</p> <p>Subject related consumables and equipment costs.</p> <p>Costs of accessing on campus resources.</p>	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge of course choices available at HE.</li> <li>• Increased knowledge of opportunities within the land-based sector.</li> </ul>	No

## Total cost of activities and evaluation for intervention strategy 1

Collaborative Outreach	£77,000
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### Summary of evidence base and rationale

We have analysed access related data (Annex A) and consulted with students (see student consultation section of this plan) and project stakeholders and reviewed literature (Annex B) to develop our approach. The activities included within this intervention strategy intend to reduce barriers in access to HE by raising or unlocking aspiration for socio-economically disadvantaged and/or under-represented students within land-based HE.

We have been operating collaborative outreach initiatives at the College for several years and they formed a large part of our previous APP strategies. We saw positive results in supporting our targets around access students from disadvantage postcodes, therefore will continue to use this approach for our refocused targets.

Collaborative outreach initiatives can bridge the gap between HE institutions and different communities by fostering trust, providing relatable role models, and addressing specific cultural and socioeconomic challenges. Also, by creating a network of support, collaborative outreach can address the unique needs of care-experienced students, offering mentoring, tailored advice, and financial support which are crucial for their transition to HE. Outreach can enhance the visibility of HE opportunities and support mechanisms among disadvantaged males, addressing the specific barriers they face, such as financial constraints and lack of academic preparation.

Collaborative outreach has proven to be an effective strategy in widening access to HE for care-experienced individuals, ethnic minorities, and males from deprived backgrounds. By fostering partnerships and creating comprehensive support networks, these initiatives address the specific barriers faced by these groups, ultimately promoting greater equality and diversity in HE. Furthermore, as a small HE provider by engaging in collaborative projects we can increase our reach and potential impact.

<b>Intervention Strategy 1: Evaluation</b>			
<b>Activity</b>	<b>Outcomes</b>	<b>Method(s) of evaluation</b>	<b>Summary of publication plan</b>
On Track	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased knowledge of different HE providers and course choices.</li> <li>Increased knowledge of future options.</li> <li>Increased capacity to make informed decisions about HE study/ future.</li> <li>Increased sense of belonging.</li> <li>Increased confidence for carers to talk to the student about future education decisions.</li> <li>Increased positive attitudes from carers towards HE.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased rates of care-experienced students applying to HE.</li> </ul>	<ul style="list-style-type: none"> <li>Type 1 and 2 evidence will be collated. This evaluation will be managed by Inspiring choices as the project lead.</li> </ul>	Report will be shared with the College on annual basis. These will be included in internal and external annual monitoring activities as detailed in the planned monitoring section.
Land Based Education and Employability Days	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased knowledge of course choices available at HE.</li> <li>Increased knowledge of opportunities within the land-based sector.</li> <li>Increased capacity to make informed decisions about HE/ future.</li> <li>Improved attendance/engagement at school/FE study.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased applications and enrolment to land-based HE study.</li> <li>Increased the diversity of land-based sector.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students attending the event and % with target characteristics (Type 1).</li> <li>Attendance levels at school or college (Type 1).</li> <li>Number of students that attend other ABC events (Type 1).</li> <li>Campus visit evaluation (Type 2).</li> <li>Number of students applying to land-based HE (Type 2).</li> </ul>	<p>Internal reporting (written and verbal) at committee and steering group level – quarterly.</p> <p>Annual reporting to OfS Annual reporting to OfS as required. APP Annual Progress Report published on the College website.</p>
The Place	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved attendance / attitudes toward school</li> <li>Improved engagement in class</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>Improved academic confidence and resilience.</li> <li>Improved confidence in speech, language, and numeracy</li> <li>Improved SAT and GCSE scores</li> <li>Improved attitudes toward career and educational aspirations that are maintained over time.</li> <li>Broaden social and cultural networks and experiences.</li> <li>Improved positive post-16 outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>This evaluation will be managed by University of York as the project lead and will be shared with us as a project partner. Intention is to collate Type 1, Type 2, and Type 3 evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 report Summer 25/26</li> <li>Phase 2 report Summer 26/27</li> </ul> <p>Report will be shared with the College on annual basis. Results will be included in internal and external annual monitoring activities as detailed in the planned monitoring section.</p>

## **Intervention strategy 2: Promoting access through career-centred mentoring.**

### **Objectives and targets**

Principal objective:

1. Improve access for minority ethnic students (PTA\_1) and male students from IMD Q1 and 2 postcodes (PTA\_2).

Secondary objective:

2. Maintain access for students from IMD Q1 and 2 postcodes and care-experienced students.

### **Risks to equality of opportunity**

This intervention strategy addresses the risks that students from IMD quintiles 1 and 2 may not experience equality of opportunity in accessing higher education in relation to prior gaps in knowledge and skills, limited information and guidance, lack of understanding or negative perception of HE and/the land-based sector, and/or cost pressures.

<b>Intervention Strategy 2</b>				
<b>Activity</b>	<b>Description</b>	<b>Inputs</b>	<b>Outcomes</b>	<b>Cross intervention strategy?</b>
Aspire Mentoring Programme	<p>Delivery of mentoring programme which includes 6-sessions of activities to provide information, guidance and experience of HE and the land-based sector. The programme is co-delivered by a student ambassador. The programme ends in celebration event. Intention to deliver at least two programmes per academic year for up to 18 students per group. Targeted at Level 3 FE students studying at Askham Bryan College from Black, Asian, mixed ethnicity, IMD Q1 and 2, males IMD Q1 and 2, care-experienced.</p> <ol style="list-style-type: none"> <li>1. Why study higher education?</li> <li>2. How to apply for student finances workshop.</li> <li>3. Student Life Workshop.</li> <li>4. How to apply for HE? Workshop.</li> <li>5. Farm Adventure social and BBQ.</li> <li>6. 1:1 Careers Interviews.</li> <li>7. Celebration event and showcase of land-based industry e.g. attendance to the Great Yorkshire Show</li> </ol>	<p>Staffing costs for launch event, workshops and 1:1 careers interview.  Student ambassador costs for supporting workshops.  Subject related consumables and equipment costs.  Promotional materials  Workshop refreshment costs.  Farm Adventure and celebration event tickets and transport costs</p>	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students sign up to attend the mentoring programme.</li> <li>• Improved attendance to college.</li> <li>• Increased knowledge of course choice available at HE.</li> <li>• Increased knowledge of career options.</li> <li>• Increased capacity to make informed decisions about HE/ future.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased applications to HE</li> <li>• Increased applications and enrolment to land-based HE.</li> </ul>	No

## Total cost of activities and evaluation for intervention strategy 2

ABC Aspire Mentoring Programme	£70,000
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### Summary of evidence base and rationale

We have analysed access-related data (Annex A) and consulted with students (see student consultation section) and reviewed literature (Annex B) to develop our approach. We have noted a significant challenge increasing HE participation among students from socio-economically disadvantaged backgrounds, particularly those in the lowest quintiles of the Index of Multiple Deprivation (IMD). This mentoring programme will use careers-centred and experiential approaches to raise aspirations and dismantle barriers to accessing HE.

Research indicates that students from disadvantaged backgrounds often have lower educational aspirations due to a lack of exposure to role models and information about HE opportunities. By incorporating student ambassadors who have successfully navigated similar pathways, the programme can provide relatable role models, thereby raising students' aspirations.

Students from disadvantaged backgrounds have been found to harbour misconceptions about HE, such as perceived high costs and as something not suitable for people like them. Evidence suggests this is due lack of suitable and tailored information and guidance, making it difficult to understand the expectations academically and socially of studying higher education as well as how to apply for student finances and how to navigate university admissions systems. Our mentoring programme's myth busting elements, supported by student ambassadors, aim to share peer experience of navigating higher education and provide accurate information and assurance of the process of how to access it.

Adopting an experiential approach, such as workshops and hands-on activities, aligns with traditional theories of learning, which suggest that experiences can enhance understanding and information retention. This method is seen as particularly effective for students who may not thrive in traditional learning environments. This is further supported by using a positive reward at the end of the programme attendance and engagement are incentivised, as well as providing an opportunity for students to experience the industry and network with potential industry experts and potential future employers.

The inclusion of 1:1 career appointments will help students develop career action plans, a strategy supported by research showing that personalised guidance can significantly influence educational and career outcomes. These plans will help students map out their educational and professional pathways, increasing their confidence and motivation to pursue HE. This will also aid us in understanding the impact of the programme and how to continue to develop its effectiveness.

Through raising aspirations, providing experiential learning opportunities, and offering personalised guidance the programme aims to significantly increase applications to HE for our target students. The combination of qualitative feedback from focus groups and detailed career action plans will help measure the programme's effectiveness and impact on students' HE aspirations and readiness.

Initial pilot data for this programme suggest 80% of programme participants felt more confident in making decisions about going to higher education. This intervention will continue to be piloted in 2024-25 and results will be used to develop the programme for 2025-26.

<b>Intervention Strategy 2: Evaluation</b>			
<b>Activity</b>	<b>Outcomes</b>	<b>Method(s) of evaluation</b>	<b>Summary of publication plan</b>
Aspire Mentoring Programme Delivery	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students sign up to attend the mentoring programme.</li> <li>• Improved attendance to college.</li> <li>• Increased knowledge of course choice available at HE.</li> <li>• Increased knowledge of career options.</li> <li>• Increased capacity to make informed decisions about HE/future.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased applications and enrolment to land-based HE study.</li> <li>• Increased applications and enrolment to HE in general.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students who sign up for the programme and % from target characteristics (Type 1).</li> <li>• Number of students that attend other ABC events (Type 1).</li> <li>• Number of students engaging in each workshop/event and % with target characteristics (Type 1).</li> <li>• Attendance levels on FE course (Type 1).</li> <li>• Themes collated from end of programme focus groups on intermediate outcomes (Type 1).</li> <li>• Scores on access and success pre and post questionnaire in relation to intermediate outcomes (Type 2).</li> <li>• Number of students applying to HE at the College (Type 2).</li> <li>• Careers Action Plans with intended destinations (Type 2).</li> </ul>	<p>Internal reporting (written and verbal) at committee and steering group level – quarterly.</p> <p>Aspire Mentoring Annual Report.</p> <p>Annual reporting to OfS as required.</p> <p>APP Annual Progress Report published on the College website.</p>

### **Intervention strategy 3: Facilitating outcomes through enhanced academic and non-academic support.**

#### **Objectives and targets**

1. Improve completion rates for students who were eligible for free school meals (PTS\_1).
2. Improve attainment rates for students who declare a disability (PTS\_2).

#### **Risks to equality of opportunity**

This intervention strategy addresses the risks that students who were FSM eligible or declare a disability may not experience equality of opportunity in gaining positive outcomes during HE study due to availability of appropriate academic support and or non-academic support, mental health issues, continued impacts of covid-19 and cost pressures.

Intervention Strategy 3				
Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Revised model for 1:1 student academic appraisals.	This revised model will be trialled in 2024-25 and refined as required for subsequent years. All enrolled students will be given three 1:1 academic appraisals per year. Additional meetings will be arranged if required. Questions within the appraisal form are tailored towards identifying an individual's needs and progress and will facilitate signposting to appropriate support services including learning support, learning resources, wellbeing, life-coaching and financial support.	Course manager staffing costs for delivery of academic appraisals for each students and additional appointments as required. Staffing costs for services which students are sign-posted to.	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased attendance and course engagement.</li> <li>Increased levels of student satisfaction with academic support.</li> <li>Increased in-year retention.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased rates of completion.</li> <li>Increased rates of continuation.</li> <li>Increased levels of attainment.</li> </ul>	No, but will have overlap student induction and academic skills resources and life-coaching activities.
Revised model for student induction	This is a revised approach to student induction that will involve a 6-week induction programme to complement welcome activities for all students at all levels. This revised approach will be trialled in 2024-25 and refined as required for subsequent years. This development will be interlinked with a new life-coaching service. The elongated induction programme will be designed to increased students' sense of belonging, develop a sense of community, and improve confidence in being able to complete each stage of their course.	Staffing costs for delivery of induction programme. Creation of resources for induction.	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students develop a sense of belonging.</li> <li>Students feel like they are part of a learning and social community.</li> <li>Students feel confident that they can be successful on their course.</li> <li>Increased attendance and course engagement.</li> <li>Increased in-year retention.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased rates of completion.</li> <li>Increased rates of continuation.</li> </ul>	No, but will have overlap with life-coaching and 1:1 academic appraisals activity.
Suite of self-directed academic skills resources	To develop a set of digital resources focused on supporting and enhancing an individual's academic skills. Resources will be available to all students but will be directed to relevant resources in relation to skills requirements identified during induction and appraisals and through assessment feedback. (New activity planned for launch in academic year 2026-27).	Staff time costs to develop resources.  Cost and development of digital platform.	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students will develop self-help seeking behaviours to improve their skills.</li> <li>Students feel confident that they can be successful on their course.</li> <li>Increased in-year retention.</li> <li>Improved rates of student satisfaction with academic support.</li> <li>Improved rates of student satisfaction with learning resources.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased rates of completion.</li> <li>Increased rates of continuation.</li> <li>Increased levels of attainment.</li> </ul>	No, but will have overlap with student induction and 1:1 academic appraisals activity.

<p>Student Services – Life Coaching Service</p>	<p>To complement careers and wellbeing services we intend to develop a model to be used in life-coaching for HE students. This would be through delivery of core training, information, and guidance and via a referral process. (New Activity)  Through 1:1 appraisals, learning or wellbeing support and induction students can be identified as needing specific guidance and support to help improve their success on their course.  The service would include delivery of resilience training for all HE students as part of their HE induction programme. Activity will include development of the service and processes for student referral.</p>	<p>Staffing costs for development of the life-coaching service.  Staffing costs for session delivery and 1:1 student appointments.  Costs for creation of life-coaching resources.  Costs for allocation of a confidential space to conduct life-coaching services.</p>	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students feel confident that they can be successful on their course.</li> <li>• Increased in-year retention.</li> <li>• Improved rates of student satisfaction with non-academic support.</li> <li>• Increased attendance and course engagement.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased rates of completion.</li> <li>• Increased rates of continuation.</li> <li>• Decreased rates of referral to wellbeing services.</li> </ul>	<p>No, but will have overlap with student induction and 1:1 academic appraisals activity.</p>
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### Total cost of activities and evaluation for intervention strategy 3

Academic and non-academic Support	£577,000
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#### Summary of evidence base and rationale

We have analysed data (see Annex A), consulted with students (see student consultation section), and consulted literature (see Annex B) to advise the design of our approach to both broaden and tailor support to the needs of individuals, specifically engaging students with developing their academic and life skills.

In 2023-24 we noted that over 20% of wellbeing referrals related specifically to lack of confidence, social anxiety, or lack of resilience. We have also identified some capacity issues around supplying academic support to students, with our students expressing a desire for increased availability of academic support. Therefore, our activities within this strategy have been designed to refine our approaches to student support which allow support to be personalised and tailored across the duration of their course.

Research consistently highlights that students with disabilities and those from low socio-economic backgrounds face significant barriers in higher education, leading to lower retention and completion rates. For instance, students eligible for FSM often lack the academic preparedness and support systems necessary to navigate higher education successfully. Similarly, students with disabilities encounter unique challenges that require tailored support to ensure their academic success.

Our intended impact is to improve the retention and attendance of students by improving their academic confidence, resilience, and wellbeing. Life-coaching can play a critical role in addressing the specific needs of students, particularly those with mental health issues, social anxiety, and lack of resilience. This personalised approach helps in building confidence and improving academic outcomes. This in turn will lead to improve on course outcomes (continuation, completion, and attainment) rates as students will feel more able to stay on course and manage their workload along with everything going on in their life.

Evidence also suggests that development of an inclusive learning community and a sense of belonging is important when engaging students from diverse backgrounds, which will be addressed through the redesign of our student induction.

#### Evaluation

For this intervention strategy, in addition to the generation of Type 1 and Type 2 evidence (see table below) we will also implement a small-scale transformative evaluation using the Most Significant Change technique. This will be developed to strengthen our level of evaluation and will be implemented in year 2 of the plan (2026-27). This evaluation will be targeted at students who declared a disability with focus on mental health and wellbeing declarations.

<b>Intervention Strategy 3: Evaluation</b>			
<b>Activity</b>	<b>Outcomes</b>	<b>Method(s) of evaluation</b>	<b>Summary of publication plan</b>
Revised model for 1:1 student appraisals	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased attendance and course engagement.</li> <li>Increased levels of student satisfaction with academic support.</li> <li>Increased in-year retention.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased rates of completion.</li> <li>Increased rates of continuation.</li> <li>Increased levels of attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students attending 1:1 appointments and % with target characteristics (Type 1).</li> <li>Number of referrals to life-coaching and % with target characteristics (Type 1).</li> <li>In-year retention rates (Type 1).</li> <li>Number of referrals to learning support and % with target characteristics (Type 1).</li> <li>Positive student satisfaction rates with NSS question on academic support (Type 1).</li> <li>Attendance and engagement (assessment submission) levels (Type 2).</li> <li>Number of students who continue to the second year of their course and % with target characteristics (Type 2).</li> <li>Number of students who complete their course and % with target characteristics (Type 2).</li> <li>Number of students who gain a 2.1 or 1<sup>st</sup> class award for their BSc and the % with target characteristics (Type 2).</li> </ul>	Internal reporting (written and verbal) at committee and steering group level – quarterly.
Revised model for student induction	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>Students develop a sense of belonging.</li> <li>Students feel like they are part of a learning and social community.</li> <li>Students feel confident that they can be successful on their course.</li> <li>Increased attendance and course engagement.</li> <li>Increased in-year retention.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>Increased rates of completion.</li> <li>Increased rates of continuation.</li> </ul>	<ul style="list-style-type: none"> <li>Positive induction survey response to questions related to learning community and sense of belonging (Type 1).</li> <li>Positive induction survey response to questions related to confidence in being able to complete their course (Type 1).</li> <li>In-year retention rates (Type 1).</li> <li>Attendance and engagement (assessment submission) levels (Type 2).</li> <li>Number of students who continue to the second year of their course and % with target characteristics (Type 2).</li> <li>Number of students who complete their course and % with target characteristics (Type 2).</li> </ul>	<p>Annual reporting to OfS as required.</p> <p>APP Annual Progress Report published on the College website.</p>

<p>Suite of self-directed academic skills resources</p>	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students will develop self-help seeking behaviours to improve their skills.</li> <li>• Students feel confident that they can be successful on their course.</li> <li>• Increased in-year retention.</li> <li>• Improved rates of student satisfaction with academic support.</li> <li>• Improved rates of student satisfaction with learning resources.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased rates of completion.</li> <li>• Increased rates of continuation.</li> <li>• Increased levels of attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students using the academic skills resources (Type 1).</li> <li>• In-year retention rates (Type 1).</li> <li>• Student satisfaction rates for NSS questions on academic support (Type 1).</li> <li>• Attendance and engagement (assessment submission) levels (Type 2).</li> <li>• Number of students who continue to the second year of their course and % with target characteristics (Type 2).</li> <li>• Number of students who complete their course and % with target characteristics (Type 2).</li> <li>• Number of students who gain a 2.1 or 1<sup>st</sup> class award for their BSc and the % with target characteristics (Type 2).</li> </ul>	
<p>Life Coaching Service</p>	<p><b>Intermediate Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students feel confident that they can be successful on their course.</li> <li>• Increased in-year retention.</li> <li>• Improved rates of student satisfaction with non-academic support.</li> <li>• Increased attendance and course engagement.</li> </ul> <p><b>Long-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased rates of completion.</li> <li>• Increased rates of continuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of referrals to life-coaching and % with target characteristics (Type 1).</li> <li>• In-year retention rates (Type 1).</li> <li>• Student satisfaction rates for NSS questions on non-academic support (Type 1).</li> <li>• Number of referrals to wellbeing services and % with target characteristics (Type 1).</li> <li>• Attendance and engagement (assessment submission) levels (Type 2).</li> <li>• Results from CORE10 assessment pre-and post-intervention (Type 2).</li> <li>• Number of students who continue to the second year of their course and % with target characteristics (Type 2).</li> <li>• Number of students who complete their course and % with target characteristics (Type 2).</li> <li>• Number of students who gain a 2.1 or 1<sup>st</sup> class award for their BSc and the % with target characteristics (Type 2).</li> </ul>	

## Whole Provider Approach

Our College and HE strategy are centred on placing students at the core of our mission.

Our objectives for HE provisions at the College include:

- Deliver inspiring and outstanding learning, underpinned by scholarship and applied research.
- Maximise our student's educational achievements enabling them to add value to the communities they will live and work in.
- Create a sustainable, collegiate, and aspiring HE environment.

As a college-based HE provider, we are in a special position to adopt a holistic approach, where both HE and FE departments collaborate on ensuring equality of opportunity, beginning from when students start their FE studies. This evolving approach will include developing a comprehensive college strategy for widening participation and promoting progression.

We actively collaborate as a member of the Higher York Network and the Inspiring Choices Uni Connect Programme, contributing to shared goals related to access to higher education. The College is committed to supporting underrepresented groups, building capacity to monitor, evaluate, and make evidence-based decisions regarding our widening participation activities.

In line with the Equality Act 2010, we prioritise equality and diversity in all aspects. Staff training in equality, diversity and inclusion is a fundamental part of our induction process, refreshed every 1-2 years. We also ensure inclusive assessment practices through our reasonable adjustments and assessment policies and academic regulations.

We adopt a whole lifecycle approach to supporting our HE students, from pre-entry to post-graduation. Our core student support teams (Recruitment and Admissions, Wellbeing, Careers, Learning Resources and Learning Support) offer services which play a crucial role in the overall effectiveness of our plan and support our strategic aim of providing an accessible and inclusive learning environment. We continue to invest in these core services with some costs being reflected in the intervention strategy where those services are leading or contributing to an intervention activity.

By working as a whole provider, we can ensure delivery of our intervention strategies and monitor progress towards our intended outcomes. We have established an APP Steering Group which will meet at least twice a year to support operational management of our intervention activities. This group is chaired by the Assistant Principal HE and Academic Registrar, with membership from across the College and University Centre. This pool of staff and students ensures a diverse representation to enable us to effectively monitor, evaluate and report on our progress. Further information regarding monitoring and evaluation and governance arrangements can be found in the Evaluation Section of this plan.

## Student consultation

Our student body were invited to comment on their experiences of equality of opportunity and consulted in relation to key features of this Access and Participation Plan, including consideration of the target groups and our intervention strategies. Where possible, this has

included involvement with students from a range of backgrounds facilitated through a cross-college survey and meetings with members of the Student Council.

To complement the feedback from our students, during the intervention planning phase intervention leads obtained insights from a range of students and via staff representatives who regularly engage with students from under-represented or disadvantaged backgrounds (e.g. Student Services, Learning Support and Academic Support staff).

Over 80 FE and HE students shared their views on barriers faced in accessing HE and issues faced during HE study. These included financial concerns such as accommodation and transportation costs, which can often deter students. Time management was also noted, as balancing study, work, and family responsibilities can jeopardise academic success.

Mental health challenges, including stress, anxiety, and depression, were noted as a common issue which require comprehensive support services. Many students noted that social and emotional support may be insufficient, with loneliness and peer pressure impacting wellbeing. Additionally, students with physical disabilities, language barriers, or who those who may face discrimination can encounter further obstacles. Confidence and self-esteem may be undermined by academic pressures and fear of failure, with the transition to university life demanding high levels of resilience and a robust support network.

Students highlighted the importance of wider student support systems (wellbeing services, course managers, benefits of small group sizes) and the need to educate communities to promote a deeper understanding of land-based HE programmes and career choices.

To address these challenges, students made several recommendations for the College to consider, these included:

- Enhancing mental health support services.
- Improving infrastructure and support for students with disabilities.
- Expanding extracurricular activities and academic support.

These comments have been used to advise the design of activities within the intervention strategies captured within this plan.

### **Continued Student Involvement**

Throughout the life cycle of this Access and Participation Plan, the members of the student body, including Student Council and the Students Union will be engaged in collaboration with key staff to monitor and review our intervention and financial support approaches.

The student body will be invited to have representation on the Access and Participation Steering Group. There is full student membership on our Corporation, via a student governor, who can make comment on annual reporting. Students also sit on all our main reporting and decision-making committees and boards including Corporation, Academic Board (including its functional sub-committees), Student Experience Meetings and Student Council. Feedback is collected and discussed at all these meetings and equality, diversity and inclusion are a standard items on all agendas.

The main mechanisms through which students engage with regulatory matters, including the APP, is via the HE Academic Board and its sub-committees (developmental and operational aspects) and at a strategic level via membership of the Corporation. Students also author a student feedback paper at the HE Academic Board and its sub-committees.

## **Evaluation of the plan**

To establish whether our activities lead to the intended outcomes we aim to evaluate each activity individually through generation of OfS Type 1 and/or Type 2 evidence. For our intervention strategy related to student outcomes we also intend to collate Type 3 evidence using transformative evaluation techniques. We have designed a contextualised level evaluation suitable to our institutional size, which has been informed by the TASO's evaluation resources and the principles within the NERUPI Evaluation Framework.

Details of how each activity will be evaluated are included within the intervention strategies section of this plan. Activities will be evaluated individually, but the whole strategy will not be. Any new activity unless otherwise stated will begin in 2025-26 and monitoring and evaluation activity will commence during that academic year. For projects where we are a collaborative partner, the evaluation will be led by the project lead institution, and we will use results shared by our partners within our APP Annual Progress Report.

We will evaluate impact across the four years of this plan via our APP Annual Progress Report produced at the end of each academic year (usually October/November). The Aspire Mentoring Programme will also produce an annual report (presented to UCAB Academic Quality and Standards Committee - AQSC) and all other intervention activities will be reported in the APP Annual Progress Report. This report will be made publicly available via the College website.

### **Governance and operational arrangements**

Strategic oversight of this plan is the responsibility of the Assistant Principal HE and Academic Registrar, as a member of the College's Senior Leadership Team and with oversight for operations of the University Centre. HE Academic Board has ultimate responsibility for monitoring the implementation of this plan (chaired by the College Principal and CEO and OfS Accountable Officer).

Operational oversight of intervention strategies is via the APP Steering Group which reports into Academic Quality and Standards Committee. This group will oversee the implementation, monitoring, review and evaluation of the Access and Participation Plan, advise on contemporary research, and make reports and recommendations to the HE Academic Board, through AQSC. If the group finds that progress towards the objectives set out in this plan are not progressing as intended, it may recommend to HE Academic Board to increase investment levels or adjust intervention design.

Responsibility for the implementation of activities within each intervention sits within multiple areas across the college including members of Higher Education Management Group and the Head of Student Services. Our APP intervention delivery occurs across the College in both academic and professional services departments.

Other working groups will be engaged in implementation and monitoring elements of the APP delivery, including Quality Enhancement Group. Targets set within this plan will also be reflected in the College's equality objectives which are set and monitored by Equality, Diversity, and Inclusion Committee.

## Plan publication and provision of information

This Access and Participation Plan 2025-26 to 2028-29 will be published online via our dedicated access, participation, and outreach webpage, accessible at <https://www.askham-bryan.ac.uk/access-and-participation-plan/>. We will also post the following on our website:

- A summary of our plan.
- Archive of historical Access and Participation Plans.
- Information about our outreach projects.

### Fee information

Annual fee information documents from the Office for Students for the period of this plan is published on our website at [Higher Education - Policies - \(askham-bryan.ac.uk\)](https://www.askham-bryan.ac.uk/higher-education-policies)

Student facing course information is published on the College website which gives up to date fee information, accessible via [Course Listing Undergraduate](#). The information on these webpages includes:

- Tuition fee information for current and prospective students in relation to course type.
- Guidance on additional optional costs associated with the course such as suggested equipment, study tours and learning materials.

### General Student Information

The College provides general information to students in a range of ways. For all students, both prospective and currently studying a UCAB Higher Education programme, the College website hosts a [Key Information Page](#). This is a point of information hosting links to range of policies and procedures relating to: admissions and student registration, academic regulations and assessment, student life, finance, equality and diversity, research, complaints, and data transparency.

The wider college website also provides information about the facilities available including term-dates, learning support, financial assistance, and employability.

Students studying at University Centre Askham Bryan are automatically registered onto the UCAB Hub. This intranet platform has information relating to all aspects of study, quality assurance information and links to college services, including academic regulations, mitigating circumstances processes, timetables, external examiners reports and student research opportunities. Around the College there are a range of posters, infographics and QR codes for students to access electronically available information.

### Financial Support

Details of financial support offer for enrolled students is published on the College website which includes:

- Information about eligibility criteria.
- Breakdown of each of our financial support packages.
- Full terms and conditions are published alongside each specific package.

Printed materials such as the UCAB Mini-Guide also include reference to financial support referring prospective students to our website for further information.

The eligibility criteria for the financial packages included in this plan differ from those included in our previous APP. We will therefore include a phase out of the previous bursary support to ensure that students who have previously been given financial support are not disadvantaged. The bursary offers outlined in this plan will apply to new entrants to integrated Foundation Year, Foundation Degree or BSc Top Up from 2025-26.

Financial support may be offered to students who meet one or more of the eligibility criteria, aligned with the targets set out in this plan (see Table 2).

**Table 2. Financial support available to students and their eligibility criteria.**

Package	Eligibility	Amount available
UCAB Bursary	<p>Fully enrolled students who are one of more of the following:</p> <ul style="list-style-type: none"> <li>• Care-experienced.</li> <li>• Males from IMD quintile 1 and 2 postcodes.</li> <li>• Identify as Black, Asian, mixed, or other ethnicity.</li> </ul> <p>Students who have postponed their studies are not eligible during their period of postponement.</p> <p>Students must have at least 80% attendance to their programme of study during each academic year.</p>	<p>Up to £750</p> <p>Amounts would be confirmed with the students during Semester 1 of each academic year.</p> <p>Bursary will be paid in two instalments across the academic year.</p>
Hardship Fund	<p>Limited annual fund for students who find themselves in financial hardship during the academic year.</p> <p>Fund is open to all students who can demonstrate hardship with priority given to students with target characteristics (IMD Q1-2, care-experienced, reported disability).</p>	<p>Emergency Essentials Voucher £25 and/or</p> <p>Up to £250 per application (max. £500 per academic year)</p>

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

Within this annex we identify risks to the equality of opportunity for Askham Bryan College across each stage of the student lifecycle by mapping our data against the OfS Equality of Opportunity Risk Register (EORR).

This analysis was completed using following data sources:

- OfS Access and Participation Data Dashboard.
- OfS Size and Shape of Provision Dashboard/Workbook
- OfS Student Outcomes Data Dashboard
- National Student Survey Data (2023)
- Internal Student Records System Report
- Internal Student Survey on Equality of Opportunity in Higher Education (2024)

This annexed assessment of performance includes additional information which supports the priority risks to the equality of opportunity at Askham Bryan College that are outlined within the access and participation plan itself. It also includes areas of risk that have been identified, but not included in the plan and rationale for this approach.

We have included a comparison of our 2 and 4-year aggregated data against sector averages to make comparisons in performance, which have been used to complement the understanding of our risks and targets. However, our targets have been set based on gaps in outcomes between groups of students in relation to our own institutional and local context. Any differences to sector performance may be partially dealt with within this plan, but also as part of our continued quality enhancements to improve of outcomes for all our students.

The data used to underpin this plan has been extracted at an institutional level we identified that overall patterns of risk for access and outcomes were found to be similar between Foundation degree and BSc students.

Our student population is:

- On average similar to the sector in enrolments from the most deprived areas of England as identified by Index of Multiple Deprivation (IMD) quintiles 1 and 2. Our cohorts average 40% compared to the sector of 42%.
- Above the sector for students declaring a disability (including mental health) at an average of 37% declarations, which is 20% above sector average.
- Less ethnically diverse than the local region with average enrolments from students who identify as Black, Asian, Mixed or Other ethnicities being 11-13% lower than our regional context (Yorkshire and the Humber).
- On average 20% male and 80% female which is less than the sector average of 47% male and 53% female.
- Similar to the sector with a 4-year average of 72% Young (under 21) and 28% mature (21+).
- Studying foundation degrees (3-year average of 68%) in comparison to 3-year Bachelors and 1-year Bachelor's top-ups (3-year average 32%).

- Similar to sector figures for students eligible for free-school meals (average of 22% of enrolments).

## Assessment of performance

Due to the small sample size of part-time study, we were unable to meaningfully determine any gaps between student demographics for this mode of study. Therefore, part-time modes of study will not be included within this access and participation plan. Although part-time study is not considered a specific area of focus for this plan, the on-course interventions detailed within this plan and existing support mechanisms within our institution also capture any part-time students at an intersectional demographic level.

## Access

Table 1 provides a summary of our 2-year and 4-year aggregated data in comparison to the national/sector averages and highlights significant and small gaps within this data. Gaps which are included as a focus for this plan are identified with an asterisk\*.

Metric	Aggregated data averages – Access				Gap?	Commentary
	Sector 4-year	Sector 2-year	ABC 4-year	ABC 2-year		
IMD Q1	21.8%	22.4%	23.1%	22.6%	No, similar to sector. Limited internal gap but continues to be a priority for the college. *	4-year average is 23.1% of students from quintile 1, which is slightly above the sector average (21.8%). Q2 is 5% below the sector over 4 years, but 2-year average shows an increasing trend of 3% less.
IMD Q2	21%	21.3%	16.6%	18.3%	Yes, small gap to sector*	
Ethnicity	Asian, Black, Mixed and Other 31.8% White 68.2%	Asian, Black, Mixed and Other 33.8%	Asian, Black, Mixed and Other 1.3% White 98.4%	Asian, Black, Mixed and Other 2.8% White 97.2%	Yes, significantly below the sector and identified internal gap*	Access to our HE courses tends to be from white students, with less than 4% of applications for 23-24 being from Black, Asian, mixed, or other heritage. This is lower than the regional diversity but is not dissimilar to the levels of diversity seen within the land-based industry. Due to small sample sizes, we are unable to identify meaningful patterns of student outcomes for students across different ethnicities.
Age	Mature 27.7% Young 72.3%	Mature 29.2% Young 70.8%	Mature 27.9% Young 72.1%	Mature 28.2% Young 71.8%	No, similar to sector	
Disability	Disability 16.7% Non-reported 83.3%	Disability 17.2% Non-reported 82.8%	Disability 35.1% Non-reported 64.9%	Disability 38.8% Non-reported 61.2%	No, above sector	
ABCS Quintile	1= 7.6%	1= 7.3%	1= 15.1%	1= 17.7%	No, above sector	

	2= 14.3% 3= 19.4% 4= 24.8% 5= 34%	2= 14.2% 3= 19.3% 4= 24.8% 5= 34.5%	2= 19.3% 3= 22.2% 4= 29.1% 5= 14.2%	2= 18.7% 3=23 % 4= 25.8% 5= 14.8%		
FSM	Eligible 19.2% Not eligible 80.8%	Eligible 18.9% Not eligible 81.1%	Eligible 18.6% Not eligible 81.4%	Eligible 22% Not eligible 78%	No, above sector	

**Care Experienced Students:** In 2017-18 less than 2% of enrolments were identified as care experienced. This has improved to 4.2% in 23-24 which is above the reported national figure for those applying to HE studies. Although our enrolments are above national figures this target group remains important for us to consider working on and monitoring to ensure that we remain at least to this level of access.

**Males:** We have lower proportion of male student enrolments compared to females, with over two-thirds of our students identifying as female. In Yorkshire and the Humber in 2021-22 there were 17.4% fewer males (35.9%) to females (51.3%) in the North-East accessing HE. In the Northeast in 2021-22 there was 13.7% fewer males (35.8%) to females (49.5%) accessing HE. Of those males who do enrol the majority are from IMD quintiles 3-4, with a 4-year average of less than 6% coming from IMD 1-2 postcodes. This may be due to the regions where male students are being recruited from and the nature of the courses which male students tend to enrol on such as agriculture. We also note that many of our agriculture students coming from farming backgrounds whose postcodes are not considered disadvantaged.

## On course

On course risks are separated into the following sections: Continuation, Completion, and Attainment.

### Continuation

Table 2 provides a summary of our 2-year and 4-year aggregated data in comparison to the national/sector averages and highlights significant and small gaps within this data. Gaps which have been included as a focus for this plan are identified with an asterisk\*.

Metric	Aggregated data averages – Continuation				Gap?	Commentary
	Sector 4-year	Sector 2-year	ABC 4-year	ABC 2-year		
IMD Q1	85.9%	85.9%	79.2%	85.9%	No, similar to sector	
IMD Q2	87.8%	87.9%	73.3%	74.6%	Yes, lower than sector	IMD 1 and 2 are less likely to continue than white IMD 3, 4 and 5. 4-year = 8% gap and 2-year = 6% gap. IMD 1-2 females and 3-5 females, but this is lower over 2-year (-2% gap) than 4-year data (-7%). Not a risk which will be addressed directly in this plan, but interventions for students who intersect with other metrics will be captured through interventions for academic

						and non-academic support.
Ethnicity	Asian 90.3% Black 85.5% Mixed 89.2% Other 87.5% White 90.9 %	Asian 90.3% Black 85.6% Mixed 89.1% Other 87.6% White 91%	White 81.5%	White 83.8%  No other data	No data	
Age	Mature 83.7% Young 92.4%	Mature 83.5% Young 92.6%	Mature 80.7% Young 82.2%	Mature 83.5% Young 84.2%	No, similar to the sector	
Disability Reported	Disability 89.4% Non-reported 90.2%	Disability 89.5% Non-reported 90.2%	Disability 83.1% Non-reported 81.2%	Disability 85.5% Non-reported 83.1%	Yes, small gap compared to sector.	No gap identified between students enrolled at ABC. This is not a focused area for this plan.
ABCS Quintile	1= 81.7% 2= 86.6% 3= 90.3% 4= 93.7% 5=95.4 %	1= 81.8% 2= 86.7% 3=90.4 % 4= 93.8% 5=95.5 %	1= 75.4% 2= 81% 3= 80.7% 4=84.1 % 5= 90.2%	1= 82.4% 2= 86.2% 3= 77.8% 4= 86.4% 5= 89.7%	No, similar to sector	
FSM	Eligible 88% Not eligible 93%	Eligible 88.7% Not eligible 93.2%	Eligible 73.8% Not eligible 83.4%	Eligible 76.2% Not eligible 85.8%	Yes, below the sector and internal gap identified	Continuation is lower in students who were eligible for free school meals by average of 9%, this is also 12% below the sector average. This metric will not be a direct focus, as we will focus on completion, which by proxy will also improve continuation.

## Completion

Table 3 provides a summary of our 2-year and 4-year aggregated data in comparison to the national/sector averages and highlights significant and small gaps within this data. Gaps which have been included as a focus for this plan are identified with an asterisk\*.

Metric	Aggregated data averages – Completion				Gap?	Commentary
	Sector 4-year	Sector 2-year	ABC 4-year	ABC 2-year		
IMD Q1	81.9%	81.7%	57.8%	61.8%	Yes, lower than the sector	Although this is an identified gap this has not been identified as a significant risk internally between IMD quintiles. However, focus on FSM completion will capture any intersectionality between those and IMD1-2.  Female IMD 1 and 2 less likely to complete than Female IMD 3,4 and 5. Male IMD 1 and 2 less likely to complete than Male IMD 3,4 and 5. Male IMD 1 and 2 less likely to complete than female IMD 1and 2. 4 yr. is 7% gap and 2-yr is 11% gap. Although not a
IMD Q2	84.7%	84.4%	64.2%	67.2%	Yes, lower than the sector	

						focus within this plan improvement in student outcomes as a whole is part of continued quality enhancements at an institutional level.
Ethnicity	Asian 87.4% Black 81.3 % Mixed 85.7% Other 84.4% White 88.8%	Asian 87.2 % Black 81:1% Mixed 85.7% Other 84.2% White 88.7%	White 69% No other data	White 70.9 % No other data	No data	
Age	Mature 80.3% Young 90%	Mature 80% Young 89.9%	Mature 66.1% Young 70.6%	Mature 70.5% Young 71%	Yes, lower than the sector	Although lower than the sector averages, we have not identified significant internal gaps between young and mature students.
Disability Reported	Disability 85.7% Non-reported 87.9%	Disability 85.8% Non-reported 87.8%	Disability 66.7% Non-reported 69.6%	Disability 74.3% Non-reported 69.6%	Yes, lower than sector	Disabled students have higher completion than non- disabled over 2-yr average. But both are lower than the sector. Due to this internal data this will not be a direct focus of this plan.
ABCS Quintile	1= 73% 2= 83.3% 3=88.8 % 4= 92.7 % 5= 96%	1= 72.7% 2= 83.2% 3=88.7 % 4= 92.6% 5= 96%	1= 57.1% 2= 63.5 % 3=72.8 % 4= 75.9% 5= 79.8%	1= 58% 2=70 % 3= 77% 4= 69.4% 5= 76.7%	Yes, lower than the sector	By focusing on attainment for students with disabilities and FSM eligibility this will influence completion rates in relation to multiple deprivation indicators as per ABCS metric.
FSM	Eligible 83.2% Not eligible 90.9%	Eligible 82.9% Not eligible 90.8%	Eligible 60.6% Not eligible 71.5%	Eligible 53.8% Not eligible 73.2%	Yes, below the sector*	FSM eligible students have up to 20% less completion than those not eligible. This is a downward trend with 4-year average of 60.6% and 53.8% over a 2-years. These figures are around 30% lower than sector. This is identified as our largest risk area and a focus within this plan.

## Attainment

This analysis of performance is based on a smaller sample size than other outcomes as smaller proportion of our students are enrolled onto first degree courses (BSc/BSc Top-Up).

Table 4 provides a summary of our 2-year and 4-year aggregated data in comparison to the national/sector averages and highlights significant and small gaps within this data. Gaps which have been included as a focus for this plan are identified with an asterisk\*.

Metric	Aggregated data averages – Attainment				Gap?	Commentary
	Sector 4-year	Sector 2-year	ABC 4-year	ABC 2-year		
IMD Q1	70.4%	71.2%	63.8%	69%	Yes, small gap	Due to limitations on sample, we are unable to identify a discernible significant gap in attainment in relation to IMD. 2-year shows improving trend closer to sector.
IMD Q2	75.9%	76.6%	71.4%	No data	No data	
Ethnicity	Asian 75.7 % Black 61%	Asian 77.5% Black 65.6%	White 69.3%	White 65%	No data	

	Mixed 80.5 % Other 73.2 % White 84.3%	Mixed 81.7 % Other 74.9% White 84.8 %	No other data	No other data		
Age	Mature 72.3% Young 82.5%	Mature 73% Young 83.1%	Mature 71.9% Young 67.7%	Mature 68.6% Young 63.9%	No, similar to sector	Average figures suggest a that attainment for mature students (70%) is higher than young students (66%). This differs from patterns of attainment in the sector which is commonly higher in young students. This is not a target area included in the plan directly but is expected to benefit planned interventions to improve continuation, completion, and attainment in students with declared disabilities.
Disability Reported	Disability 79.7% Non-reported 80.7%	Disability 80.9% Non-reported 81.2%	Disability 61:1% Non-reported 74.4%	Disability 56% Non-reported 72.6%	Yes, lower than sector and internal gap identified*	Lower than sector by more than 20% Downward trend. Plus, internal gap 14-16%. This will also be used a proxy to support improved completion rates.
FSM	Eligible 72.1% Not eligible 83.6%	Eligible 78.8% Not eligible 84.2%	Eligible - No data Not eligible 68%	Eligible – No data Not eligible – 63.3%	No data	

## Progression

Based on the data available to us via the OfS Access and Participation Data dashboard as of June 2024 we feel our progression data does not demonstrate the greatest risk to equality of opportunity for students studying with us. The data we have available to us suggests a reverse trend for some of our students for example higher levels of graduate employment for students declaring a disability.

Our data has several years which are unreportable due to the small sizes of student groups meaning the data is suppressed. We have therefore been unable to confidently identify meaningful progression target groups due to limited data availability.

As such will not be focusing this access and participation plan in this area. However, we have identified the need to improve our internal data collection both qualitative and quantitative to facilitate our future evaluation of graduate outcomes and progression to better understand our position in relation to student characteristics. This will be developmental activity outside the remit of this plan. If future datasets highlight areas of inequality in which we have high levels of statistical confidence we will look to include these within our future plans.

Although not a direct focus of this plan, we are committed to reducing the inequalities which can create disadvantage as students' progress from higher education. We operate a careers and employability team which supports progression into employment, by providing information and guidance on relevant internships, skills development opportunities and graduate level job roles. This support is offered to all our students during their studies and our alumni after graduation.

Our courses are also designed with embedded work placement and practical opportunities for students to apply their theory. Due to the nature of land-based provision we also adopt delivery models for many of our courses to help support their working within the industry

whilst completing full-time study, for example agricultural courses, which also supports positive post-graduation employment rates.

## **Student Satisfaction**

Our results for the 2023 The National Student Survey (NSS) had several areas showing favourable ratings compared to the higher education sector benchmark. We have conducted an analysis of our ratings across different metrics and specific student characteristics, which have been used to advise the development of this plan.

In the category of Teaching on My Course, our students rated their experience at 84%, which is on par with the higher education sector average of 84%. Students with disabilities also rated this aspect at 84%, aligning with both the college and sector averages. Notably, students with mental health conditions rated their teaching experience higher at 91%, indicating a particularly positive perception. However, there were no responses from care-experienced students and those tracked by ethnicity.

For Learning Opportunities, our students rated their experience at 79%, slightly below the sector average of 81%. Students with disabilities gave a similar rating at 78%, just a slightly below the college average. On the other hand, students with mental health conditions rated this area higher at 85%, showing a more positive experience compared to both the college and sector averages. Again, there were no responses from care-experienced students and those tracked by ethnicity.

In Assessment and Feedback, we outperformed the sector, with a rating of 82% compared to the sector average of 77%. Students with disabilities and mental health conditions rated this area highly at 85%, reflecting this positive experience as higher than the college and national figures. Students tracked for underrepresentation by area rated this metric at 80%, slightly below the college average but still above the sector average.

For Academic Support, our students gave a rating of 79%, which is lower than the sector average of 83%. Students with disabilities rated this support at 77%, closely matching the overall college average. This suggests that interventions related to improvements in academic support for disabled students could also improve their satisfaction ratings. Students with mental health conditions rated this higher at 85%, indicating a more favourable perception. Students tracked for underrepresentation by area rated this at 82%, slightly higher than the overall college average.

For Learning Resources, Askham Bryan students rated their experience at 74%, below the sector average of 83%. Students with disabilities rated this area higher at 81%, and those with mental health conditions rated it even higher at 89%, indicating a strong positive perception. Students tracked for underrepresentation by area also rated this metric at 81%, aligning closely with students with disabilities.

Communication of Mental Health Services was rated at 73% by Askham Bryan students, slightly below the sector average of 75%. Students with disabilities rated this lower at 65%, and those with mental health conditions at 69%, indicating room for improvement in this area. Students tracked for underrepresentation by area rated this aspect at 74%, closely aligning with the college average. This rating has been used to advise the design of the life coaching service identified within this plan.

Overall, students with mental health conditions rated their experience higher across most metrics compared to the college and sector averages, particularly in areas like Teaching on My Course, Learning Opportunities, Assessment and Feedback, and Freedom of Expression. Students with disabilities had mixed ratings, with strong scores in Learning Resources, but slightly lower for academic support. The metrics for students tracked for underrepresentation by area were consistent with the overall student body, showing no

significant deviations. We were unable to analyse satisfaction rates for care-experienced and ethnicity.

## **Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.**

This includes a range of literature used to advise this plan and supporting information from our collaborative outreach partners. These references have provided us with an evidence base to the rationale for the design of our interventions.

### **Statement from Inspiring Choices (Uni Connect Programme)**

Askham Bryan College and University Centre is an active participant in the collaborative Inspiring Choices Programme which comprises of three other Higher Education providers in York and North Yorkshire. With oversight from an advisory board, of which University Centre Askham Bryan is a member, the ambition of Inspiring Choices is to deliver pre-16 and post-16 outreach activity, ensuring that students from underrepresented backgrounds have access to the information, advice, and guidance they need to make informed choices about their futures. Inspiring Choices wide range of activities encompasses classroom-based sessions, university-hosted events such as the On-Track programme, attainment raising projects such as the Literacy Project and employer focussed events like the annual STEM Conference delivered in partnership with the National Railway Museum.

Throughout 2024-25 academic year, Inspiring Choices and University Centre Askham Bryan will work together to deliver a range of interventions focussed on supporting identified strategic groups of young people. Specific goals and success criteria include increasing progression levels and applications from students domiciled in target areas, the successful progression of Young Carers, Care-Experienced Students, and Students from Military Families, and elective home educated young people.

### **Supporting Information and literature for The Place**

'The Place' expands on evidence that interventions have been focused on the most deprived areas, which leaves areas like York at a 'double disadvantage.' Many of the activities delivered by 'The Place' are provided considering research on the impact of social, cultural, and institutional capital on social mobility. The principles that underpin 'The Place' are close to those described in research around relational education practice and youth work. The grounding for this work is based on evidence on the factors that influence attainment gaps.

- Children, Culture and Communities Scrutiny Committee Report: Attainment Gap. January 2024
- The Bridge Group (2019). The influence of place: Geographical isolation and progression to higher education.
- Hamilton, Morgan, Murphy, and Harland (2024). Taking Boys Seriously: a participatory action research initiative demonstrating the transformative potential of relational education. <https://doi.org/10.1080/01425692.2024.2315121>

## **Supporting Literature: Collaborative Outreach Intervention**

- Berridge, D. (2017). Children's social care services and inequalities in education. *British Journal of Educational Studies*, 65(1), 129-148.
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- Sanders, M., & Mahalingam, R. (2012). Social justice and service-learning. In *Service-Learning and Civic Engagement: A Sourcebook* (pp. 381-390). Sage Publications.
- Sakata, N., Winston-Proctor, C. E., & Harris, L. T. (2023). Decolonising higher education: Black and Minority Ethnic students' experiences at an elite British university. *Cambridge Journal of Education*, 53(3), 397–411.
- Sebba, J., Berridge, D., Luke, N., Fletcher, J., Bell, K., Strand, S., & O'Higgins, A. (2015). The educational progress of looked after children in England: Linking care and educational data. Rees Centre.
- Ward, C., Sanders, J., & Harrison, N. (2018). Supporting care leavers in higher education: Developing an evidence base for practice. *Research in Post-Compulsory Education*, 23(1), 36-53.

## **Supporting Literature: Mentoring Intervention**

- Chowdry, H., Crawford, C., Dearden, L., Goodman, A., & Vignoles, A. (2013). Widening participation in higher education: analysis using linked administrative data. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 176(2), 431-457.
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- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627-668.

## **Supporting literature: Student Support Intervention**

- Fleming, A. R., Oertle, K. M., Plotner, A, J. (2017). Supporting Students with Disabilities: What Do Students with Disabilities Want? *Journal of Postsecondary Education and Disability*, 30(2), 131-145.
- Lefdahl-Davis, E., Huffman, L., Stancil, J. and Alayan, A. (2018). The Impact of Life Coaching on Undergraduate Students: A Multiyear Analysis of Coaching Outcomes', *International Journal of Evidence Based Coaching and Mentoring*, 16 (2), 69-83.
- HEFCE (2015). Differences in Degree Outcomes: The Effect of Subject and Student Characteristics.

- Kendall, L. (2020). Supporting the Supporters of Students with Disabilities: The Role of School Staff in Post-Secondary Transition. *British Journal of Special Education*, 47(1), 62-84.
- Passmore, J. (2016). *Excellence in Coaching: The Industry Guide*. Kogan Page Publishers.
- Seale, J. (2014). *Disability, Technology and E-Learning: Challenging Conceptions*. Routledge.
- Smith, E. (2011). Social Justice Revisited: Political Affinities and Perspectives in the Struggle for Equity and Access in Higher Education. *Educational Research and Evaluation*, 17(6), 479-493.

### **Annex C: Targets, investment, and fees**

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

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Askham Bryan College

Provider UKPRN: 10000415

### Summary of 2025-26 entrant course fees

\*course type not listed

#### Inflation statement:

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

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Includes BSc (Hons), BSc, BSc (Hons) Top Up and BSc Top Up)	N/A	9000
Foundation degree	All Foundation Degrees excluding FdSc Veterinary Nursing	N/A	9000
Foundation degree	FdSc Veterinary Nursing Year 1	N/A	6600
Foundation degree	FdSc Veterinary Nursing Year 2	N/A	4200
Foundation degree	FdSc Veterinary Nursing Year 3	N/A	9000
Foundation year/Year 0	As part of an Extended Foundation Degree Programme	N/A	9000
HNC/HND	*	N/A	*
CertHE/DipHE	Any course	N/A	9000
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	N/A	N/A	4500
Foundation degree	N/A	N/A	4500
Foundation year/Year 0	Not applicable to FdSc Veterinary Nursing as this is not available for part-time study.	N/A	4500
HNC/HND	*	N/A	*
CertHE/DipHE	N/A	N/A	4500
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Askham Bryan College

Provider UKPRN: 1000415

### Investment summary

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

#### Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£173,000	£174,000	£188,000	£189,000
Financial support (£)	NA	£35,000	£36,000	£38,000	£39,000
Research and evaluation (£)	NA	£8,000	£8,000	£8,000	£8,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£2,000	£2,000	£2,000	£2,000
Access activity investment	Post-16 access activities (£)	£171,000	£172,000	£186,000	£187,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£173,000</b>	<b>£174,000</b>	<b>£188,000</b>	<b>£189,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>21.6%</b>	<b>20.9%</b>	<b>21.8%</b>	<b>21.4%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£173,000</b>	<b>£174,000</b>	<b>£186,000</b>	<b>£187,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£31,000	£32,000	£33,000	£34,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£4,000	£4,000	£5,000	£5,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£35,000</b>	<b>£36,000</b>	<b>£38,000</b>	<b>£39,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>4.4%</b>	<b>4.3%</b>	<b>4.4%</b>	<b>4.4%</b>
Research and evaluation investment	Research and evaluation investment (£)	£8,000	£8,000	£8,000	£8,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.0%	1.0%	0.9%	0.9%

