

# Cliff College – UKPRN: 10007912

## Access and Participation Plan 2020/21 – 2024/25

### 1. Assessment of performance

Cliff College is a small specialist provider, offering four validated programmes to students in the single discipline of theology:

- BA Theology & Ministry
- BA Mission & Ministry
- MA programme
- PhD programme

All programmes are validated by the University of Manchester.

In 2017/18, there were 71 undergraduate students at Cliff College, both full time and part time. This equates to approximately 55 FTE. Only 45 of these students were eligible for student loans, and as such should be classed as 'qualifying students' for the purpose of this report. In our fee information spreadsheet, we have correctly reported on just the 'qualifying students'. However, in the report below, as we have interrogated our data on access, success and progression, we have reported against all 71 undergraduate students whether eligible or not for student loans. The primary reason that we have done this is that even with 71 students, we repeatedly ran into challenges in making meaningful statistical statements. Frequently, it was the case that when students were disaggregated by particular characteristics, we found we had less than 5 students in many categories and could not therefore make appropriate comment about their access, success and progression. If we had restricted the sample to the 45 students who were eligible for loans, then this problem would have been compounded, and we would have been unable to make any meaningful statistical comparisons. Therefore, we feel that for the College to adequately consider its effectiveness in access, success and progression, the most appropriate way forward in our context is to consider outcomes for all 71 undergraduate students. This is what we have done in this report. The College has always been committed to enabling access and participation by students from underrepresented groups, and has demonstrated in the past that there has been considerable success in achieving this.

Because the College is a small provider, the total numbers of students in each category are very small. This has important implications for the assessment of performance. First, the assessment has been undertaken using the College's own data sources alongside some national benchmarking data. This is because the OfS dataset provides almost no Cliff College specific data that can be used. Second, we have not provided data in every category. This is in part because it would be statistically meaningless; and in part because including this data in relation to the College's small numbers would potentially identify individuals and their characteristics, which would breach statutory data protection requirements.

In this context, the College's performance over the last two years has been relatively stable. In line with previous planning and reporting, the access data have been analysed in terms of those parameters for which national benchmark data are available.

#### 1.1 Access

The College collects data on access based on under-represented sectors of society. In common with many small specialist providers, the data demonstrate that the student population at Cliff College is not typical compared to similar populations at large universities. The majority of the students across all our programmes are part time, which enables many more to access and participate in those programmes who otherwise would not be able to do so. For example, mature students in employment and with family commitments are able to access a course on a part time basis, but would be unable to do so on a full time basis.

The College has returned data to HESA for the last four years, which provides the source for much of the data in this section. However, it should be noted that the data submitted to date had been the limited submission required for small alternative providers. Therefore, there are some data that are not available in this assessment, and there are some places where the College has used data generated internally. In particular, it is worth noting that in line with Regulatory notice 1, the College has used publically available POLAR 4 data. It has not, as yet, made use of the Index of Multiple Deprivation (IMD). The College has not ever collected IMD data on its student population and we understood Regulatory Notice 1 to mean that we were not required to undertake a retrospective analysis of our students in regard to IMD. Therefore, in the data tables below, no reference is made to IMD, only to POLAR 4 quintiles. Having said that, the College recognises that POLAR 4 may not always be adequate in regard to representing areas of socio-economic deprivation. Therefore, the College commits that from 2020/21 onwards it will also collect IMD data on its student population and analyse its access, success and progression outcomes in respect of IMD. If this analysis shows a pattern of poor performance then it will, as appropriate, seek a revision to this plan, including the introduction of new targets, that reflects that analysis. It will also modify its activity in light of that analysis.

### 1.1.1 Higher education participation, household income, or socioeconomic status

The data show that Cliff College is performing acceptably in terms of enabling access for students from low participation neighbourhoods, with admissions data for 2017/18 demonstrating that 33% of all undergraduate admissions were from students from POLAR 4 quintiles 1 and 2, compared to 43% of students from quintiles 4 & 5. While we would ideally want a much higher proportion of students to come from quintiles 1 & 2, these figures are in line with the national average. While they are slightly worse than the national picture for full time students, they are somewhat better for part-time students. These figures are near identical to the picture presented a year ago (which relates to data from 2016-17) when 33% of students also came from low participation neighbours. There has not then been much progress in these figures over this one year period. We cannot provide comment over a longer trajectory as polar data was not previously collected.

	All students	Full time undergraduate	Part time undergraduate
<b>POLAR 4 quintiles 1 &amp; 2</b>	33%	29%	37%
<b>POLAR 4 Quintiles 4 &amp; 5</b>	43%	39%	47%

The fact that a third of our undergraduate student body comes from low participation neighbourhoods is testament to the reputation of the College as a positive and supportive learning environment, and to the ongoing work done to enable students to come to the College. The College does not take this rate of participation from these neighbourhoods for granted, and will continue to work to ensure that it remains accessible going forward.

### 1.1.2 Black, Asian and minority ethnic students

The one area where there is clearly room for improvement relates to students from minority ethnic groups. The table below indicates that the proportion of BAME students remains low at just 6% and under the average for England. We have not provided disaggregated data in the table due to the small absolute numbers.

	All students	Full time undergraduate	Part time undergraduate
<b>White</b>	94%	If the 'all students' figure were broken down by programme then some boxes would be reporting on fewer than 5 students and potentially identifying individuals. Therefore, the disaggregated data is not included.	
<b>BAME</b>	6%		

It is important to stress that this relates to a very small number of students in total, and so the addition or subtraction of a small number of students from our student body would have a potentially significant effect on the proportion of BAME students at the College. Indeed, the figure of 6% is in fact slightly worse than it was a year ago when it was 8%. However, given the very low absolute numbers it would be inappropriate to read anything significant into that apparent worsening performance. What is clear is that the College needs to do work to improve our performance in this area. We are not at all complacent in relation to recruitment of students from BAME groups, and we continue to undertake strategic monitoring in this area. There are a number of reasons that contribute to the demographic from which the College has historically recruited. For example, the churches and denominations from which a significant proportion of our students come are overwhelmingly white. While this is changing in some churches, it remains a significant issue that affects how we recruit students to the College. Similarly, the particular geographical area in which we are located – the peak district – has far less ethnic diversity than the rest of the UK. Only 2.4% of the local population is from BAME groups. As such, the College’s figure of 6% is significantly higher than the local population. Nevertheless, we recognise this needs to improve and have set ourselves a very ambitious target of 11% BAME students by 2024-25. We will continue to work to address the factors that have impacted on this issue and to increase our recruitment of BAME students.

### 1.1.3 Mature students

64% of undergraduate students in 2017/18 were mature students. This represents an increase from 61% in 2016/17 and is therefore to be welcomed. These figures are very considerably higher than the national average for England, and reflects in part the nature of theological education provided by Cliff College. Our courses often attract students later in life who are responding to a sense of vocation, and for whom the College’s courses and flexible approach to study and learning meet their needs. The level of support required by mature students can be significant, as people either return to education after a considerable break, or they are accessing higher education for the first time. As the access data below demonstrate, this is an area in which the College has performed well.

	All students	Full time undergraduate	Part time undergraduate
<b>Mature students</b>	64%	55%	72%
<b>Young students</b>	36%	45%	28%

A notable feature of the access data for mature students is the difference between full time and part time students. While performance is strong among full timers, with over half of undergraduates who are mature students, it is especially so among the part time undergraduates. The College is committed to enabling mature students to access courses that are right for them to fulfil their potential, and the performance in this area reflects this commitment. We will continue to work to enable this level of access to be maintained and improved.

### 1.1.4 Disabled students

The proportion of students who self-identified as disabled in 2017/18 was 13%, just under the national average of 14.6%. This is an increase from the figure of 11% in 2016/17, and possibly suggests that the College’s work in increasing accessibility for such students is effective. However, it is more likely that this change represents a statistical fluctuation and until we have longer trajectories or larger numbers of students, it will be hard to know if our work in this area really is effective. Because of the small numbers involved, it is not possible to disaggregate this figure by full time and part time students. The proportion accessing DSA is almost exactly in line with the average for England (6.8%).

	All undergraduates
<b>Students self-identifying with a disability but</b>	6%

<b>without DSA</b>	
<b>Students accessing DSA</b>	7%
<b>All students with disabilities</b>	13%

The College will continue to work hard to ensure suitable access for students with disabilities.

## 1.2 Success

### 1.2.1 Higher education participation, household income, or socioeconomic status

As already indicated, the College has fewer than 100 undergraduate students. We have an overall continuation rate of approximately 95% which means only one or two individual students leave the undergraduate programmes each year. As such, it would be statistically meaningless to provide continuation data by characteristic in the following section if it is based on just one year's data. In order to be meaningful, we would need to analyse at least the last ten year's worth of data, but we have not collected disadvantaged information over that period of time, and therefore cannot comment on trends over that time period. However, the College does commit to collect continuation data by disadvantage characteristic going forward and if trends do appear then we will take timely action to address any issues that arise. For these reasons, we have focussed our assessment of success on attainment data only.

In regard to attainment data, the College is aware that the national KPI relating to the attainment gap is measured by the proportion of students obtaining firsts and 2:1s. However, because we only have at most 20-25 students graduating each year this means that any attainment gap in respect of disadvantage is almost always comparing cohorts that involve less than 5 students, and often would involve just one or two students. Using this comparative marker therefore is not valid. Instead, we believe that it is far more meaningful to compare average attainment grades by disadvantage characteristics. This has the advantage of utilising the data from all students, not just a subset and is therefore more appropriate. This approach is also reflected in the success targets that we have set ourselves.

Using this approach, the College has performed well in ensuring that students from disadvantaged backgrounds succeed while they are at College. The table below indicates average attainment scores for students from POLAR quintiles 1 and 2 in comparison to students from all other POLAR quintiles. These data relate to attainment during the 2017/18 academic year. The only other year for which we have comparative data is 2016/17, and again our performance in that year in this regard was just as strong as in 2017/18. There was in fact a small negative performance gap in 2016/17 with students from quintiles 1&2 outperforming those from other polar quintiles. In respect of this year's (2017/18) data, among part time undergraduates, students from POLAR quintiles 1 and 2 have actually slightly outperformed their counterparts from other POLAR quintiles. This outstanding performance among these students continues a trend of strong performance on this measure achieved by the College, and reflects the work that the College has put in over several years to enable all students to succeed in higher education. However, among full time undergraduates there is a gap of 1.7% between students from underrepresented neighbourhoods and other students. While this is not a large gap, it is in the context of lower performance among this group as a whole, and is below the performance of their part time peers from quintiles 1 and 2. Improvement in this group is a priority for the College.

Average attainment scores by polar quintile

	<b>All students</b>	<b>Full time undergraduate</b>	<b>Part time undergraduate</b>
<b>POLAR 4 quintiles 1 &amp; 2</b>	60.8	57.3	61.4
<b>All other POLAR 4</b>	60.9	59.0	61.1

quintiles			
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### 1.2.2 Black, Asian and minority ethnic students

As the access data indicate, the numbers of students from ethnic minorities is low in the College as a whole, and it is not therefore possible to disaggregate the data for the respective programmes. The table below shows a significant attainment gap between BAME students and white students of 8.5%. While this is concerning, it represents a significant improvement on the 15% performance gap between white and BAME students in 2016/17. While we would like to say that this improvement is due to the additional support that has been provided to low performing students, it is also possible that this change reflects natural fluctuations due to our very low absolute numbers of BAME students. Therefore, we would urge caution in overinterpreting the apparent improvement in performance. It is also important to note that, because the actual number is small the highest two thirds of marks show an average of 59.1%, 2.4% behind the average for white students. Moreover, in this particular year, the entry qualifications of our BAME students were on average less than that of our white students, and therefore if entry qualifications are taken into account the apparent significance of this attainment gap is diminished. The College's aim is twofold: to close this gap between the highest performing BAME students and white students even further; and to enable the lowest performing BAME students to improve in relation to their peers.

Average attainment scores by ethnicity

	All students	Full time undergraduate	Part time undergraduate
<b>White students</b>	61.5	If the 'all students' figure were broken down by programme then some boxes would be reporting on fewer than 5 students and potentially identifying individuals. Therefore, the disaggregated data is not included.	
<b>BAME students</b>	53.0		

### 1.2.3 Mature students

On average mature students are doing just as well as their younger peers, and this continues the pattern that was observed in 2016/17 where there was no discernible difference in the performance of these cohorts.. However, as the table below demonstrates, there are some variations between full time and part time students.

Average attainment scores by age

	All students	Full time undergraduate	Part time undergraduate
<b>Mature students</b>	60.1	57.4	61.7
<b>Young students</b>	60.0	60.5	59.3

Part time mature students are actually slightly outperforming their younger counterparts, with a positive gap of 1.4%. In contrast, full time mature students are around 3% below the younger full time undergraduates. This may indicate the demands of full time study require a greater level of support for mature students, some of whom are coming into higher education for the first time, often many years after their last educational experience.

### 1.2.4 Disabled students

The overall performance of students who have reported a disability shows a significant gap between them and their non-disabled peers, and this is worse than the picture in 2016/17 where there was an attainment gap between these groups but it was not as large as that in 2017/18. Having said this, as with the apparent better performance in some of the categories above, we are dealing with very low numbers of students here and the performance of a single student can impact our figures disproportionately. Caution needs to be exercised then in drawing any conclusions from the relatively small variation in figures from 2016/17 to 2017/18.

#### Average attainment scores by disability

	All students	Full time undergraduate	Part time undergraduate
<b>Disabled students</b>	55.6	If the 'all students' figure were broken down by programme then some boxes would be reporting on fewer than 5 students and potentially identifying individuals. Therefore, the disaggregated data is not included.	
<b>Non-disabled students</b>	60.6		

Due to our very low absolute numbers, we have not disaggregated disabilities into different forms of disability. However, the College very much recognises and provides differentiated support to those with mental health issues, those with physical, medical or sensory impairments, and those with learning, social and educational difficulties. We are fully aware that each student with a disability needs to be treated differently and that the kind of support required needs to be individualised. We could give numerous examples of such individual support, but obviously to do so might identify individual students.

### 1.3 Progression to employment or further study

The College has not previously collected data on the destinations of leavers from higher education under the categories above. We hold data from the DLHE survey, from which the most recent data relate to the 2016/17 cohort. Therefore the College's performance has been assessed in relation to the progression of all leavers and should be read in conjunction with the data in each of the categories. In terms of future data, under the forthcoming Graduate Outcomes survey the majority of the College's students are in Cohort D, for which the data will not be available until early 2020.<sup>1</sup> In 2016/17, just 14 undergraduate students graduated from the College. In the DLHE survey, we received complete responses for 14 of these students (100% response rate). Their responses indicated the following features:

- 8 out of 14 (57%) were working in professional / managerial posts
- 1 out of 14 (7%) was working in a non-professional / managerial post
- 4 out of 14 (29%) were doing other things
- 1 out of 14 (7%) was neither employed nor studying.

Because Cliff is a theological college, the majority of our students have entered training for some form of church-based work. The 'other things' category therefore usually involves graduates who are travelling or who are doing church-based internships or who have taken on full-time family/caring responsibilities.

Prior to DLHE, the College completed its own graduate employment survey for all graduates, and the results of that for 2014-2016 are indicated below (all figures are percentages):

	2014	2015	2016

<sup>1</sup> <https://www.hesa.ac.uk/innovation/outcomes/providers/timing>

In employment	92	92	96
Doing further study	15	16	21
Both employment and study	10	10	17
Further study only	5	6	4
Neither employment nor study	4	2	6

The combination of our very small absolute numbers and the transition from our own graduate employment survey to DLHE in 2016 means that it is impossible to conduct meaningful analysis of graduate outcomes by disadvantage characteristic. For instance, the 2–6% who are neither employed nor studying usually represents just one or two individual students and therefore analysis of their individual characteristics would not be meaningful statistically. Having said this, it is the College's intention to continue to collect this data on a rolling basis from this point forward and once we have three years' worth of Graduate Outcomes data we should be able to make meaningful statements about the impact of disadvantage on subsequent employment and study. In the meantime, it remains the case that we have a high proportion of students in professional/managerial roles, and a high proportion in employment or further study.

#### 1.4 Care leavers

We can provide no data regarding care leavers as currently we have no self-declared care leavers at the College. Given the size of our College, we would expect to have approximately 5 care leavers, and therefore the zero self-declaration may reflect the fact that not all care leavers are willing to be identified in that way; it may also reflect the fact that a very small minority of our students apply through the UCAS system - less than 5% of our total student body. It is also important to note therefore that UCAS data does not cover the vast majority of our study body. Having said this, we recognise the significant underrepresentation of care leavers in higher education and their higher rates of non-continuation. Therefore we will amend our documentation to give students an opportunity to self-disclose their care leaving status should they wish. In addition, the College has a generous fee waiver and hardship fund for which being a care leaver is an eligibility criteria. This financial support scheme is advertised to all students and therefore if any students are care leavers they will have the opportunity to apply on that basis for this support.

#### 1.5 Intersections of disadvantage

The data held by the College on intersections of disadvantage are internal, and are extrapolated from the 2017/18 data collected and reported above. It must be noted that it has not been possible to give disaggregated figures for some of the categories as the overall numbers in those categories are less than 5, and therefore to do so could potentially identify individuals.

#### Access

The data in the table below suggest that the intersections of disadvantage addressed by the College reflect the respective strengths and weaknesses of the separate categories reported above. The College has relatively low numbers of BAME students and students self-identifying with a disability and this means that the numbers relating to other aspects of disadvantage and underrepresentation are also correspondingly low. There are a number of other intersectional characteristics that could be described. However, given our extremely low number of students those combinations of characteristics are only evident in less than 5 students in each case. Hence, to report on them would be both meaningless statistically and potentially identify protected characteristics of individual students.

	All students	Full time undergraduate	Part time undergraduate
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	All students	Full time undergraduate	Part time undergraduate
<b>Mature and with a disability</b>	8%	8%*	
<b>Disability &amp; from POLAR 4 Q1&amp;2</b>	7%	7%*	
<b>BAME and mature</b>	6%	6%*	

\*If the 'all students' figure were broken down by programme then those boxes would be reporting on fewer than 5 students and potentially identifying individuals. Therefore these figures are given in relation to all undergraduates.

### Success

The success of students within each of the categories reported above is also reflected in the intersections of disadvantage. The figures in the table below reflect average attainment grades as defined previously. The groups that stand out for attention are BAME mature students; and mature students with a disability. The gap between students in these categories and the average across the College are between 11.5% and 6.7%. Having said this, these figures relate to fewer than 10 students and it is possible that what we are observing is a small cohort effect. We have not provided disaggregated data in the table due to the small absolute numbers. This is clearly an area where more work and monitoring is required.

	All students	Full time undergraduate	Part time undergraduate
<b>Cliff College average</b>	60.9	58.5	61.2
<b>Mature and with a disability</b>	54.2*		
<b>Disability &amp; from POLAR 4 Q1&amp;2</b>	58.4*		
<b>BAME and mature</b>	49.4*		

\* If the 'all students' figure were broken down by programme then those boxes would be reporting on fewer than 5 students and potentially identifying individuals. Therefore these figures are given in relation to all undergraduates.

### Progression to employment or further study

The College does not have data for this category.

## 1.6 Other groups who experience barriers in higher education

The College does not currently have data on other groups who experience barriers in higher education.



## 2. Strategic aims and objectives

The College believes that its current approach to access and participation is working relatively well. Therefore, much of our focus in this action and participation plan is on ensuring that we are able to continue that good work whilst stretching us in those areas that do require new approaches. On the basis of the assessment of performance the College has identified the following strategic aims and objective that form the basis of this Access and Participation Plan over the 5 year period from 2020 – 2025. Our access and participation implementation programme will be developed from these objectives to ensure the aims are met over the lifetime of this plan.

Strategic aim 1 is in part driven by the national picture in which students from disadvantaged areas, students with disabilities, BAME students and mature students are all underrepresented in HE. However, more particularly, it is driven by our own internal data which shows a particular deficit in regard to BAME students.

Strategic aim 2 is similarly a response to the national picture in which students from these groups are often shown to be underperforming compared to their peers. In our own context, this is also true of BAME students and students with disabilities, and so this plan is designed to address this.

Strategic aim 3 is also a response to the national data which shows weaker employment and future study prospects for certain cohorts of students. We do not have our own data to corroborate whether this is also an issue for Cliff College graduates. However, it seems prudent to respond to the national picture in the way that we have outlined.

STRATEGIC AIMS	STRATEGIC OBJECTIVES
1. To widen access to higher education at Cliff College among all four underrepresented groups	<ul style="list-style-type: none"> <li>a. Increase the proportion of students from POLAR 4 quintiles 1 and 2</li> <li>b. Increase the proportion of students coming from black, Asian and ethnic minority groups</li> <li>c. Provide financial support to those students who might otherwise not attend a higher education institution through outreach, and in particular through our short course programme</li> <li>d. Continue to facilitate entry to higher education of mature students who did not succeed at school or who have been out of formal education for a long time</li> </ul>
2. To ensure increased success among all underrepresented groups, in particular among those identified as having the greatest attainment gaps	<ul style="list-style-type: none"> <li>a. Improve the attainment of BAME students to close the gap on their white peers</li> <li>b. Improve the attainment of disabled students to close and eventually eliminate the gap on their non-disabled peers</li> <li>c. Maintain the performance of students from Polar 4 Quintiles 1 &amp; 2, and that of mature students, while being mindful of intersectional gaps that may appear</li> </ul>
3. To continue to enable students from underrepresented groups to progress to employment	<ul style="list-style-type: none"> <li>a. Facilitate contacts between students and a wide range of potential employers during the whole of their courses, and especially in their final year of study</li> <li>b. Ensure provision of high quality career and employment</li> </ul>

STRATEGIC AIMS	STRATEGIC OBJECTIVES
and/or further study in their chosen field	advice from expert advisers
	c. Provide information to students on options for further study, including professional qualifications
	d. Work with employers to explore work experience opportunities for students from underrepresented groups who want to develop workplace and professional skills and experience

To achieve this strategy, the College will continue to invest strategically in the following ways. We will allocate around 40% of our higher tuition fee income over £6,125 to the access and participation agenda. These additional funds will be used to ensure that our activities are properly resourced so as to achieve our strategic objectives, while still maintaining a sufficient fee waiver and hardship fund to enable all those who qualify for financial support to receive an appropriate amount, according to their circumstances.

The College has set itself an ambitious target of increasing the number of students in receipt of financial support from circa 6% to 15% of all students. In the last year, the number of fee waivers and hardship funds awarded has already increased from 4 students in receipt of a total package worth £4,365 in 2017/18 to 13 students receiving total support of £16,390 in 2018/19. Approximately 80% of this money was given as fee waivers and the remaining 20% as hardship funds. We anticipate that this will be maintained at around 12-14 students per year. Such fee waivers and hardship funds should facilitate even more access to students from disadvantaged groups. Fee waivers and hardship funds are awarded on a case by case basis. However, they are targeted towards students who qualify for the full Government Maintenance Grant and who have at least one of the following indicators as being from a group under-represented in higher education: low HE participation neighbourhoods (Polar4 1 & 2); care leavers & young carers; students with disabilities; students from ethnic minorities. The process for accessing these funds is that students complete an application form where they indicate their financial situation and any disadvantage characteristics they might have. These forms are then assessed by the financial support committee, and in the last two years over 90% of applications have been approved. The only ones which haven't been approved are those where the student had no financial difficulty and / or no disadvantage characteristic. The amount of support that is given and the decision as to whether that support is provided in the form of a fee waiver or a hardship fund is decided on a case by case basis depending on a full assessment of the student's financial position. At most, fee waivers are provided for a third of a student's course fees. As such, the amount provided to each student varies. There is no automatic provision of either fee waiver or hardship funds, or automatic provision of a set amount. Having said that, if you faced financial challenges and were from a disadvantaged background you would almost certainly receive financial support. Certainly, no student in that situation has been denied support in recent years. Following input from our student body, we will ensure that the fee waiver and hardship fund scheme is publicised even more widely to ensure that the maximum possible number of students benefit from it.

Our primary aim in providing this kind of financial support is to encourage students from these various groups to be able to access the College, continue to study here and to be successful at the College. The precise role that the support provides varies from student to student. For some, it helps to overcome financial barriers that might have meant living and studying at the College is difficult. For instance, they may not have been able to afford the accommodation costs of living on site. For others, the financial support assists them with study costs – such as buying books or computer equipment. And for others, it might help them overcome some of the barriers presented by their disability. Each fee waiver or hardship fund support is unique in the way that it helps each student. Feedback from students in receipt of funds has demonstrated that the financial support provided has enabled them to access, continue and succeed in the way that we had hoped.

We also seek to continue attracting students from low participation neighbourhoods. Currently, 33% of our undergraduate students come from Polar 4 quintile 1 and 2 neighbourhoods. It is our ambition to increase this proportion to 38% by 2024-25.

One of the areas where the College is most proud is its success in the zero attainment gap that exists between students from low participation neighbourhoods and other students. As previously noted, the College does not use the national KPI for success which compares the proportion of students

obtaining firsts and 2:1s, as we do not have enough students graduating each year to make this a statistically valid metric. Instead, we compare the average attainment grades for all students for all assignments. This approach is taken in the targets we have set ourselves and in any discussion of attainment gaps.

The College is particularly adept at helping students who have struggled at school and who lack confidence in their own ability, and our goal is to continue the success measures that we have already achieved with this group. However, we recognize that the picture is not uniform within this category, and that full time students are not performing as well as their peers, either among other full time students or among part timers.

The College has historically had a large proportion of students with disabilities, and it is aware that the 2017/18 cohort shows a dip in this group. We will therefore seek to increase this figure by continuing to provide generous access arrangements for such students. Experience built up over many years with students who have a disability has shown that many of those with specific learning difficulties have gone through the whole of their school career with their particular learning difficulty undiagnosed. As a result, their school performance has suffered. The College takes a relatively large proportion of students via its non-standard entry route. These are students who do not meet the normal entry criteria but who have nevertheless demonstrated their ability to study successfully at degree level. It is often the case that students with undiagnosed specific learning difficulties come via this route, and the College has an effective support programme that both assists such students in being properly assessed, and then ensures they receive the support they require. The efficacy of this approach is demonstrated in the relatively good attainment figures we achieve with such students. Our ambition is to continue with this effective approach and we will seek to reduce and eventually eliminate the attainment gap that exists between students with disabilities and those without. In particular, in line with the OfS KPI which is framed in terms of the proportion of students obtaining good degrees, our eventual ambition is that there is no difference between students with disabilities and those without obtaining such good degree results.

In contrast, the College has not been so effective in ensuring that students from ethnic minority backgrounds succeed. We will therefore prioritise our activities to support these students. It is our view that the precise reasons why these students do not do so well varies from course to course, and so we will take a differentiated approach in each course in response to this issue. Input from our student body has led us to review and where necessary develop support for BAME students, tailored to particular courses and individual students; and to review how we might increase the number of staff across the College from BAME backgrounds.

## 2.1 Target groups

TARGET GROUP	TARGET REFERENCE	TARGET DESCRIPTION
1. Low participation neighbourhood	PTA2	Proportion of students from POLAR 4 Q1&2 of any age
2. Ethnicity	PTA1	Proportion of students from ethnic minority backgrounds
	PTS1	Percentage difference in attainment gap between students from ethnic minority backgrounds and white students
3. Disabled	PTS2	Percentage difference in attainment gap between students with disabilities and those without

Work will be done during the course of 2019-20 to extrapolate data relating to progression within the respective categories analysed in the plan. Strategic Aim 3 above sets out the key objectives the College will be delivering for students from underrepresented groups. As further analysis is

completed, the implementation programme will target any of the groups identified in this plan, and specific outputs will be identified and delivered.

## 2.2 Aims and objectives

TARGET GROUP	AIMS	OBJECTIVES
1. State school	To maintain the currently high proportion of students from state schools	Continue with over 95% of students from state schools
2. Low participation neighbourhood	To increase the proportion of students from low participation neighbourhoods	38% of all undergraduate entrants to be from POLAR 4 Q1&2 by 2024/25 and by 2030 to have achieved a figure of 40%
	To maintain the zero attainment gap between students from LPNs and other students	Continue with attainment gap of 0%
3. Ethnicity	To increase the proportion of BAME students as a proportion of the overall student body	11% of the student body to be BAME students by 2024-25, and by 2030 to have achieved a higher proportion of BAME students that reflects the BAME population in Britain.
	To improve the attainment gap between students from ethnic minorities and white students	Attainment gap of 1% by 2024-25, and by 2030 achieve a 0% attainment gap between these groups.
4. Disabled	To maintain a high proportion of students with disabilities	Continue with over 10% of all students to have a disability and beyond 2024/25 eventually reach the national average of 15% of students with a disability.
	To reduce the attainment gap between students with disabilities and those without	Attainment gap to reduce to 3% by 2024-25 and to keep this attainment gap very low into the future with an eventual goal of eliminating the attainment gap as defined by the OfS KPI
5. Mature	To maintain the current high proportion of students who are mature, and to maintain the current excellent performance of these students	To continue with over half of our undergraduate body as mature students, and to continue with a zero attainment gap between these students and younger students
6. Multiple	To increase the number of students in receipt of financial support	The number of students receiving financial support maintained at 12 from 2020/21

## 3. Strategic measures

### 3.1 Whole provider strategic approach

#### Theory of change

The theory of change that underpins this plan describes its overall desired impact, the planned inputs, the intended outcomes and the measures of effectiveness that will be used for the interventions that will be used.

The overall desired impact of this access and participation plan is that access and participation of students from underrepresented groups will be enhanced, where necessary increased and improved, and where appropriate maintained and sustained. To achieve this impact, the College will recruit effectively and enhance the learning experience for its students.

The planned inputs are:

- Targeted recruitment activity to enable students from underrepresented groups to apply to Cliff College.
- Short courses to boost confidence and increase study and learning skills of students who do not meet standard entry requirements.
- Clear and sensitive support in applications and admissions for students who have little or no experience in HE admissions processes.
- Excellent and supportive academic and pastoral care from Faculty members and the College Chaplain and Welfare Officer, built up over many years in the environment of a small College.
- High quality academic support to enable students to learn and succeed, including specific learning support for students who need it.

The intended outcomes are:

- Continued widening access to higher education at Cliff College among underrepresented groups, performing above national benchmarks where that is already the case, and achieving those benchmarks where it is not.
- Increased success among underrepresented groups, improving and where possible eliminating attainment gaps in relation to other students at the College and national averages.
- Enabling students from underrepresented groups to progress to employment and/or further study at comparable rates to their peers from other groups.

The measures of effectiveness are:

- Internal and external data on access, success and progression for all student groups in the College to determine performance.
- Qualitative data from students to be gained from internal surveys and conversations.
- Direct input from students, in focus groups and/or semi-structured interviews, to evaluate and assess the College's activities to improve access and participation.

#### Alignment with other strategies

The College's Admissions Policy explicitly commits us to equality in education: 'students are selected on the basis of their individual merits, abilities and aptitudes. We actively encourage applications from students from all groups who are currently under-represented in higher education. Therefore, the College is committed to fair, transparent and consistent admissions practices.' To achieve this aim, and to ensure that our students can succeed and progress, the College is committed to the five key principles of fair admissions as set out in the Schwartz Report (2004) and accepted across the higher education sector:

- transparency
- minimising barriers to entry
- selecting for merit, potential and diversity

- professionalism
- using assessment methods that are reliable and valid.

In this context, the College aims to increase the diversity of its student population, enriching the educational experience for all. Therefore, we seek in our promotional activities to attract a wide range of applicants from different social, cultural and educational backgrounds who can demonstrate the academic ability and the skills required to succeed in their chosen studies, and who have the potential and motivation to be confident contributors to society and potential leaders in the life of churches and Christian organisations.

Similarly, this plan is designed to be in accord with our equality and diversity policy. Cliff College is committed to the elimination of all forms of discrimination, and to providing an environment where individuals are treated fairly, with respect and dignity. This commitment extends to all the activities that the College undertakes and this access and participation plan has been produced in line with our responsibilities under the Equality Act 2010 and our commitments as set out in our equality and diversity policy. That policy states the following:

*Cliff College is fundamentally committed to promoting equality and diversity, welcoming people from different churches, with different backgrounds and cultures, with varying abilities and disabilities, creating safe and stimulating space where all can seek to know and love God. We are committed both to widening access, by raising the aspirations and attainment of people who might otherwise have denied themselves the opportunity to study at University level, and also to widening participation, by having no inappropriate educational barriers to study on our programmes. We have, and will continue to develop, flexible and accessible approaches to education for all, recruiting widely for a diverse student body. We provide an opportunity for every individual to prove themselves.*

That policy, and this plan mutually reinforce one another. This plan represents an expression of that policy in action, and in turn this plan helps to inform that policy and its parameters. The activity of ensuring that our various policies and plans intersect appropriately takes place at our Academic Board.

### Strategic measures

To achieve the objectives set out above, the College will implement the following strategic measures:

TARGET GROUP	STRATEGIC MEASURES	COMMENTARY
1. State school	Continue strategic recruitment activity from state schools	In terms of access, we will seek to maintain the proportion of students from state schools at 95% or more, significantly above benchmark. We do not believe that progress beyond that measure is possible.
2. Low participation neighbourhood	Provide financial support to those students who might otherwise not attend a higher education institution through outreach, and in particular through our short course programme	The College has an extensive and growing programme of unvalidated short courses. These courses range from a single day to five full residential days in duration. Entry to these courses is completely open, but they are pitched at level three. Students who undertake the five-day 'certificate' courses are also required to submit an assignment which is assessed using level four criteria. These courses have proven to be especially effective in acting as a bridge for those with minimal prior academic experience and/or who lack confidence in their academic ability in enabling them to
	Continue to facilitate entry via non-standard entry process for undergraduate degrees for prospective students who do not have level 3 qualifications	

TARGET GROUP	STRATEGIC MEASURES	COMMENTARY
		<p>build up the confidence they require to apply to, and then succeed on one of our validated courses. Approximately 20% of our students on validated courses attended one of these unvalidated courses prior to joining their validated course. We view this provision as central to continuing to attract students who would not otherwise access higher education provision. It is one of the reasons why we have such a high participation rate from mature, part-time students. It is also important to note that the short course programme is loss-making for the College, and so the vast majority of any extra funds from higher fees would be devoted to continuing to run and expand this provision.</p>
<p>3. Ethnicity</p>	<p>Develop closer partnerships with ethnic minority churches in our area</p> <p>Continue to provide additional support to students who are not progressing as well as their peers in an effort to close the attainment gap</p>	<p>The College already has close working relationships with a number of denominations and church groups, but we have not previously targeted black-led churches. This will now become a focus of our activity.</p> <p>Additional support often takes the form of additional one to one tutorials and essay clinics, and is focussed on any student whose performance is not as expected.</p>
<p>4. Disabled</p>	<p>Continue to provide generous access arrangements for disabled students</p> <p>Continue to provide additional support to students who are not progressing as well as their peers in an effort to close the attainment gap</p>	<p>Many of our students with specific learning difficulties have gone through the whole of their school career with their learning difficulty undiagnosed. Students with undiagnosed specific learning difficulties often access our courses via non-standard entry, and the College has an effective support programme that both assists students in being properly assessed, and ensures they receive the support they require. The efficacy of this approach is demonstrated in the good attainment figures we achieve with such students.</p> <p>We will seek to reduce and eventually eliminate the attainment gap that exists between students with disabilities and those without. In particular, in line with the OfS KPI which is framed in terms of the proportion of students obtaining good degrees, our eventual ambition is that</p>

TARGET GROUP	STRATEGIC MEASURES	COMMENTARY
		there is no difference between students with disabilities and those without obtaining such good degree results. The support that is provided is additional one to one tutorials plus the work of our disability officer in ensuring that students with disabilities have all of their additional needs met.
5. Multiple	Invest strategically in fee waivers and hardship funds at the same level as or greater than 2017/18	The College runs a generous financial support scheme to assist students with financial difficulties. They are awarded to students who qualify for the full Government Maintenance Grant and who have at least one of the following indicators as being from a group under-represented in higher education: low HE participation neighbourhoods; care leavers & young carers; students with disabilities; students from ethnic minorities. In 2017/18 the College distributed just 4 fee waivers or hardship support worth £4,365 under the terms of this scheme. Through proactive awareness raising this has risen in 2018-19 to 13 students in receipt of such support totalling £16,390. It is our intention to maintain this in the years ahead. The fee waivers and hardship support range from £100 to £750 per year

The strategic measures noted above do not specifically mention continuation and progression, but that is because overall Cliff College has a very high continuation and progression figure. Only one or two students drop out each year on average. Given such low numbers, it would be inappropriate to draw any conclusions in regard to them from a disadvantage point of view, at least while we only have one or two years' worth of data.

### 3.2 Student consultation

The College has sought the views and input of the student body to inform the development of this plan, and to monitor its implementation. We have shared the plan with our student president who represents the student body, and he has carried out an initial consultation with the student body. This has shown that broadly speaking the plan resonates well with our student body, and reflects a well established culture of ongoing dialogue that informs developments across the College. There are a number of issues that have been identified, and points raised in the initial consultation have helped shape the plan, with the following specific comments made:

#### **Low Participation Neighbourhoods:**

There is support for the College's performance in access and attainment of students from LPNs. As noted, the College's ongoing dedication to supporting students who do not have Level 3 qualifications enables students to find their feet in an academic environment and grow in confidence, potentially leading them to apply to a validated course. This is strongly supported. However, some concern has been expressed over the possibility of perceived 'enforced diversity' at the college.

#### **Students with disabilities**



The College's support for students with learning difficulties or disabilities is reflected in its performance in accepting students that other HE institutions might not. The College has consistently helped students to attain standard grades and develop confidence as members of an academic community, and the student body is confident that continuing support will bring continued results of students reporting high levels of satisfaction and happiness with their experience as students at the College. A question was raised about how the College's ambition for this group will impact on recruitment strategy. Also questions were raised over staff training and the possibility of tailoring course content to enable students with disabilities to achieve their full potential in terms of success. The issue of improved disabled access was noted, although it was acknowledged that addressing this poses particular challenges on the College site.

### **BAME students**

Support exists for the College's target to improve access for this group. The proposed outreach strategy to black-led churches is therefore extremely welcome and will help to bring about a closer relationship between the College and black communities in the local area. But the following questions were raised: How will the College develop good support structures for BAME students that may access our courses in the future? Will achievement of this target have implications for diversity among our staff, and possibly therefore for recruitment in future?

### **Student financial support**

Awareness about financial support is appreciated, but an increased effort to inform students about eligibility criteria for this support is recommended.

The issues raised in this process have informed the plan in the following areas:

- We will review and where necessary develop and improve the support available for students from BAME backgrounds. This might include support with spoken and written language skills, responding to particular personal requirements and ensuring that there are no cultural barriers, e.g. mixed gender accommodation areas.
- We will review our approach to staff recruitment to see how we might increase the number of staff from BAME backgrounds. We are aware that the make up of the staff potentially influences the College's performance in this area. Thus, while it is challenging in a location with a historically very low BAME population, we will seek to improve our diversity over the next five years.
- We will ensure that the financial support scheme is even more widely publicised, and that it is effective in enabling students from all groups to access our courses and succeed in their chosen programme.

The implementation of this plan will be monitored by the Academic Board with oversight from the Cliff College Committee (our governing body), both of which have student representation. We will also engage with our student body directly, through the establishment of an Access and Participation Monitoring Group. This will include input from the student representatives and elected Student President; and soliciting input from all students, especially those who come from disadvantaged and underrepresented groups in order to inform the ongoing implementation and evaluation of our plan.

## **3.3 Evaluation strategy**

The College's evaluation strategy will be based on the monitoring of the datasets that measure admission, success and progression. In addition, we will continue to monitor attainment measures for students according to their ethnicity, gender, age, disability status and POLAR quintile. Our evaluation will therefore be within an outcome / impact framework, commensurate with the theory of change outlined above, rather than a process framework. Because the College is at the start of implementation of its first access and participation plan, there are not any previous plans or evaluation strategies with which this approach can currently be compared. However, the scope and ambition of this plan are set out in the targets and investment plan appended to this document. Our measure of success will be whether or not we are achieving the targets that we have set. This is outlined in the table below, alongside the evaluation methods we will use.

In the table below, we make frequent reference to ‘engagement with students’. In practice, what this means is that we hold either one to one, or small group conversations with students representing particular disadvantaged groups. The topics for these conversations cover access, success and progression. What we are seeking to discern is whether the relevant students feel that the activities the College has implemented have been effective in supporting them in the way that the College imagines, and whether they feel there are other activities we should be undertaking that would be more effective. In this way, we seek to combine the quantitative data which emerges from our datasets with the qualitative data that originates in these student conversations.

TARGET GROUP	TARGET DATASET	EVALUATION METHOD	STAGE OF LIFECYCLE
1. State school	Internal dataset	Analysis of dataset to determine effectiveness of recruitment of this group Engagement with students to determine their view of the College’s approach to recruitment	Access
2. Low participation neighbourhood	Access and participation dataset	Analysis of dataset to determine effectiveness of recruitment of this group Evaluation of short course programme to determine effectiveness of widening participation in this target group Engagement with short course and validated programme students to determine their view of the College’s approach to recruitment	Access
	Access and participation dataset	Analysis of dataset to determine effectiveness of recruitment of this group Engagement with students to determine their view of the College’s approach to recruitment	Access
	Access and participation dataset	Analysis of dataset to determine effectiveness of the College’s support mechanisms for this group Engagement with students and faculty to identify strengths and weaknesses as part of a cycle of continuous improvement	Success
3. Ethnicity	Access and participation dataset	Analysis of dataset to determine effectiveness of recruitment of this group Engagement with students to determine their view of the College’s approach to recruitment	Access
	Access and participation dataset	Analysis of dataset to determine effectiveness of the College’s support mechanisms for this group Engagement with students and faculty to identify strengths and weaknesses as part of a cycle of continuous improvement	Success
4. Disabled	Access and participation dataset	Analysis of dataset to determine effectiveness of recruitment of this group Engagement with students to determine their view of the College’s	Access

TARGET GROUP	TARGET DATASET	EVALUATION METHOD	STAGE OF LIFECYCLE
		approach to recruitment	
	Access and participation dataset	Analysis of dataset to determine effectiveness of the College's support mechanisms for this group Engagement with students and faculty to identify strengths and weaknesses as part of a cycle of continuous improvement	Success
5. Multiple	Other – finance records	Analysis of finance records to determine spread of awards made in each disadvantaged group Engagement with students in receipt of financial support to determine impact on access, success and progress throughout their course of study. This will be done by looking at the objective measures of access, success and progress. However, given the very low numbers at the College, it will be hard to make statistical generalisations based on these figures, we will simply be able to record whether individual students in receipt of this support were able to access the college, succeed and continue to progress.	Access and Success

### Strategic context

The College's commitment to widening access and participation as much as possible among disadvantaged groups is demonstrated in the methods and investment committed in this plan. We will deploy our own resources to implement the evaluation, and where appropriate we will also work with partners in other similar HE institutions, and in other sectors such as the Methodist Church, to ensure that the strategy is implemented.

### Programme design

We have clearly identified the strategic aims and objectives, the target groups, targets and measures from the data we hold. The impact, inputs, outcomes and measures set out in our theory of change are informed by this analysis and we have therefore clearly been able to identify our actions and interventions. Implementation will therefore be delivered against this well-defined plan, thereby enabling the College to assess performance and ensure delivery is achieved.

### Evaluation design

Our performance has been strong in some key areas, such as access for mature students. This evaluation will use the strategic aims and objectives set out above to gauge how effectively we are achieving them. The design therefore reflects this, drawing together the quantitative and qualitative data at our disposal to assess the implementation of this plan. While we will not be using a strategic return on investment analysis, we will be using the evaluation to determine how well we are deploying our resources to achieve the targets we have set out.

### Evaluation implementation

Data are collected and reports generated by the Academic Registrar and the Academic Administrators. We will deploy our own resources to implement the evaluation, and where appropriate we will also work with partners in other similar HE institutions, and in other sectors such as the Methodist Church, to ensure that the strategy is implemented. The College is part of a network of theological Colleges, validated by The University of Manchester, and the Colleges have agreed to work collaboratively to share good practice, including the consideration of evaluation outcomes on

Access and Participation, on an annual basis. This sharing of learning has been noted as 'good practice' by our validating university. The hope is that we might also be able to develop shared interventions in due course.

## **Learning**

The College will use a cycle of continuous improvement to ensure learning is taken on board and incorporated into the ongoing implementation of the APP. The data collected for the evaluation will be reported each September to the College Executive Committee, made up of the Principal, Academic Director and Operations Director. It will then be considered by the Academic Board, together with our Recruitment Officer and Student President. At this stage it will be reviewed and any actions agreed to ensure it is on track. It will be reported to the Cliff College Committee (CCC) at its October meeting. The Executive Committee and Academic Board will receive regular updates, with a further report going to each CCC meeting in February and May. A comprehensive report detailing all access, success and progression data will be considered by the Executive Committee and Academic Board each July, with lessons learned being incorporated into the following September report.

### **3.4 Monitoring progress against delivery of the plan**

Progress against the plan will be monitored at our biannual board of studies (where student representation is significant), and at an appropriate academic board. The success datasets will be reviewed each summer as part of the annual programme review process. These programme reviews also have programme student representation present. All datasets (access, success and progression) will be reviewed annually each summer and a report will then be presented to the Cliff College Committee, the governing body for the College. This report will indicate how monies have been spent, and how well the College is progressing in terms of achieving its targets. It will also recommend actions that need to be taken in light of the evaluation that has taken place. Our overall aim is to continue with the good work that is currently in evidence in regard to access, success and progression, and to improve the representation of ethnic minority students on our courses, and their subsequent success.

If this monitoring activity demonstrates that performance is worsening, especially if it demonstrates this in a statistically valid way over more than one year, then the College will respond by amending the activity it has outlined in this access and participation plan. It may be that particular strategies are just not working, it may be that they are effective but to an insufficient degree. The kind of revisions that will be enacted depend crucially on the kind of poor performance that is evident, so we cannot in advance outline the precise action that we would take, simply that we would revise the plan in light of what the monitoring indicates. Such revisions may include revisions to targets as appropriate.

## **4. Provision of information to students**

Prior to the start of the 2020/21 academic year, all current students will be provided with the financial support application form and information regarding eligibility. This information will also be made available on our Moodle – which is our internal Virtual Learning Environment.

For prospective students, the same information will be made available on our website (in the recruitment section) and all enquiries will be directed towards the same information. It will also be highlighted in our 'How to Apply' documents which accompany each programme.

Fees and other course information, including course length, modules, assessment procedures, and so on, are made available on our website and on our Moodle VLE. Fee information will be provided for the duration of the student's course. The College will also publish this access and participation plan on its website once approved.

## **5. Appendix**

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

**Access and participation plan  
Fee information 2020-21**

Provider name: Cliff College

Provider UKPRN: 10007912

**Summary of 2020-21 entrant course fees**

\*course type not listed

**Inflationary statement:**

We do not intend to raise fees annually

**Table 4a - Full-time course fee levels for 2020-21 entrants**

Full-time course type:	Additional information:	Course fee:
First degree		£7,000
First degree		£7,000
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants**

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

**Table 4c - Part-time course fee levels for 2020-21 entrants**

Part-time course type:	Additional information:	Course fee:
First degree		£3,500
First degree		£3,500
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants**

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

# Targets and investment plan 2020-21 to 2024-25

Provider name: Cliff College

Provider UKPRN: 10007912

## Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

### Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£60,000.00	£60,000.00	£60,000.00	£60,000.00	£60,000.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£15,000.00	£15,000.00	£15,000.00	£15,000.00	£15,000.00
Access (adults and the community)	£45,000.00	£45,000.00	£45,000.00	£45,000.00	£45,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
<b>Research and evaluation (£)</b>	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HF1)</b>	£29,225.00	£30,895.00	£33,400.00	£33,400.00	£33,400.00
<b>Access investment</b>	20.5%	19.4%	18.0%	18.0%	18.0%
<b>Financial support</b>	17.1%	16.2%	15.0%	15.0%	15.0%
<b>Research and evaluation</b>	6.8%	6.5%	6.0%	6.0%	6.0%
<b>Total investment (as %HF1)</b>	44.5%	42.1%	38.9%	38.9%	38.9%

