

## Dō University

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

#### Introduction and strategic objective

Dō University was formed on March 1, 2025, following the merger of Doragon Dojos Ltd, Lions Dojos Ltd, and Doragon Foundation CIC. Anglos Academy International and the Group now consist of 15 schools across ten locations. It is now the largest provider of Further Education (FE) in martial arts. We are an integral and vital part of our community by delivering on L4+ skills priorities to drive sustainability and economic growth. We achieve this through our extensive employer partnerships, aligning educational provision with the Local Skills Enhancement Plan, and multiple collaborations with universities. Dō University also actively collaborates with local and national education sector bodies.

and

diverse ensures that we comply with competency priorities currently required, but we are also attentive to the skills that will be required in the future.

Our comprehensive higher education curriculum is not only diverse, but It also specializes in various sectors, with customized and custom-made installations. Cutting-edge courses that meet industry expectations. Specializes in in-person teaching and collaborates with Dō University, providing skills practices in management, has specialized sports facilities that support our successful Foundation Degree (FD) in Sports Science, the Health, martial arts and exercise.

Higher education covers a range of prescribed courses and courses non-prescribed L4+ professionals. Prescribed higher education represents 69% of our students, of which 60% are taught in the program of Creative Industries, making it our largest higher education curriculum area. Our professional courses represent 31% of our total higher education offering. These courses professionals develop skills, knowledge and behaviors in Leadership and Management (ILM), Human Resource Management and Learning and Development (CIPD), Accounting (AAT and ACCA), Marketing (CIM) and Project Management (APM).



## **Mission and strategic objectives.**

Our mission is to "Change lives through learning." We achieve this through:

- Inspiring all our students to grow in confidence and improve their life, work and learning skills.
- Provide exceptional teaching, learning, and support, and deliver an exceptional student/customer experience.
- offering an innovative and enriching range of courses and services that meet the needs of our local, regional, national, international and employer communities.
- Working with our employers and communities to increase economic prosperity and enhance our social impact.
- Living our values through our behaviors
- Provide our people with a place work  
stimulating and rewarding and provide a relevant development  
professional for all.
- Provide an inclusive environment where staff and students can celebrate difference and diversity.

Expanding access and participation is fundamental to Dō University, and we are proud of our commitment to diversity and inclusion. Dō University's vision is to transform lives through learning, and

We believe we are achieving this through continued growth and support students at all levels to achieve the results they deserve.

## **Our core values**

- Learning and support are our main focus.
- Kindness and compassion at the heart of everything we do
- Trust, respect and integrity
- Commitment to our vibrant, inclusive community
- Excellence in everything we do
- Opportunities for all

Both the Committee on Access and Participation in Higher Education (ES) and the Dō University's Equity, Diversity, and Inclusion (ECI) Committee meets periodically to monitor all data of our ES students in order to ensure fair and equal access, success and progression in the

higher education, as well as to improve equal opportunities for all underrepresented groups in our higher education offerings and vocational training. Dō University offers courses with a UCAS fee affordable and fair access to HE, encouraging the participation of those who have lower ratings, such as older applicants with experience relevant in the sector or applicants who come from non-access routes conventional. This includes a Progress Promise for students of our vocational training cohort, which encourages internal progression when appropriate for each student.

### **Risks to equal opportunities**

This section summarizes the main risks to gender equality. opportunities addressed in this plan. The risk indicators have been identified through a comprehensive assessment of our... Current performance based on data from the Access and Plan Data Dashboard Participation, OfS sector data and the ILR internal statement of the Group 2025/26. We then identified the contributing risks. using the Equal Opportunities Risk Register (EORR) provided by the OfS.

Due to the recent merger of the former do ra goncicde lo nd re s foundation dojos Do ra gony L ionsy la with Dō University, we are considering the data and information presented in the Access and Plans Previous participation of both institutions. However, due to the low number of students and people with experience in care, there is no sufficient information in the OfS datasets to draw evidence-based conclusions about the participation of these groups.

In creating our plan, we considered all the risk indicators. identified; however, as a small higher education provider, We have chosen to address the indicators that affect most of the students or those risks where we believe we can implement more effective interventions.



We recognize that our data capture mechanisms for the Quality Assessment Review and ILR reports do not always align with the methodology employed by the OfS. This plan is committed to ensuring that we move toward a more consistent approach to data capture, allowing us to compare datasets. The Dō University Access and Participation Plan Committee and the Equity, Diversity, and Inclusion Committee will continue to carefully monitor all underrepresented groups to ensure that the interventions outlined below have a tangible impact on the identified risks of inequality.

Through a thorough analysis of our performance and using the Registry of Equal Opportunity Risks (EORR), we have identified groups of students at different stages of the life cycle who present indicators of risk to equal opportunities. Subsequently, we consider These risk factors to base our strategies on intervention.

Below is a general summary following the different stages of the higher education student life cycle and highlights the risk indicators with reference.

See Annex 1 for detailed analysis of the APP and QAR data used. to identify the risk indicators presented below.

### **1.Access**

#### **Indicator 1.1:**

Lower proportion of students from lower socioeconomic groups (as measured by the POLAR 4 Q1 Indices of Multiple Deprivation and Free School Meals) accessing higher education at Dō University. Evidence suggests that this may be due to prior attainment, gaps in prior knowledge, and student perceptions of higher education (EORR Risks 1, 2, and 3).

**Indicator 1.2:**An ever-decreasing number of mature students gaining access to our higher education, despite having considerably higher rates higher than the sector average. Evidence suggests that this could be due to previous achievements, gaps in prior knowledge and the perception that the applicant has higher education (Risks 1, 2 and 3 of the EORR).



### **Indicator 1.3:**

We observed a continued increase in access for students with reported disabilities, but a gap remains between this group and their non-disabled peers, which represents a risk indicator. Notably, we reported higher access rates for these students than the sector average. Identified risks include gaps in prior academic achievement, deficiencies in prior knowledge (particularly regarding the availability of financial and academic support), and student perceptions of higher education (1, 2, and 3 on the EORR).

## **2.Continuation, completion and achievement**

### **Indicator 2.1:**

When analyzing our institution's data on the OfS Data Panel, only a small difference was detected in the continuation rates of the students from low-income households compared to their peers, although this was not constant every year. This is based on the quintiles of the IMD2021. There is a constant national gap in the rates continuity between these groups, with quintiles 4 and 5 presenting higher continuation rates.

In 2025/26, the most recent academic year recorded in the Data Panel

OfS, the students of Dō University

However, students eligible for free school meals

have consistently lower completion rates than non-students

eligible.

Considering the data from our Quality Assessment Review, presented in our ILR 2025/26 statement, we find that the continuation rate for Quintile 1 students is 66.7% and the completion rate is 64.4%. This assumes that continuation consists of starting the course and not dropping out, and completion consists of starting the course and passing it, and includes all higher education students who dropped out that year.

This is considered a risk indicator and, referencing the OfS EORR, suggests that these risks could be related to: insufficient and targeted academic support; insufficient personal support, including early signposting and intervention; an increase in mental health problems; the ongoing consequences of the coronavirus pandemic; students not



have equal access to housing and the pressures associated with the cost of living crisis (Risks 7, 8, 9, 10 and 11 in the EORR).

**Indicator 2.2:**

The gap between mature and younger students has narrowed over the last three academic years on record and is currently at a point where retention rates for both groups are similar.

Furthermore, Dō University's performance in this area is above the national average, but there is still a significant gap which can therefore be considered a risk indicator.

When we consider our QAR data presented in our ILR 2025/26 return, we can see that the continuation rate for the mature students is 63.4% and the completion rate is 55.4%.

This suggests that these risks may be related to insufficient and targeted academic support; insufficient personal support, including early warning and intervention; an increase in health problems,

the current consequences of the coronavirus pandemic, students who

They do not have equal access to accommodation and the pressures associated with the crisis of the cost of living (Risks 7, 8, 9, 10 and 11 of the EORR).

**Indicator 2.3:**

Previously, there was cause for concern regarding the academic performance of students with reported disabilities; however, these students now consistently outperform students without reported disabilities. Our support strategies and practices are well-established, and this plan will ensure this profile is maintained. This is a consistent and sustained increase over the last five academic years on record.

Furthermore, school continuity levels exceed the national average. We believe this demonstrates the impact of the interventions implemented in our previous Access and Participation Plan, which we will continue to implement to support this group of students.

**Risks:**

Students who do not have access to internal university support and/or support from DSA due to the financial barrier they face by not being able to afford the prior evaluation necessary to file a claim.

### 3. Progression

#### Indicator 3.1:

The limited data available reports consistent superior performance for mature students compared to younger students.

Data show that progression rates of students with a reported disability are in line with progression rates of students without a reported disability. The lack of a serious gap could suggest that there is no evidence of risk in this case.

However, by examining the available data, we can see that the progression rates for Dō University students are significantly lower than the national average. There are a number of mitigating factors that contribute to this profile. Dō University. Students in these industries may be less likely to access management positions complete their course and are more likely to engage in independent work. Therefore, tracking progression is more difficult. In addition, there may be a greater need for students to participate in amateur-level work to gain more experience and portfolio development to demonstrate workplace experience before entering employment professional. Therefore, it is expected that the rates of students who access managerial or professional positions within 15 months will be lower than the national average.

Considering the data from Dō University's ILR reports for the quarter 2025/26, it is observed that the return rate of the destination survey of Higher education is 54.1%. Of those surveyed, 17.6% obtained employment related to their studies. It should be noted that the methods used to collect the data and the methodological approach that supports them are not consistent with the data from the OfS. However, this highlights the low career progression rates for Dō University students. This plan recognizes that there is a need to improve methods of data collection on higher education destinations to guide the provision of effective progression advice and guidance, as well as to develop initiatives that better connect our students with relevant industries your area of study.

## **Risks:**

It is recognized that some students. They lack equal opportunities to access certain higher education outcomes, such as continuing their studies or accessing employment that reflects their qualifications. The APP Dashboard progression data for Dō University, although limited, highlight the low progression rates of mature students and students with disabilities. This suggests risk factors such as financial situation, access and time to pursue extracurricular or supracurricular activities, and lack of information and guidance (Risk 12 in the EORR).

## **Goals**

### **1. Access**

**Objective 1**—increase student participation in education higher education at Dō University and from low socioeconomic groups (IMD Q1) from 7.8% in 21/22 to 10.8% in 28/29 through development continued collaborative partnerships with our schools local secondary schools and community organisations to raise aspirations, increase knowledge and understanding of the progression routes available and contribute to raising levels of performance. Data source: App Data Dashboard

#### **Objective 2**

To increase the participation of mature students in higher education courses at Dō University from 20.3% in 21/22 to 23.3% in 28/29 by developing targeted interventions to provide advice and guidance and raise the aspirations of individuals considering re-entering education at a higher level. Data source: App Data Panel

### **2. Continuation, completion and achievement**

#### **Objective 3**

Continue improving the continuation rates of students in the quintile 1 of the IMD from 66.7% in 2025/26 to 72% in 2028/29. Source: Dō University data 2025/26: alternative methodological approach to the OfS data panel.

**Objective 4**

- continue to improve the completion rates of students in the 1st IMD quintile from 64.4% in 2025/26 to 69.4% in 2028/29.

Dō University data source 2025/26: alternative methodological approach to the OfS panel data.

**Objective 5**

- increase the continuation of mature students from 63.4% in 2025/26 to 69.4% in 2028/29 by increasing our provision of relevant financial, academic, and pastoral support for students mature.

Data source Dō University 2025/26: alternative methodological approach to the OfS panel data.

**Objective 6**

- continue to increase completion rates for mature students from 54.4% in 2025/26 to 59.4% in 2028/29 by increasing our provision of relevant academic and pastoral support for Dō University mature students.

Data source Dō University 2025/26: alternative methodological approach to the OfS panel data.

**Objective 7**

- continue to increase the continuation, completion, and attainment rates of students with disabilities from 64% in 2025/26 to 70% in 2028/29 by committing funding for educational psychology assessments for students requiring disability and increasing pastoral support. Data source: Dō University 2025/26: Alternative methodological approach to the OfS data dashboard.

**3. Progression****Objective 8**

- improve progression rates for Dō University students with disabilities from 47.5% in 2025/26 to 53.5% in 2028/29. Data source: App Data Dashboard

**Objective 9**

- improve progression rates for mature students at Dō University from 56.2% in 2025/26 to 61% in 2028/29. Data source: App Data Dashboard

## Intervention strategies and expected results

Investment amounts are taken from the Fees, Investments, and Targets (FIT) workbook. All figures refer to total expenditure over the four years and are rounded to the nearest thousandth of a pound.

### 1. Access

Activity	Description	Tickets	Results	Cross-intervention strategy
Progression to HE for Dō University Extension Stake (WP) students	Specific support, information, advice and guidance on progression to higher education for education students superior of Dō University who meet the WP criteria.	Staff: Dō University Manager  UniConnect Program Coordinators  £43,000 allocated	Greater access and Knowledge of the range of routes higher education and graduates. career paths	Objectives: 1 and 2    EORR: 1, 2 and 3
Dō University Progression Promise	Dō University Progression Promise for students higher education inmates progress to education courses superior. includes a additional scholarship payment, direct application process and an opportunity to participate in the UniversityDō experience days before deciding to apply.	Promise of progression  <small>Scholarship</small>  £72,000 allocated	Increase in the number of students higher education from Dō University who progress to higher education while they remain in the local area with the the security of continuous support in a familiar environment environment and classes with sizes smaller.	Objectives: 1 and 2    EORR: 1, 2 and 3



<p>Scope of team association development</p>	<p>Associations with Extension teams at local universities</p> <ul style="list-style-type: none"> <li>- develop progression agreements and contextual offers for students.</li> <li>to impart iren the campus and in subject university tasters with priority access for Working group of Dó University students in our physical education cohort</li> </ul>	<p>Staff: Manager 0.6</p> <p>Extension Teams in local universities.</p> <p>£43,000 allocated</p>	<p>Greater access and knowledge of the range of progression of higher education and Professional careers of the graduates. Increased perception positive higher education.</p>	<p>Objectives: 1 and 2</p> <p>EORR: 1, 2 and 3</p>
<p>UniConnect directed will overcome projects</p>	<p>UniConnect targeted schools and community outreach projects such as supported program per higher education student Ambassadors of Background.</p>	<p>UniConnect Program Coordinators (0.6 and 0.8 FT).</p> <p>UniConnect Activities</p> <p>Budget</p> <p>Externally funded by UniConnect.</p>	<p>Greater access, greater knowledge of the range of higher education paths and of the graduates professional careers and a increase in positive perception of higher education.</p>	<p>Objectives: 1, 2 and 3</p> <p>EORR: 1, 2 and 3</p>

higher education subject	<p>higher education subjects taught at Dō University, local high schools and community organizations by</p> <p>Higher education funded by UniConnect</p> <p>Student Ambassadors To elevate aspirations and give a better understanding of studying at level university student.</p>	<p>UniConnect Program Coordinators (0.6 and 0.8 FT).</p> <p>UniConnect Activities</p> <p>Budget</p> <p>Externally funded by UniConnect.</p>	<p>Greater access, greater knowledge of the range of higher education paths and of the graduates professional careers and a increase in positive perception of higher education.</p>	<p>Objectives: 1, 2 and 3</p> <p>EORR: 1, 2 and 3</p>
Building relations with the local school sector	<p>Continue developing relationships with our schools</p> <p>local secondary schools must meet the aspirations convening assemblies and</p> <p>Sessions in collaboration with local universities, institutions higher education and Learning suppliers.</p>	<p>Administrator 0.6FT</p> <p>0.8 ft cable</p> <p>Local university associations.</p> <p>£43,000 allocated</p>	<p>Greater access, greater knowledge of the range of higher education paths and of the graduates professional careers and a increase in positive perception of higher education.</p>	<p>Objectives: 1, 3 and 4</p> <p>EORR: 1, 2 and 3</p>
Amedida support for higher education	<p>Improved Application for Enrollment Experience to Deliver</p>	<p>Head of Higher Education Recruitment</p>	<p>Increased conversion of applications to registrations.</p>	<p>Objectives: 1, 2 and 7</p>

application and registration	<p>Personalized support to satisfy individual needs,</p> <p>example:</p> <p>Timely reception of DSA, financiers, accommodation (residences of Residence) IAG.</p>	£66,000 allocated	<p>Provide affordable prices</p> <p>Hosting you use.</p> <p>Ensure that students have</p> <p>Disabilities declared at the time</p> <p>Registration permits access to DSAs if it is necessary.</p>	EORR: 1, 2 and 3
Dô University Learning Support grant	<p>Dô University Learning Support</p> <p>Grant of up to £750 for students in their first year of higher education</p> <p>Education with a focus personalized and accessible campaign promotional.</p>	<p>Scholarship for students</p> <p>£124,000 allocated</p>	<p>To reduce difficulties financial and access barriers to higher education for low-income students income.</p>	<p>Objectives: 1, 4 and 5</p> <p>EORR: 1, 2, 3, 7, 8, 9, 10 and 11</p>
CPD for technologies for hybrid support and adaptive learning	<p>Develop, promote and facilitate professional development continuous (CPD) for staff who will incorporate innovative practices and virtual.</p> <p>technologies to support hybrid delivery, including the use of immersive spaces and collaborative,</p>	<p>Immersive innovation practitioners</p> <p>£106,000 allocated</p>	<p>A growing number of mature students</p> <p>People with jobs or commitments family members will be able to access education superior.</p>	<p>Objectives: 3, 4, 5, 6 and 7</p> <p>EORR: 7, 8, 9, 10 and 11</p>



	facilitating a more flexible and adaptable learning experience.			
Development flexible learning modules and study resources	<p>Develop learning modules in lines that allow flexible learning and at your own pace.</p> <p>learning and ease of access to autonomy Study resources.</p> <p>Implement the Small Group or Individual schedule to induce students to resources.</p>	<p>Library, Resource Center learning and digital teams</p> <p>The investment exists within the current group. development plans.</p>	<p>Better retention through alternative support mechanisms that are independent access.</p>	<p>Objectives: 3, 4, 5, 6 and 7</p> <p>EORR: 7, 8, 9, 10 and 11</p>
Developing the digital bridge activities	<p>Plan and promote a program for the digital age bridge activities for</p> <p>Develop digital capabilities for students with EHCP or disabilities declared to include virtual workshops or in person.</p> <p>Program designed for develop digital skills between levels of study.</p>	<p>Learning and Resource Center digital equipment</p> <p>The investment exists within the current group. development plans.</p>	<p>Specific approach for</p> <p>Prepare education students higherfor your next level of studies and the necessary digital skills, which leads to an improvement retention.</p>	<p>Objective: 7</p>



More developments in modularized delivery	Continue developing units modularized education credits flexible uppers that allow the students work part-time study while you are in employment and build a portfolio of achievements that can lead to a full L4+ qualification.	Teaching and Learning Manager and Curriculum Teams  The investment exists within the current group. development plans.	A growing number of mature students in the employed  either family commitments will be able to access the higher education.  Increase the number of students first trimester that enters the higher education.	emObjectives: 1, 2, 3, 4, 5 and 6  EORR: 1, 2, 3, 7, 8, 9, 10 and 11
Continued support for mature students to re-get into education	Dô University is the main supplier access course location higher education for students mature, which offers opportunity to re-enter education and progress to university-level studies.  We have a solid collaborative partnerships with universities that offer a wide range of Program of IAG for our access to the education superior students.	Staff: Manager 0.6 Lead 0.8 FT  Extension Teams in local universities.  £43,000 allocated	A growing number of students mature people can obtain qualifications to access higher education.  The stairs of progression lead directly from Level 3 to the levels of degree for students who previously did not could enter higher education because their low qualification levels.	Objective: 2  EORR: 1, 2 and 3
Mathematics and English	Dô University offers the opportunity for students	GCSE Mathematics Courses and existing English and	A number growing of capable mature students	Objectives: 1 and 2

support for the students re-entering education.	re-enter education for resume their math and/or Dô University of English to increase your chances of meet the entry requirements for university-level courses.	Functional skills taught throughout the university group.  The investment exists within the current group. development plans.	to obtain qualifications that will allow access to higher education.	EORR: 1, 2 and 3
Experience in higher education days to ripe students	Days of experience in education superior for mature students in our local community.	Staff: Manager 0.6 Lead 0.8 FT  Student ambassadors of  Curriculum tutors  £43,000 allocated	Provide advice, guidance and support to provide to students mature the opportunity to explore the higher education options.	Objective 2  EORR: 1, 2 and 3
Secondary student's voice for students with disabilities	Students with disabilities participate regularly reviews to ensure to be consulted about the effectiveness of the support they receive and their learning experience. This is achieved through our integrated Student Voice system mechanisms	Student experience Coordinators  Student Voice Mechanism and Student Representatives  Student Conference	Improve the physical space and resources of learning to ensure equality access for students with disabilities.	Objectives: 7 and 8  EORR: 7 and 8



	<p>Course representatives who are chosen for each course in the Group. This guarantees equity for all groups students.</p>	<p>Dō University Student Union</p> <p>£132,000 allocated</p>		
<p>Financing for education</p> <p>Psychoanalyze evaluations</p>	<p>Financingfor individuals students to undertake education psychological evaluation to provide evidence and support your request for DSA.</p>	<p>£60,000 allocated</p>	<p>Peace of mind for students with disabilities who have access to education superior</p>	<p>Objectives: 7, 8</p> <p>EORR: 7 and 8</p>

## 2. Continuation, completion and achievement

Investment amounts are taken from the Fees, Investments, and Targets (FIT) workbook. All figures refer to total expenditure over the four years and are rounded to the nearest thousandth of a pound.

Activity	Description	Tickets	Results	Cross-intervention strategy
<p>Expand provision mental health/wellness</p>	<p>Through the new Pastoral Support Tutor roles:</p>	<p>Pastoral of Higher Education dedicated Support tutors</p>	<p>Improved support mechanisms that impact</p>	<p>Objectives 3, 4, 5, 6 and 7</p>



advice  support for higher education  students.	<p>- Implement</p> <p>Positive Behavior Management Support policy apprentices with barriers learning.</p> <p>- Develop more</p> <p>an individualized tutorial program that animates students to develop property of their studies and to constructively influence in his learning experience.</p> <p>Expand the provision of mental Support of health/wellness/counseling for higher education students.</p>	Advisory service for students  £100,000 allocated	Positively in the continuation, completion and achievement	EORR: 6, 7, 8, 9 and 10
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Student Ambassador program	<p>Priority access to our program</p> <p>Ambassador</p> <p>program to provide an additional source of income and increase the sense of belonging in the university community.</p>	<p>UniConnect Funds Activities</p> <p>Uni Connect Program Coordinator</p> <p>Externally funded by UniConnect.</p>		<p>Objectives: 3, 4, 5, 6, 7, 8 and 9</p> <p>EORR: 12</p>
<p>Additional support for all students to allow</p> <p>achievement</p>	<p>In addition to satisfying the student needs</p> <p>DSA eligible,</p> <p>Academic support will be</p> <p>Skills will be provided</p> <p>study in small groups.</p> <p>programs for non-DSAcon Applicants</p> <p>additional needs.</p> <p>HE facilitation sessions to develop:</p> <ul style="list-style-type: none"> <li>- limited time job skills and Shipping.</li> <li>- executive functioning skills</li> </ul> <p>(e.g. planning, organization, perseverance)</p>	<p>Higher education facilitators</p> <p>£100,000 allocated</p>	<p>All students, regardless of your eligibility for DSA, can access specialized support that enables them to succeed and meet deadlines of delivery.</p>	<p>Objectives: 1 and 8</p> <p>EORR: 7, 8 and 9</p>

	Although weekly sessions.			
Return to study integration program	More support for students returning to es to study after a pause in the learning, introduce a 'return to study' integration program	Higher education facilitators  Dedicated pastoral Support tutors  Head of Higher Education Recruitment  £182,000 allocated	Greater learner retention between years of study.	Objectives: 3 and 5  EORR: 6 and 7

### 3. Progression: towards the labor market, higher education and other destinations after completing higher education

No risks of inequality in relation to progression were detected in our data analysis, but it is worth noting that

It is worth noting that Dō University's progression rates are consistently below the rates

national. The majority of Dō University's higher education offering consists of bachelor's degrees with

UAL honours in creative disciplines, and the progression pathways identified, based on a destination survey

internal, include becoming independent creative professionals or getting jobs through auditions,

none of which are recorded as graduate employment.

As mentioned in the risk identification, Dō University is in a unique position when it comes to progression. Due to the nature of the courses we offer, progression is not always thought of as success in a professional or managerial role. Instead, we might focus on students' progression into some form of work relevant to their long-term goals. A student who left Dō University and is now doing amateur theatre to build a portfolio, while working part-time, would not be classified as someone who has progressed according to the OfS definition, but we should still consider them an example of success. Therefore, our



Intervention strategies for the progression stage of the student life cycle should not necessarily focus on progression to a professional or managerial position, but rather on providing broader support after leaving higher education.

Furthermore, we did not observe any cases where the progression rates of students with specific characteristics were significantly lower than those who did not have them. Therefore, the intervention strategies proposed

In this section, they focus on an overall improvement in student success after completing higher education, rather than of reducing specific gaps.

Investment amounts are taken from the Fees, Investments, and Targets (FIT) workbook. All figures refer to total expenditure over the four years and are rounded to the nearest thousandth of a pound.

Activity	Description	Tickets	Results	Cross-intervention strategy
Develop the PDP programs To support progression	Share and develop established personal Development program for further develop skills, Behaviors and attitudes. Provide specific IAG to support further progress..	His Pastoral Support tutors  £100,000 allocated	Greater development of skills, behaviors and attitudes for help  in the future progression towards higher education or destinations alternatives.  Greater participation in destination surveys	Objectives: 3, 4, 5, 6, 8 and 9  EORR: 6, 7, 8, 9 and 12



CCGHE Industry tutorial Program	Priority access to the program industrial mentoring of Dō University Program that links students with a industry professional in his field of interest.	0.8 ft widening Participation Leader  £16,000 allocated	Increased awareness of industry employment opportunities and networking prior to graduation	Objectives: 3, 4, 5, 6, 8 and 9  EORR: 6, 7, 8, 9 and 12
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Alumni education s Grid	<p>profession build and implement a education alumni network superior that guarantees that the people stay connected to Dō University and other alumni, creating networking opportunities professionals and improve employment of the graduates</p>	<p>0.8 ft widening Participation Leader  £16,000 allocated</p>	<p>Improving progression rates towards employment of graduates</p>	<p>Object ivos: 3, 4, 5, 6, 8 and 9  EORR: 6, 7, 8, 9 and 12</p>
Industry update and lecturer guest program	<p>Professionals with dual training integrate the most advanced practices updated sector in its practices. Projects led by employers and the specialized guest lecturers guarantee the connection between the students.  employment of graduates opportunities and work Opportunities for experience</p>	<p>Update of the industry Day (annual)  Industry Guest Speakers  £40,000 has been allocated.</p>	<p>Students graduate with relevant and recent experience in the industry, which increases its progression. opportunities.</p>	<p>Objectives: 3, 4, 5, 6, 8 and 9  EORR: 6, 7, 8, 9 and 12</p>



### **Total cost of activities**

The total cost of the activities is £1,409,000 (taken from the FIT workbook, rounded to the nearest £1000 and covering the total expenditure for the next 4 years).

### **Summary of the evidence base and justification.**

To begin, we conducted an analysis of OfS panel data to identify groups at risk of inequality at each stage of the student lifecycle.

We then examined our own institution's data reports that monitor the recruitment, success, and progress of students from underrepresented groups. We analyzed the Performance Reports reviewed by Dō University's Equity, Diversity, and Inclusion Committee. We also considered the data presented in the 2025/26 Dō University Quality Assessment.

Using these data sources, we were able to gain an overview of the key risk areas in our student population. Due to the size of our higher education population and the relatively small number of students, we decided to focus on those groups where we believe we could achieve the greatest intervention impact: low-income students, mature students, and students with identified disabilities.

### **Assessment**

Dō University will adopt a holistic approach to evaluating the overall intervention strategy. To capture existing practices and develop robust evaluative activities and interventions, we will use the Transformational Monitoring and Evaluation of Access and Student Outcomes (TASO) Framework, with particular emphasis on the theory of change model. This will allow us to monitor all activities while also providing opportunities for in-depth analysis in areas such as student engagement, where we can examine existing processes and work with students to further develop inclusive evaluative frameworks. This will be particularly useful for assessing whether Type 1 narrative evidence is valuable for measuring progress toward objectives.



We intend to use Type 2 empirical research to demonstrate that we can measure the impact of the proposed interventions. The research will take various forms, including qualitative data collection through student surveys and questionnaires, as well as structured interviews (all at various stages of the intervention). Quantitative data will also be collected through the Group's internal data system. The interventions will be incorporated into the national HEAT database, which monitors student progress.

Progress will be monitored and evaluated through established deliberative structures, primarily the Access and Participation Committee. This committee is composed of representatives from Widening Participation, Further Learning Support, the Student Union, Safeguarding, Well-being, and Quality Assurance, and is chaired by the Vice-Chancellor for Higher Education. The committee includes student representation, either from the Student President or a member of the Student Executive Committee. The committee's role is crucial in ensuring effective progress toward the objectives set out in the plan and ensuring that necessary adjustments are made to intensify or provide additional support to achieve the goals. This committee will meet three times a year to review progress against the plan's goals and will produce an annual report outlining achievements, challenges, and areas for development. The report will be submitted to the Higher Education Management Group and the Higher Education Council, before being submitted to the Group Leadership Team Committee and the Governing Board through the Quality and Stakeholder Committee. It will then be published on our higher education information pages and shared in virtual learning environments (VLEs).

Through this structured evaluation process, Dō University will ensure that the institution makes measurable progress toward successful interventions.



## Comprehensive supplier approach

Dō University has a set of policies reviewed annually to ensure we meet our obligations under the Equality Act 2010. These include policies covering Equality, Diversity and Inclusion, Further Learning Support, Recruitment and Admissions, and Safeguarding, to ensure equal opportunities.

Dō University has various deliberative structures that provide opportunities for staff at all levels of the Group to contribute to protocols and procedures. Student representation exists in all deliberative structures, enabling a collaborative and responsive approach to ensuring parity and driving change.

Dō University strives to provide exceptional higher education in an inclusive learning environment that meets the needs and individual aspirations. Students will receive exceptional academic and pastoral support to achieve success in their professional careers.

Dō University aims to facilitate social mobility and train students prepared for the world of work through collaboration with local business communities.

Dō University embraces diversity and values the variety of experiences students bring, which enriches learning and understanding. Teaching and learning are supportive and inclusive, allowing all students to thrive regardless of their background, age, or ethnicity. The school is student-centered and fully accessible.

Dō University is committed to optimizing investment for all students and offers comprehensive support services to optimize their time at university and maximize their outcomes. Pastoral, tutorial, and academic support is available to all, including additional financial and pastoral support for students with higher participation. Support also includes additional study skills and employability programs to boost students' social mobility.



Dō University is part of the UniConnect program. Through its membership in the Learning Network, Dō University has formed a strategic partnership to offer a wide range of activities involving UniConnect students.

### **Key Strategic Objectives of Dō University's Higher Education Strategy**

- Optimize accessibility to Higher Education through Broadening Participation activities for students in progression, those changing careers and those returning,
- To support students' transition from L3, access to higher education and professional courses,
- To maximize student retention and success to increase aspiration and social mobility,
- Continue developing a work-ready curriculum through a focus on employability skills, employer engagement, and teaching excellence.

### **Student consultation**

After our initial performance evaluation, we invited students to to be part of a panel of student representatives. This group included Our Higher Education Course Representatives, Ambassadors UniConnect students, as well as students from our community student in general. Two of the members of our panel of Students of Dō University were recent graduates, so they were able to discuss their experiences throughout the student life cycle. All students at the panel belonged to groups traditionally underrepresented in the Higher Education and met one or more of the participation characteristics expanded as described by the OfS.

The student panel group attended a briefing that included a presentation to inform them about the national agenda for widening participation and to understand the Access and Participation Plan, as well as the importance of student contributions. We then explained how we had interpreted the data from the OFS APP Dashboard and analyzed our internal data to identify areas of risk throughout the process.

of the life cycle and the justification for focusing the plan on the areas where we could have the greatest interventionist impact.

Once this was discussed and agreed upon, we asked our student panel for their ideas and suggestions for intervention activities. We then shared the planned activities, already identified in the draft APP, with our panel to obtain their feedback and ensure they believed they would be effective. Students were encouraged to reflect on existing support interventions and suggest new ideas that might have helped them access higher education and have a positive student experience. These additional suggestions informed and supported the interventions outlined at Dō University. Students were given time to reflect after the panel meetings and submit any additional suggestions by the deadline. With the panel's permission, the sessions were recorded and saved for reference.

Going forward, Student Panels will play an active role in monitoring and evaluating Dō University. Widening Participation is a recurring topic at the quarterly Course Council meetings, which are attended by Course Representatives. A student representative will be appointed to serve on the Access and Participation Committee. This committee assesses progress toward achieving our goals and milestones and examines the impact of intervention activities. Since key decision-makers attend these meetings, the group can modify interventions and incorporate new ones if new risks to equal opportunities are identified.

### **Evaluation of the plan**

The Access and Participation Committee will implement the assessment, in collaboration with the staff responsible for interventions. The Vice-Rector for Higher Education will oversee this process and conduct periodic audits to ensure compliance. A range of qualitative data (written and oral feedback, written survey responses, interviews) and quantitative data (attendance, progress reports, student lifecycle statistics) will be collected and submitted to the Access and Participation Committee for review.

Review and evaluation. A workflow diagram for data collection and analysis will be created to ensure a transparent and auditable process. The evaluation process will ensure compliance with legislation and data protection requirements, as well as ethical considerations.

Implementation is expected to be an ongoing process, with reports generated by the Access and Participation Committee informing colleagues and students about the effectiveness of the interventions.

The objectives and milestones identified in the Action Plan (APP) will form part of the key performance measures. If progress is not made towards the objectives, will notify the Higher Education Council and other strategies will be reviewed Group (additional resources from departments, involvement of line managers, research on possible involvement of other stakeholders and partners, and collection of good practices from other providers through higher education and vocational training networks) to ensure that improvements are implemented.

The Higher Education Council will report on the plan's progress to the Group Leadership Team and Governors through the Quality and Stakeholder Committee, as a standing item on each agenda. An annual report will also be submitted to the full governing body.

### **Providing information to students**

Dō University is committed to publishing clear and accessible information about fees charged, including additional costs and financial support offered, through the website and in promotional materials.

All information provided will be verified and confirmed as accurate by UCAS and the Student Loans Company. Dō University publishes information that describes our mission, values, and overall strategy.

We clearly communicate the application and admission process to the study programs by making available the admission process to the higher education on the website and in the higher education prospectus.



We provide information to prospective students to help them select their program, including the academic environment in which they will study and the support they will receive through open days and higher education events, school and bachelor's level events, detailed information on online courses, and the higher education brochure. We utilize social media to enhance interaction and communication with students.

Information provided to students includes:

- Course summary, including special features and course options.
- Teaching and assessment methods
- Application process
- Employment and work experience
- Opportunities after graduation
- Student Success Stories

In addition, institutional information about our facilities, well-being and support, employability, and careers is presented. Dō University also ensures that Key Information Set (KCI) data for each course (where applicable) is available through DiscoverUni.

For current students, we organize welcome activities and induction at the beginning of the academic year and at other times of admission to the throughout the year to provide complete and consistent information, and a pleasant experience for all new students. We use our website and social media to connect and inform students before their arrival and to support the transition. Corporate teams work in collaboration with the Student Union to ensure that all relevant information reaches students.

Aggregate fares, including associated taxes, will be available at the higher education pages and on the websites of the respective faculties. This will include the total cost of the course and any incidental expenses required, which will be will be communicated at the beginning of the same. It will also include all optional costs associated with the course. These will also be available through the course instructors throughout the course.

Financial aid opportunities for students will also be posted through the same mechanism on the College's website, using the Access and Participation Plan as a guide.



## Information for students - financial support

Scholarships and other types of support are available through Dō University:

Information is available through the university website with

links that are also found in the student manuals and are

They discuss in interviews and in meetings with tutors.

### Dō University Higher Education Scholarship

Type of assistance:	Full-time or part-time
Rate category:	Only in the UK
Level of study:	HNC, HND, Foundation Degree or BA (Level 4 only)
Criteria:	The student must receive a loan full student maintenance Finance England. Applicants must be enrolled and take courses university studies.
Prize value:	£750. Applicable only for the first year of study (full-time courses partial will be prorated).



Exclusions: Students financed by the Scottish, Welsh and Northern Irish governments, students from outside the EU and students who have previously studied at Level 4 or above.

### **Hardship Funds**

There is a support fund for students who experience difficult times during their academic year. This support can be financial or pastoral. Each case will be assessed on its merits, according to specific eligibility criteria, and scholarships will be awarded based on need. There are no application deadlines. This fund also includes students who have left the care of other students within the university community.

In addition, a range of activities and support mechanisms are available to foster aspirations and facilitate student success thanks to the Group's commitment to civic engagement. Dō University, through its civic engagement program and UniConnect program, will promote individualized support packages to optimize outcomes for all students.

### **Publication of the approved plan**

The approved plan, together with all relevant information, is published in the higher education information page. A link on the Dō University group website for easy access access.



## **Annex A: Further information and analysis related to the identification and prioritization of key risks to equal opportunities**

Dō University regularly monitors its recruitment of underrepresented groups by analyzing applications, admissions/enrolments, and associated statistics. This analysis includes offer and retention rates, both during and at the end of each application cycle. Data published by the OfS and UCAS is regularly analyzed to enable the College to compare itself with regional and national trends. We have included data from our 2025/26 Quality Assessment Review.

### **1: Preliminary points**

#### **1a: How to read:**

The data are presented according to the learning cycle, from entry to progression. Within this order, the information is broken down by relevant student characteristics. The summary of the findings is presented in the main body of the plan and considers the EORR.

Data sources include the Access and Participation Plan Dashboard (Dō University data and Sector Summary) and the Dō University Quality Assessment Review/ILR 2022/23 feedback data.

It is recognized that there is currently a lack of available data and that this has highlighted the need for have more robust data collection methods as we move forward as a university group merged.

If the percentage gap (pp) is a positive number, it means that the percentage recorded for the target group is lower than the percentage recorded for the comparison group. That is, if we observe a 100% completion rate for students without reported disabilities and a 95% completion rate for those with



reported disabilities, the gap would be 5 pp. If the gap is a negative number, it means that the target group has a higher reported percentage than the comparison group.

The number of students expressed as a proportion may not always match the corresponding percentages. For example, in the 2025-2026 academic year, 40 out of 240 Higher Education (HE) students were eligible for free school meals (FSM). However, this figure is reported as 14.7% instead of 16.6%.

expected. This is due to statistical uncertainty and not an error in the Office for Students' reporting.

### **1b: Understanding data sets:**

It places students into five quintiles based on their local areas' higher education participation rates. 1 is the lowest and 5 is the highest.

It places students into five quintiles according to levels of deprivation: 1 is the most disadvantaged and 5 the least disadvantaged.

### **1c: Areas with insufficient data:**

According to the OfS Regulatory Advice, we must be clear in cases where we do not have sufficient data.

to conduct a reliable performance assessment. Therefore, we lack sufficient data in the following areas:

- Access: Ethnicity.
- Continuation: Ethnicity. There is no record of students eligible for FSM in 2025-26, and the quintile 5 for ABCS is not provided.
- Termination: Ethnicity. There are no records of students in the 5th quintile for TUNDRA or ABCS 2016-17 or 2017-18.
- Achievement: TUNDRA, IMD2019, ethnicity, FSM eligibility.
- Progression: TUNDRA, IMD2019, ethnicity, FSM eligibility. Limited data exist on adult students and students with reported disabilities, as there are no records in the 2025-26 school year.

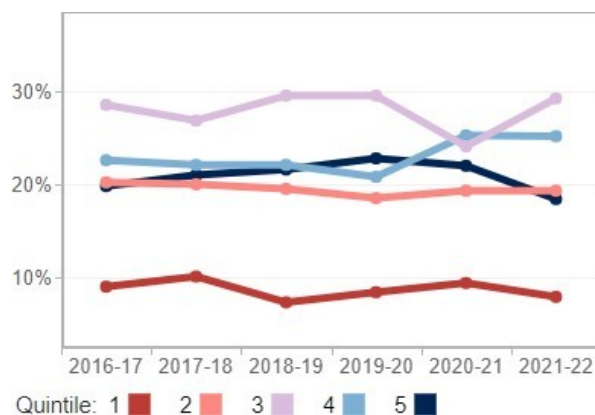
## 1d: Comparison with the local sector

Dō University focuses on creative/vocational careers and has significantly smaller cohorts than our local universities. Therefore, comparing Dō University with other local universities is often not an appropriate method for identifying risk. This becomes more evident as we move through the student lifecycle. However, when it comes to student access to a higher education institution (HEI), the types of courses we offer and our cohort size do not justify a lower access rate for students with a specific characteristic. Therefore, it is still acceptable to draw comparisons between Dō University and other universities in the local sector at the access stage.

## 2: Access

### 2a: Students from low-income households

The low level of access for students from disadvantaged areas is observed at Dō University through a Access rate of 7.8% (30/320 students) for students in quintile 1 (T1) of IMD2019 during the period 2025-26. This represents a gap of 10.6 percentage points between students in T1 and quintile 5 (T5), which has the next highest percentage of access, with 18.4% (60/320 students). All this can be observed in graph 1.



## Chart 1

Proportion of students entering higher education within Dō University divided into the five AMD2019 quintiles over the last 6 recorded academic years.

Table 1 (below) further highlights this aspect by showing that, almost consistently, students in the first quarter access higher education within Dō University at least half the rate of all others quintiles during the last six-year period recorded. This coincides with another indicator of deprivation: our data on students eligible for free school meals. We observed an access rate of 14.7% (40/240 students) for eligible students in 2025-26, compared to an access rate of 85.3% (200/240 students) for ineligible students. All of this can be seen in Chart 2.

Ratios in IMD2019 quintiles	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Question 1: Question 2	1:2.3	1:2.0	1:2.7	1:2.2	1:2.1	1:2.5
T1:T3	1:3.2	1:2.7	1:4.1	1:3.6	1:2.6	1:3.8
T1:T4	1:2.5	1:2.2	1:3.1	1:2.5	1:2.7	1:3.2
Questions 1 and 5	1:2.2	1:2.1	1:3.0	1:2.7	1:2.4	1:2.4

**Board 1:** Ratios1 among IMD2019 first quarter students who accessed higher education within Dō University compared to each of the other quintiles over the past 6 academic years.

While we have seen an increase in access by students eligible for free school meals of 12%

(20/180 students) in 2020-21 to 14.7% (40/240 students) in 2025-26, we also see a decrease in the students in the first quarter during this period from 9.3% (30/330 students) to 7.8% (30/320 students).

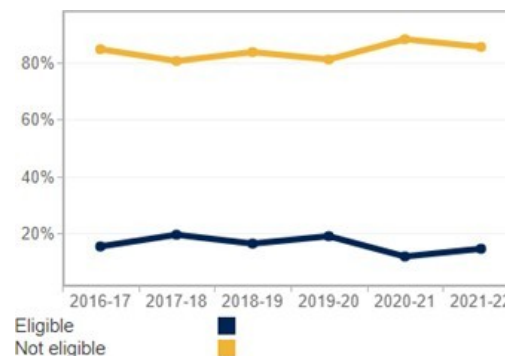


Chart 2:

Proportion of students accessing higher education within Dō University, divided by those who are eligible for free school meals and those who are not, for the last 6 academic years registered.

Compared to other higher education institutions in the local sector, it is observed that access for students in the first quarter of IMD2019 at Dō University is competitive. Chart 3 shows that the University of Dō has never had the lowest access rate for these students, but neither has it had the highest.

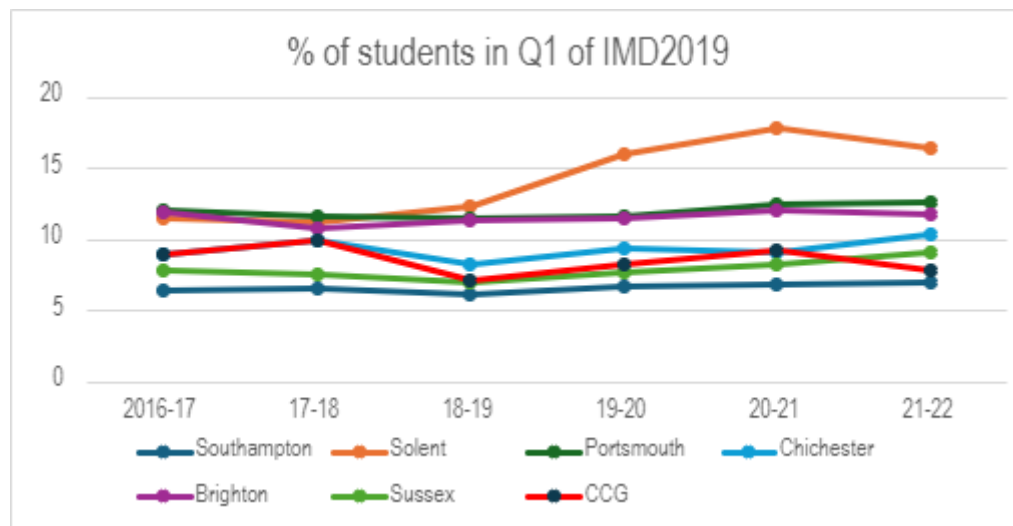


Chart 3:

Proportion of students accessing higher education at local universities, who are in the first quarter of IMD2019.

Students with these characteristics are likely to face risks 1 to 12 in the EORR.

## 2b: Mature students

A significant reduction in the number of mature students was observed between 2025-26 and 2029-30, from 50.2% (330/650 students) to 20.3% (70/330 students). This decrease, from 39.2% (130/340 students) to 20.3%. This shows a steady decline in the number of mature students over six years, as can be seen in Figure 4.

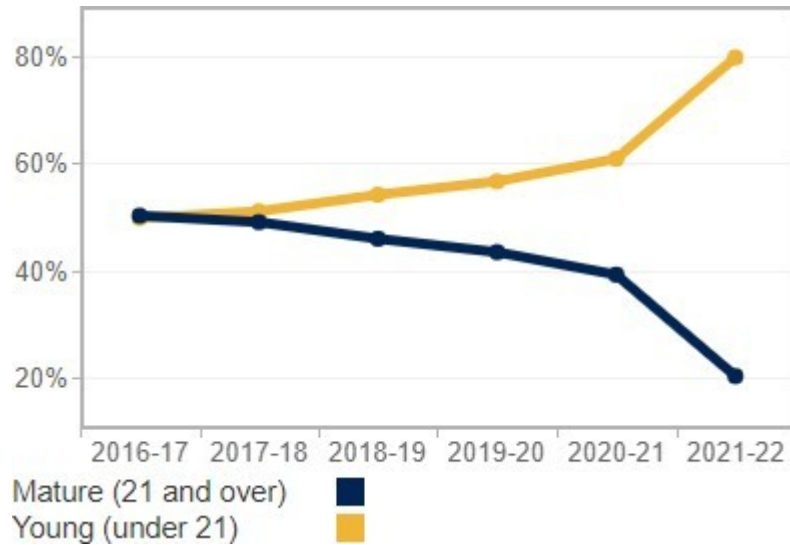


Chart 4:

Proportion of students accessing higher education within Dō University, divided by those classified as mature students and those not, during the last 6 academic years registered.

Compared to the local sector, Chart 5 shows that in previous years we have had access rates to the significantly higher higher education rates for adult learners than for other local sector providers. However, this rate has decreased in recent recorded years, to the point that Dō University now It ranks third in terms of access for adult learners. Therefore, we have identified this as a risk indicator in our plan.

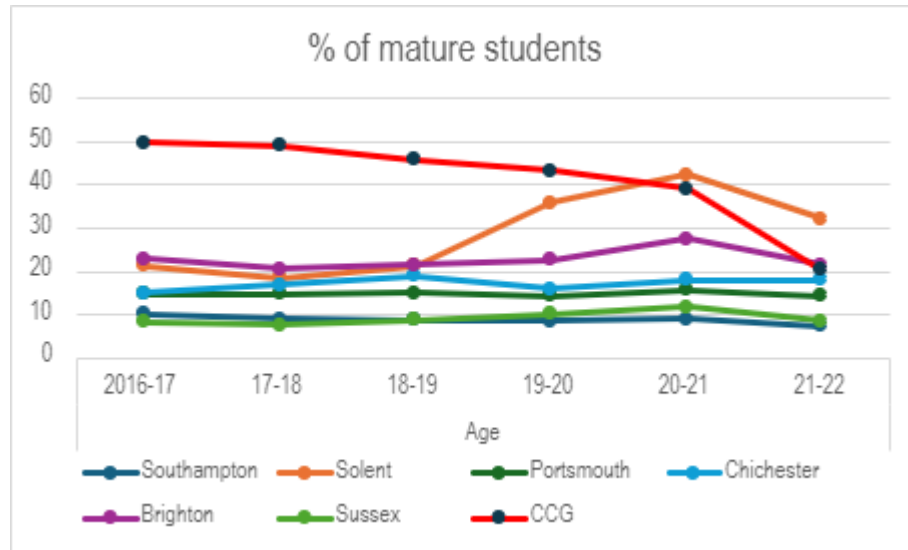


Chart 5:  
Proportion of mature students accessing higher education at local universities.

## 2c: Students with a reported disability

While we observed an increase in access for students with reported disabilities during the last reporting period, four years registered, 27.7% (110/390 students), there is still a notable gap between access to education higher for those with reported disability and those without. Therefore, Chart 6 presents a decrease, although still present, in the risk of access for students with reported disabilities.

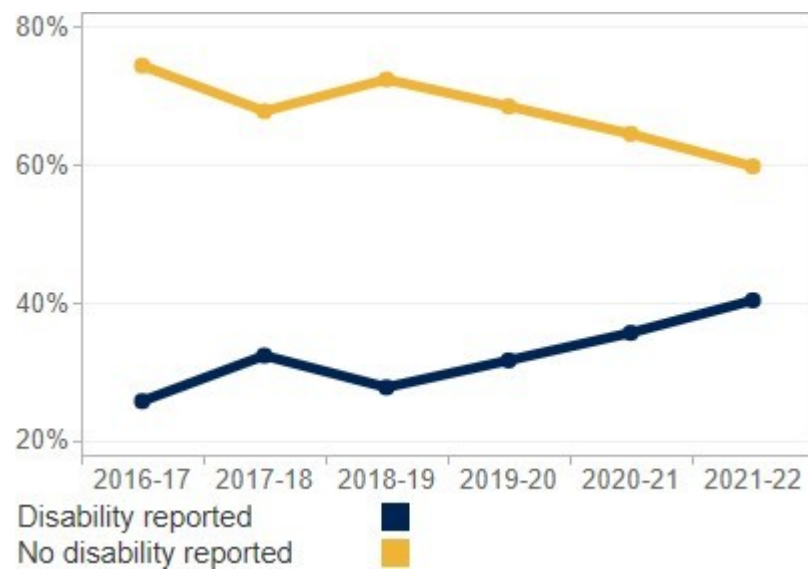


Chart 6:

Proportion of students accessing higher education within Dō University, divided between those with a declared disability and those without it, during the last recorded academic years.

Our access to students with reported disabilities is far superior to that of all other institutions in the local sector. This can be seen in Figure 7, which shows a clear gap between Dō University and the rest of the providers. However, we have highlighted this as a risk indicator in our plan to continue working to reduce it.

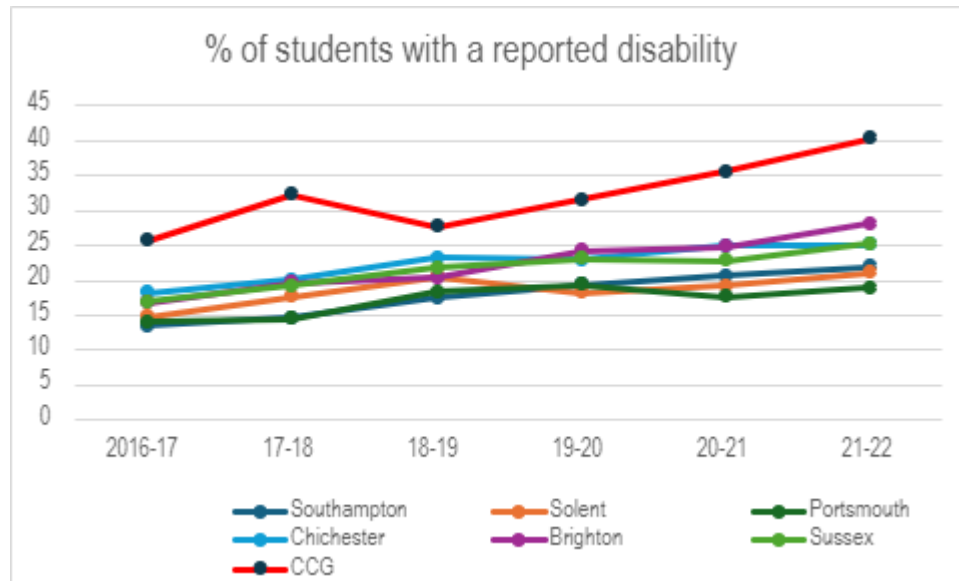


Chart 7:  
Proportion of students with a declared disability accessing higher education at local universities.

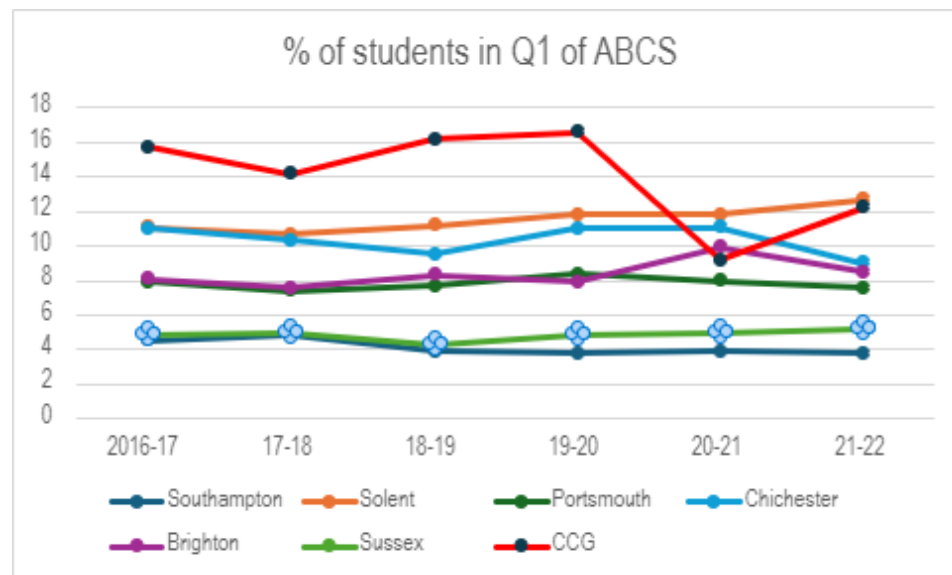


Chart 9: Proportion of students accessing higher education in local sector universities, who are in the first quarter of the ABCS

### 3: Continuation

#### 3a: Students from low-income households

The only potential indicator of risk to continuity within Dō University could be the difference in the continuity of those who are in different quintiles of the IMD2019. For example, we observe a difference of 90.3% for the first quarter to 94.5% for the fifth quarter in 2025-26. This results in a gap of 4.2 percentage points. percentages. When considered together with national data, this is identified as an area of concern in our plan, since the national proportion is 84.4% of first-quarter students in the same year and the gap national is 9.1 percentage points.

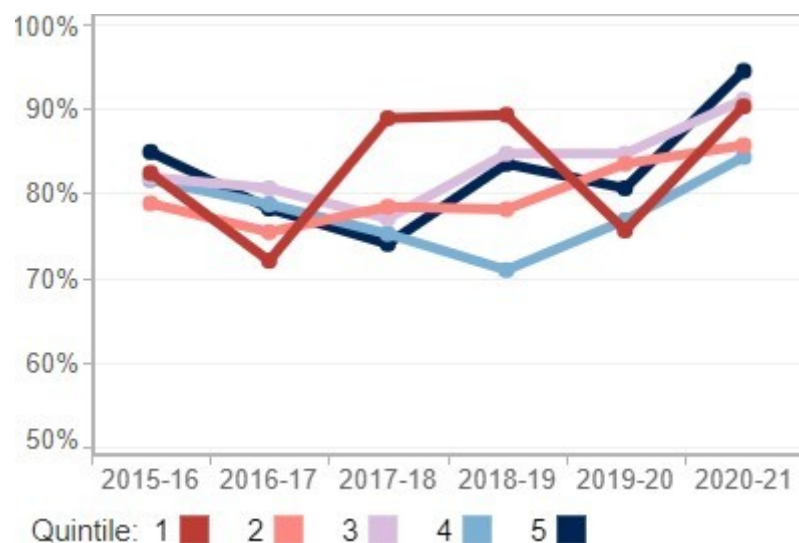




Chart 10: Proportion of students continuing with higher education within Dō University divided into the five quintiles of IMD2019 over the last 6 academic years recorded you.

quintiles	16	17	18	19	20	21
Question 1: Question 2	1:0.9	1:1.0	1:0.9	1:0.9	1:1.1	1:0.9
T1:T3	1:1.0	1:1.1	1:0.9	1:0.9	1:1.1	1:1.0
T1:T4	1:1.0	1:1.1	1:0.8	1:0.8	1:1.0	1:0.9
Questions 1 and 5	1:1.0	1:1.1	1:0.8	1:0.9	1:1.1	1:1.0

**Board 3 :** Ratios of IMD2019 first-quarter students continuing higher education within Dō University compared to each of the other quintiles over the most recent recorded academic years.

### 3b: Mature students

There is a gap of 1.7 percentage points between young and mature students in the 2025-26 academic year, but this has been significantly reduced from 11.1. This difference is much smaller than that of all educational centers higher English registered, which was 9.8 percentage points in the 2025-26 academic year.

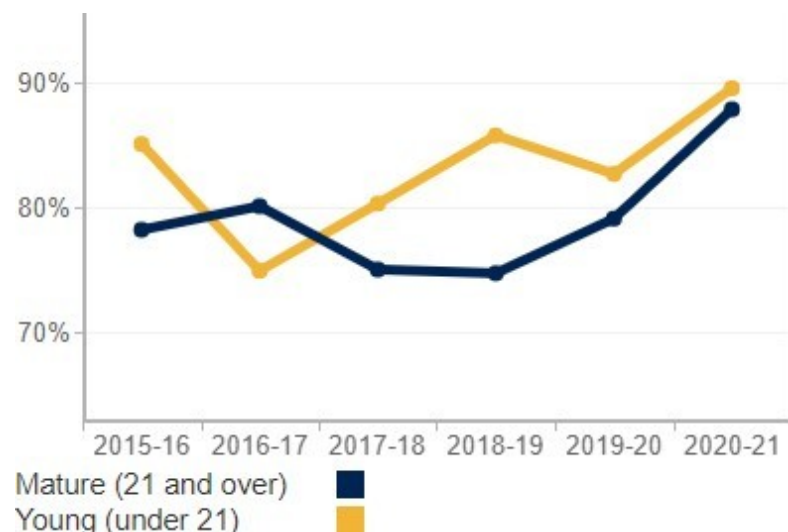


Chart 11:

Proportion of students continuing higher education within Dō University, divided by those who are classified as mature students and those who are not during the last academic years registered.

### 3c: Students with a reported disability

The retention gap for students with reported disabilities at Dō University has not exceeded 0 percentage points between 2025 and 2026. The retention rate for students with reported disabilities has been higher than that of students without reported disabilities in recent years. We suggest this is due to interventions implemented under our latest Access and Participation Plan, which we hope to continue.

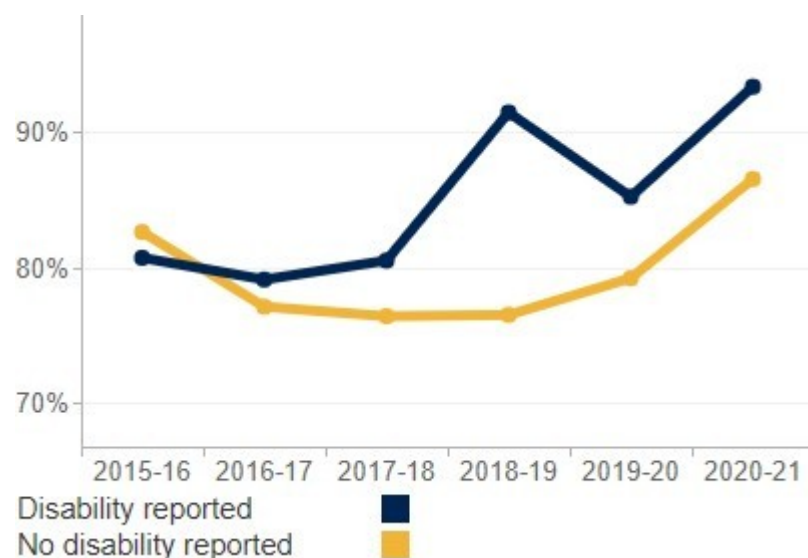




Chart 12

Proportion of students continuing higher education within Dō University, divided between those with a reported disability and those without one during the last recorded academic years.

### **3d: Additional comments**

Regarding retention for the 2025-26 academic year, we exceeded the national average for students with characteristics associated with equal opportunity risks. Furthermore, all of our retention rates are recorded.

## **4: Completion**

### **4a: Students from low-income households**

The first quarter has a completion rate of 93.0%, compared to 76.3% in the fifth quarter. This results in a gap of -16.7 percentage points, which is a positive indicator. However, it should be noted that this positive indicator was not present in the four academic years previously recorded. Only last year, the gap was 15.7 percentage points, and the other three previous years had slightly lower completion levels. The gap was lower for students in the first trimester than for those in the fifth trimester. Table 4 shows a trend where the completion of the first quarter is lower than that of other quintiles in the academic years previously recorded. However, this table also shows that the difference tends to be smaller.

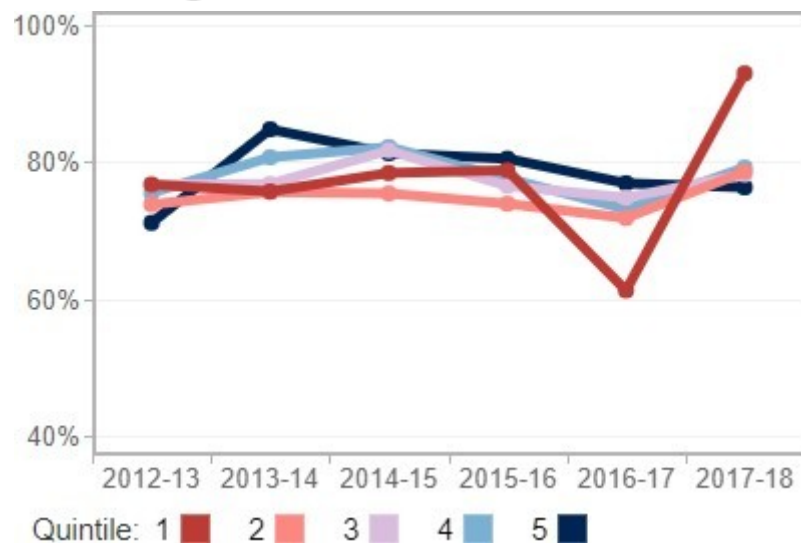


Chart 13:

Proportion of students completing higher education within Dō University divided by 5 quintiles of IMD2019 over the most recent recorded academic years.

There is a greater indication of risk for students from low-income households, demonstrated by the completion rates of students who qualify for the FSM. Completion rates for students who do not eligible for the WSF have consistently been higher than those eligible between 2025-26, the gap between the two groups was 5.7 percentage points. Furthermore, despite an increase in



Completion rates for FSM-eligible students over the last three years on record are lower than those recorded nationally from the 2025 academic year. Completion rates for FSM-eligible students across all registered English higher education institutions ranged from 86% to 82.5%. Over the same period, rates at Dō University ranged from 66.7% to 80%. This represents a further indicator of the risk for FSM-eligible students.



Chart 14:

Proportion of students completing higher education within Dō University, divided between those eligible for free school meals and those not eligible during the last recorded academic years.

Ratios in IMD2019 quintiles	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Question 1: Question 2	1:1.0	1:1.0	1:1.0	1:0.9	1:1.2	1:0.8
T1:T3	1:1.0	1:1.0	1:1.0	1:1.0	1:1.2	1:0.8
T1:T4	1:1.0	1:1.1	1:1.0	1:1.0	1:1.2	1:0.9
Questions 1 and 5	1:0.9	1:1.1	1:1.0	1:1.0	1:1.3	1:0.8



Board 4 :Proportions among first-quarter students who completed higher education within Dō University compared to each of the other quintiles over the past few academic years registered.

#### 4c: Mature students

There is an 8.5 percentage point gap in school completion between young and adult students. This indicates a risk, as a gap of comparable size has been maintained over a four-year period, between 2026-2026 and 2028-2029. While there is a gap, it is still smaller than the national figure, which was 10.4 percentage points during 2025.

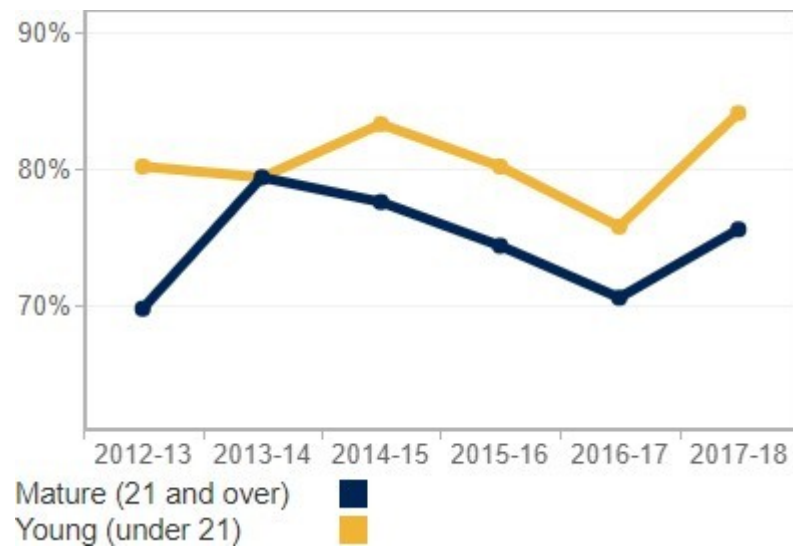


Chart 16:



Proportion of students completing higher education within Dō University, divided between those classified as mature students and those who did not during the most recent recorded academic years.

#### 4d: Students with a reported disability

There is no cause for concern regarding the completion of studies by students with disabilities, since the Completion rates for students with disabilities in the 2025-26 academic year were higher than those without disabilities had, resulting in a difference of -8.3 percentage points. This could demonstrate that the interventions implemented in our previous Access and Participation Plan are having a positive impact on this group.





Chart 17:

Proportion of students completing higher education within Dō University, divided by those with a reported disability and those without one during the last recorded academic years.

5: Achievement

### 5a: Mature students

There are no significant concerns about age-related risks for the following reasons: As of 2025-26, the gap between young and mature students was -0.4pp, showing higher attainment rates for mature students. Over the years leading up to this, the gap was at most 3.2pp, and twice we saw mature students have higher attainment rates than younger students. Both mature and young students had attainment rates above 90%2, compared to rates of just over 70% in 2025-26. Our attainment rates for both mature and young students are above national rates. The attainment rates for young students were 80.9% and those for mature students were 71.5%, while Dō University's attainment rates for young students were 91.9% and those for mature students were 92.3%. Furthermore, our gap of -0.4 was significantly smaller than the national gap of 9.4 pp.

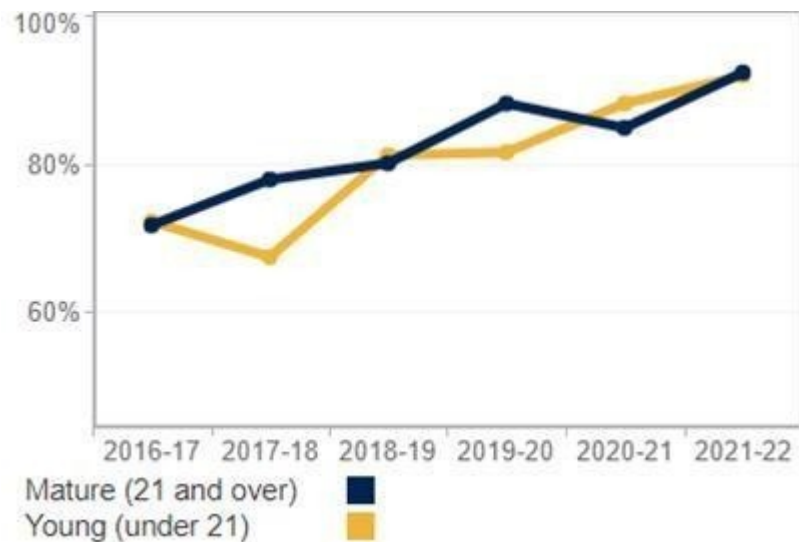


Chart 18:

Proportion of students achieving first or second class results in higher education within the Dō University, divided between those classified as mature students and those not during the last 6 academic years recorded.

### **5b: Students with a reported disability**

In the 2025-26 academic years, students with declared disabilities had academic achievement rates lower than those of students without disabilities. The gaps during this period ranged from 4.7 percentage points to 12 percentage points. However, in the 2025 courses, academic performance increased from 80.4 % to 93.2% for students with declared disabilities.

Our increase in academic achievement of students with reported disabilities coincides with the national statistics, as the gap between students with and without disabilities reported in all registered English higher education providers was -0.5 percentage points in the 2025 academic year. This also has decreased compared to previous years, although the national gap was different from that of Dō University, which reached a peak of 2.9 percentage points during the same period of years. It should be noted that the real levels Academic performance of people with disabilities reported to be higher than national levels in the 2025 academic year. Dō University's was 93.2%, compared to the national rate of 79.4%.

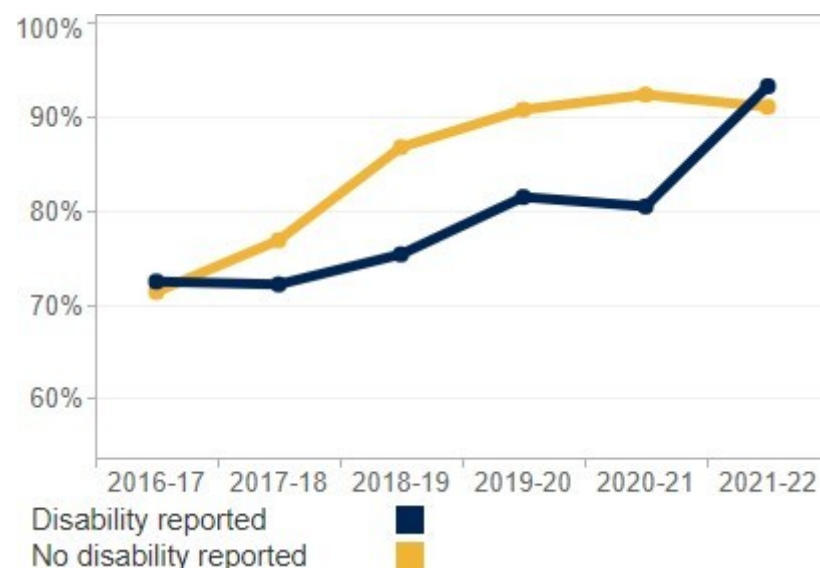


Chart 19:

Proportion of students achieving first or second class results in higher education within of Dō University, divided between those with a reported disability and those without during the last 6 academic years recorded.

## 6: Progression

There is insufficient data for this reporting area. The best data sets address age and self-reported disabilities. However, these data sets are missing one of the four data points for the target groups. This makes it difficult to provide a well-founded statement about the likelihood of risks for these groups during this stage of the academic cycle.

### 6a: Mature students:

Data shows that in the 2025 academic year, mature students outperformed younger students, with a progression rate 56.2% in the former, compared to 42.5% in the latter. This superior performance is also observed in the courses; however, there is no data on the progression of mature students in the 2025 academic year.

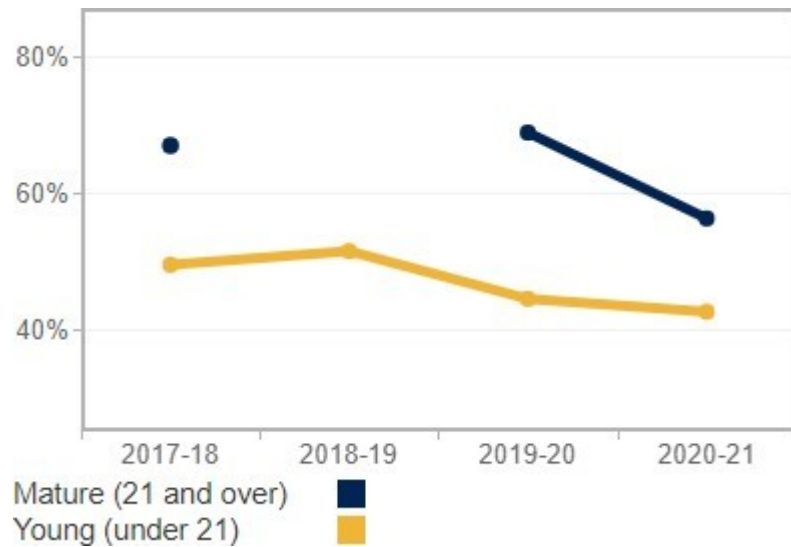


Chart 20

Proportion of students progressing to professional or managerial positions after leaving school higher education at Dō University, divided between those classified as mature students and those not during the last 4 academic years registered.

### 6b: Students with a reported disability

The data show that those who reported a disability did not show a significant difference between the two recent data points. In the 2025 academic year, the progression rate for students without a reported disability was 48.5%, compared to 47.5% for those who did report a disability. In the 2025 academic year, the progression rate for students without a reported disability was 55.1%, compared to 55.5% for those who did report a disability.

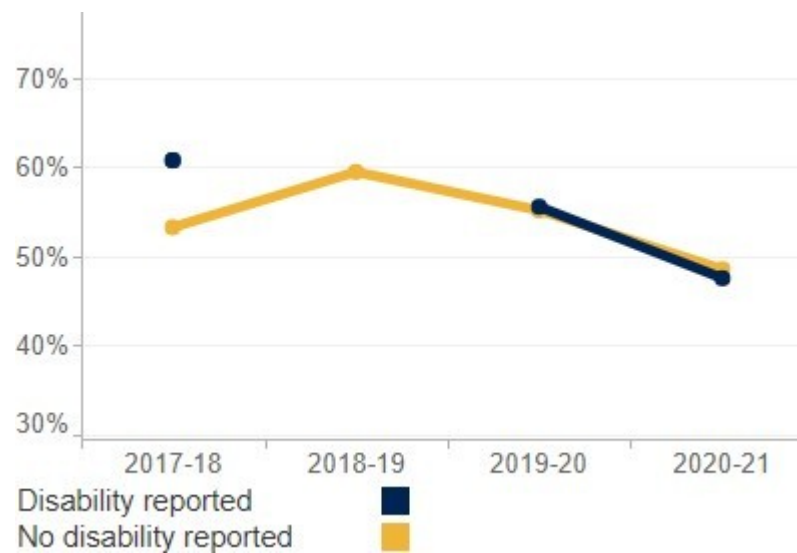


Chart 21:

Proportion of students progressing to professional or managerial positions after leaving education higher education at Dō University, divided between those with a reported disability and those without during the last academic years recorded.

Access and Participation Resources: Data Results: Sector Summary ([officeforstudents.org.uk](https://officeforstudents.org.uk))

SAR HE 2025 Destinations

OfS Access and Participation Data: Access and Participation Data Dashboard - Office for Students

## 2025-26 Rate Information

Provider Name: At the University of D6

UKPR Supplier N: On hold

### Summary of fees for courses 2025-26 for new entrants

\* The provider has not indicated the type of courses available for new participants in the 2025-26 academic year. This means that any courses of this type offered to new participants in the course 2025-26 would be subject to taxes with a limit equal to the amount of the basic tax.

#### Inflation statement

Subject to the maximum fee limits set in the Regulations, we will increase the fees each year using RP IX. We review higher education fees annually.

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

Full-time course type:	Additional information:	Subcontractual UKPRN:	Cost of the course:
First grade	Bachelor of Arts (Honours) L6 in Early Childhood Education - University D6	N/A	£8,000
First grade	Bachelor's Degree in Martial Arts - Bachelor's Degree in Sport	N/A	£9,535
First grade	Bachelor's Degree in Business Administration (Complementary)	N/A	£8,500
Basic degree title	Faculty of Sports, Exercise and Health Sciences	N/A	6,000 pounds
Basic degree title	D6 University's Bachelor's Program in Dance Teaching in the Private Sector	N/A	£9,535
Year of foundation/Year 0 (in the classroom)	*	N/A	*
Year of foundation/Year 0 (non-face-to-face)	*	N/A	*
HNC/HND	D6 University - 3rd year (teaching current students)	N/A	6,500 pounds
HNC/HND		N/A	6,800 pounds
CertHE/DipHE	*	N/A	*
ITT Postgraduate	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Plan and years of study abroad	*	N/A	*
Other	*	N/A	*

Table 1b - Fee levels for full-time subcontractual courses for new participants in 2025-26

Type of course subcontracted full-time:	Name of the subcontractor supplier and additional information:	Subcontractual UKPRN:	Cost of the course:
First grade	*	*	*
Basic degree title	*	*	*
Year of foundation/Year 0 (in the classroom)	*	*	*
Year of foundation/Year 0 (non-face-to-face)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
ITT Postgraduate	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Plan and years of study abroad	*	*	*
Other	*	*	*

Table 1c - Time-based course fee levels for new participants in 2025-26

Type of course subcontracted full-time:	Additional information:	Subcontractual UKPRN:	Cost of the course:
First grade	BA WD	N/A	£5,721
Basic degree title	*	N/A	*
Foundation Year/Year 0 (classroom-based)	*	N/A	*
Foundation Year/Year 0 (non-classroom-based)	*	N/A	*
HNC/HND	HNC PT 2 years and HND PT 4 years	N/A	3,400 pounds
HNC/HND	HND PT 3 years	N/A	£4,533
CertHE/DipHE	*	N/A	*
ITT Postgraduate	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Plan and years of study abroad	*	N/A	*
Other	*	N/A	*

Table 1d - Fee levels for time-based courses

Type of part-time course subcontracted:	Name of the subcontractor supplier and additional information:	Subcontractual UKPRN:	Cost of the course:
First grade	*	*	*
Basic degree title	*	*	*
Year of foundation/Year 0 (in the classroom)	*	*	*
Foundation Year/Year 0 (non-attendance)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
ITT Postgraduate	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Plan and years of study abroad	*	*	*
Other	*	*	*

# Rates, investments and objectives

## 2025-26 to 2028-29

Provider Name: Dô University

UKPRN Provider: On Hold

### Investment Summary

A provider is expected to report on its planned investment in achieving the objectives of its access and participation plan in the following areas: access, financial support, and research and evaluation. It should be noted that this information does not necessarily represent the total amount invested by the provider in these areas. Table 6b provides a summary of the planned investment for the four academic years covered by the plan, and Table 6d provides a more detailed breakdown.

#### Notes on the data:

The figures below are not comparable with previous access and participation plans or access agreements, as data published in previous years do not reflect providers' latest projections of student numbers.

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

In Table 6d (in the section "Details"):

"Total investment in access funded by HFI" refers to revenues from charging fees above the basic tariff limit.

"Total investment in access from other funds (as specified)" refers to other funds, including OIS funds (but excluding Uni Connect), other public funds, and funds from other sources, such as philanthropic organizations, donations and sources and/or partnerships from the private sector.

**Table 6b - Investment summary**

Investment summary of the access and participation plan (£)	Decompose	2025-26	2026-27	2027-28	2028-29
Investment in access activities (£)	N/A	£173,000	£173,000	£173,000	£173,000
Financial support (£)	N/A	£88,000	£88,000	£88,000	£88,000
Research and evaluation (£)	N/A	20,000 pounds	20,000 pounds	20,000 pounds	20,000 pounds

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Decompose	2025-26	2026-27	2027-28	2028-29
Investment in access activities	Access activities for children under 16 (E)	£98,000	£98,000	£98,000	£98,000
Investment in access activities	Access activities post-16 (E)	10,000 pounds	10,000 pounds	10,000 pounds	10,000 pounds
Investment in access activities	Other access activities (E)	£60,000	£60,000	£60,000	£60,000
Investment in access activities	Total investment in access (as % of IHE)	16.5%	16.5%	16.5%	16.5%
Investment in access activities	Total investment in access or financed by HFI (£)	£173,000	£173,000	£173,000	£173,000
Investment in access activities	Total investment in access or from other funds (such as specified) (£)	£0	£0	£0	£0
Investment in financial support	Scholarships and financial aid (£)	£88,000	£88,000	£88,000	£88,000
Investment in financial support	Payment exemptions (E)	£0	£0	£0	£0
Investment in financial support	Hardship Funds (E)	£0	£0	£0	£0
Investment in financial support	Total investment in financial support (£)	£88,000	£88,000	£88,000	£88,000
Investment in financial support	Total investment in financial support (as % of IHE)	8.4%	8.4%	8.4%	8.4%
Investment in research and evaluation	Investment in research and evaluation (£)	20,000 pounds	20,000 pounds	20,000 pounds	20,000 pounds
Investment in research and evaluation	Investment in research and evaluation (as % of IHE)	1.9%	1.9%	1.9%	1.9%

## Rates, investments and objectives

2025-26 to 2028-29

Provider Name: U n i v e r s i d a d ŏ

UKPRN Provider: On Hold

### Goals

Table 5b: Access and/or achievement increase objectives

Target (500 characters maximum)	Reference number	Life cycle stage	Characteristics	Target group	Group comparison	Description and comment (maximum 500 characters)	Is this or target or 7 collaborative?	Data source	Base year	Unit is	Base data	2025-26	2026-27	2027-28	2028-29
Increase the participation of Higher education students in the lower socio-economic groups (IMD Q1) from 7.8% in 21/22 to 10.8% in 28/29 by continuing to develop collaborative partnerships with our local secondary schools and community organisations to raise aspirations, increase knowledge and understanding of available progression routes and contribute to raising standards to give up my effort.	PTA_1	Access	Deprivation (Index of Multiple Privations [IMD])	Quintile 1 of the IMD	All of the more than five is	The percentage difference between students in the first quintile of the IMD and the total cohort is based on OFS sector summary data. The current percentage was calculated using the last two years of data from the OFS panel data.	No	Access and stake panel	2021-22	Percentage	7.8%	8.5%	9.4%	10%	10.8%
Increase the participation of mature students in higher education courses in the group from 20.3% in 21/22 to 23.3% in 28/29 by developing specific interventions to provide advice and guidance and increase the aspirations of people considering re-entering education at a higher level.	PTA_2	Access	Age	Mature (over 21 years old)		Percentage difference of mature students compared to the total cohort. The current percentage has been calculated using data from the last two years of the bread of data from the OFS.	No	Access and stake panel	2021-22	Percentage	20.3%	21%	21.7%	22.5%	23.3%
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success objectives

Target (500 face count is maximum)	Reference number	Life cycle stage	Characteristics	Target group	Group comparison	Description and comment (maximum 500 characters)	Is this or target or 7 collaborative?	Data source	Base year	Unit is	Base data	2025-26	2026-27	2027-28	2028-29
continue to improve the continuation rates of students from low-income backgrounds from 66.7% in 2022/23 to 72% in 2028/29.	PTS_1	Continuation	Deprivation (Index of Multiple Privations [IMD])	Quintile 1 of the IMD	All of the more than five is	Percentage difference of students from IMD quintile 1 compared to the total cohort. The current percentage has been calculated using the latest data. two years of data from within the OFS data pan.	No	Other data source (please include details in comment.)	2022-23	Percentage	66.7%	68%	69.5%	71%	72%
continue to improve the completion rates of students from low-income backgrounds from 64.4% in 2022/23 to 69.4% in 2028/29.	PTS_2	Termination	Deprivation (Index of Multiple Privations [IMD])	Quintile 1 of the IMD	All of the more than five is	Percentage difference of students from IMD quintile 1 compared to the total cohort. The current percentage has been calculated using the latest data. two years of data from within the OFS data pan.	No	Other data source (please include details in comment.)	2022-23	Percentage	64.4%	66%	67.5%	68.5%	69.4%
Increase the continuation of mature students from 63.4% in 2022/23 to 69.4% in 2028/2029 by increasing our provision of relevant academic and pastoral support to mature students.	PTS_3	Continuation	Age	Mature (over 21 years old)	Other (please specify in description)	Percentage difference of mature students compared to the total cohort. The current percentage has been calculated using data from the last two years of the OFS data panel.	No	Other data source (please include details in comment)	2022-23	Percentage	63.4%	65%	67%	68%	69.4%
Completion rates for mature students will continue to increase from 54.4% in 2022/23 to 59.4% in 2028/29. our provision financial support, academic support and pastoral support relevant for mature students.	PTS_4	Termination	Age	Mature (over 21 years old)	Other (please specify in description)	Percentage difference of mature students compared to the total cohort. The current percentage has been calculated using data from the last two years of the OFS data panel.	No	Other data source (please include details in comment)	2022-23	Percentage	54.4%	55.5%	57%	58%	59.4%

Table 5e: Progress objectives[illegible]