



## **Dō University**

### **Access and Participation Plan 2025-26**

Dō University is a major center of higher education. This takes the group to an exciting new stage: building a center of excellence for the communities it serves, while supporting the educational needs and career readiness of its students. Dō University is primarily a general higher education center, located in London, United Kingdom. Dō University.

Dō University offers a broad curriculum for 14-year-old students in forward, teaching classes from levels 1 to 7. The academic, professional and higher technical courses offer excellent opportunities for progression for Level 3 students. This progression process is a major strength of the Group and facilitates increased opportunities for identified employment.

Higher Education is an integral part of the curriculum planning process of Dō University and provides progression opportunities to full- and part-time courses regulated by the OfS. The HE courses offered by the Group are vital to supporting students' progression from Education Higher (EF) towards higher levels of study and postgraduate employment. The progression from PE to HE within the same educational provider offers a greater level of support and reassurance for many students. Many They enjoy higher-level professional training in small groups teaching and learning provided by education providers Superior. Dō University opens opportunities for adults seeking retrain or improve your skills part-time. It increases confidence and aspiration, and addresses the local skills gap. Dō University prides itself on being an inclusive provider, offering support for students remain in the program and achieve their goals. The 2025 ES review highlighted the comprehensive and responsive student support structure provided, which contributes to non-continuation rates that exceed the



benchmark. The school was also selected for the SU of the Year award in 2025 against national colleges and universities.

Dō University is predominantly a service-based university, with four main industrial sectors: professional scientific and technical activities, wholesale and retail trade, construction, and administrative and support services. Other smaller sectors with greater prevalence include martial arts, private security, sport, health and life sciences, tourism, and the public sector. The Coast to Capital Local (LEP) has identified five priority sectors for development: health, medical technology and life sciences; creative,

Digital and IT; environmental technologies and low-carbon environmental goods and services; and advanced engineering and business services. The LEP also recognizes the importance of food production, healthcare, construction, and the tourism economy. The area has a below-average business creation rate and an above-average self-employed workforce compared to the southeast average (Dō University Self-Assessment Report, December 2025) and local employers to ensure its growth plan aligns with the needs of the sector.

needs. The development of industry-specific Skills Advisory Panels to serve Dō University is a testament to this.

Dō University is committed to meeting government targets for supporting underrepresented groups in higher education. We attract a high percentage of students from disadvantaged groups, supporting them throughout their transition from secondary to higher education. We offer support and flexible approaches to learning and assessment to help all our students reach their full potential, achieve academic success, and progress to successful employment or further study. Our strategy, which underpins our initiatives to support students from disadvantaged groups, has been developed to align with Dō University's vision and values.

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 support this through continued growth and support for our students.



students of all levels to achieve the results they deserve.

Dō University is aware of its legal obligation to ensure equality, diversity and inclusion for all. This includes ensuring transparency and Collaboration in decision-making; ensuring that all parties are taken into account internal and external stakeholders and that they are taken fairly so as not to affect negatively to specific groups. This is done through meetings of liaison between staff and students, as well as through collaboration Student opinion and curriculum teams with employers. The College is aware that a deeper approach to assessing the impact on equality could strengthen this work and will consider its implementation in the future, using the new evaluation framework of the quality (QAA) as support.

Equality and diversity are central to Dō G University's approach to designing and implementing its Access and Participation Plan. The college is committed to considering and responding to data that identifies achievement gaps and acting collaboratively and evidence-basedly to reduce and eliminate them.

Dō University recognizes the need for transparent data to evaluate all proposed activities and interventions to meet its ambitious Access and Participation Plan goals. As systems are still in transition following recent mergers, we have compared local equality data with national data and identified areas of strong performance and potential weaknesses.

## **1. Performance evaluation**

Dō University regularly monitors the recruitment of underrepresented groups by analyzing applications, admissions/enrolments, and associated statistics. The 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 so that the College can compare itself with regional and national trends.



The centrally published data are highlighted as statistically insignificant or have missing data, so the confidence by internally collected data. It should be noted that the data from the Dō University's internal comparators will only have a two-year trend due to the data system merger and inaccuracies in the previous data collection systems. To obtain numerical comparators, internal data sets have been used, including partners, franchisees, students who only take a technical certification (as part of from an apprenticeship program) and newly merged students. Therefore, the figures reflect the full offering, even when partners keep records. Dō University recognizes that many data and differences, due to the small number of cohorts, are considered statistically insignificant. However, we note that they can still help identify gaps and areas for improvement.

- Improvement in the continuation rates of full-time students and Partial: the figures of 84.1% and 75.1% are still higher than those sector benchmarks of 81.8% and 69.6% respectively.
- The progression rate at Dō University remains higher at 96.6% of graduates find employment or continue their studies within the six months after graduation (Job Performance Indicator from HESA, 2025, full-time first degree graduates in the United Kingdom).
- Dō University's unemployment rate was halved in 2017 to 4.6%, better than the industry average.

Dō University has ambitious plans to increase collaboration with universities local schools and high schools, thus enhancing the current work of the program NCOP. Dō University collaborates with a consortium of suppliers and the Network of Enhanced learning to offer schools and colleges, in line with the new benchmarking program. A festival program of learning will identify students who express interest in sectors specific industries, and a team of advisors and mentors for progression in the Higher education will be in a privileged position to identify potential



access barriers and support positive progression. C Dō University is working on an initiative to collaborate with virtual schools and support young people in the transition from care. The program aims to support to young people who have left care to become independent and identify opportunities.

## **1.1 Participation in higher education, household income or socioeconomic status**

### **1.1.1 Access**

Since the data was available, we used the POLAR4 Q1 as measure of socioeconomic disadvantage. The percentage of enrollment in Higher education for POLAR4 Q1 students

The number of POLAR4 Q1 students who have accessed our offer of Higher education has generally remained stable in recent years.

This data comes from the Student Office dataset.

We compare favorably with the national rate of 12% and the sector average.

11.4%, although, given the local and regional demographics, it is clear that there is a large population in disadvantaged areas.

Inequality between disadvantaged and geographically defined groups in the area is stark, with a maximum gap between advantaged and disadvantaged districts exceeding 80%. There are areas where more than 95% of young people progress, and 24 districts have been identified as having fewer opportunities. Therefore, these districts have been integrated into the government's social mobility project (NCOP). Dō University has sought to improve access rates for students from low socioeconomic backgrounds. Based on regional data, we have set a goal of increasing the POLAR4 Q1 percentage through low admission fees and a commitment to interviewing all applicants. This will also support the Office for Students' Key Performance Measures 1 and 2.

Dō University continues to play a key role in achieving collaboration goals with further progression from Dō University increasing by 24%

### 1.1.2 Success: Continued

The continuation fees for POLAR4 Q1 students are as follows

	<b>17/18 In general</b>	<b>17/18 POLAR4 T1</b>	<b>18/19 In general</b>	<b>18/19 POLAR4 Q1</b>
POLAR4 Q1	82.0%	85.4%	83%	90.00%

The success rates (which include all provisions) for POLAR4 Q1 students are

	<b>17/18 overall</b>	<b>17/18</b>
POLAR4 Q1	89.4%	91%

POLAR4 first-term students perform better than the rest of the cohort; therefore, we will continue to support this group as we currently do and we will not establish specific interventions within this plan. This will continue to support Key Performance Measure 3 of the Student Office.

### 1.1.3 Success: Achievement

The small number involved has made reporting on individual years difficult as individuals can be identified, however, the following cumulative analysis is useful for identifying trends.

	<b>POLAR4 Q1</b>	<b>POLAR4 Q2</b>	<b>POLAR4 Q3</b>	<b>POLAR4 Q4</b>	<b>POLAR4 Q5</b>
Ratings high s	12.%	14%	22.%	15%	15%

The majority of the cohort is getting good grades. While the The number of POLAR 1 students is low within the cohort, performance is solid, given that it is a small cohort overall.

Therefore, we have not set a specific goal for this group to achieve within this plan.

#### **1.1.4 Progression to employment or higher education**

TEF metrics show that students graduating from the university have had fewer opportunities than other students higher education to achieve an income level above average for higher education, depending on the subjects. According to our data boarding for the 16/17 and 17/18 courses, 25% of the first-year students quarter of POLAR4 have not progressed positively towards employment or towards higher education. Our intention is to reduce this percentage to 0% 2025. We also support the Office for Students' Strategic Measure 3: "All students, from all backgrounds, can access employment, continue their studies and have a full life, and their qualifications maintain their value over time." Therefore, this will fit the objectives established.

### **1.2 Black, Asian and minority ethnic students**

#### **1.2.1 Access**

The 2025 census data indicates that the predominant population was White British (88.9%), higher than the UK average (85.2%). However, when broken down, this data shows a population that exceeds the regional average of 11.1% to 27.9%, with the majority of the population being Asian and mixed-race.

The percentage of students enrolled in higher education is as follows:

	<b>2025-2026</b>	<b>2026-27</b>
Black and ethnic minority people	11.4%	12.2%

Since the merger, our higher education enrolment figures have exceeded the 2025 census regional average. However, since the majority of students study on our campus, representation remains below expected levels. We have therefore set a target of

improvement. This will also contribute to the Office for Student Development's Key Performance Measures 1 and 2.

### 1.2.1 Success: Continued

The continuation rates for students are as follows

	<b>25/26 In general</b>	<b>26/27</b>	<b>25/26 In general</b>	<b>26/27 People of black race and minority ethnic</b>
People of black race and ethnic minority	82.0%	95%	83%	100%

Success rates (which include all offers, including partners and franchisees) for students are as follows:  
following:

	<b>25/26 In general</b>	<b>25/26 Black and ethnic minority people</b>
Black and ethnic minority people	89.4	95%

Students consistently outperform their peers, and therefore, while we will continue to support them, no specific target will be set for this APP. This will continue to support the Office for Students' Key Performance Measures 3 and 4.

### 1.2.3 Success:

Achievement

Dō University only has three level 6 courses, all of them franchised, and therefore overall success at this level is of little importance to the representation.



	Number in cohort	Number achieving 1 and 2:1 s	Number of People of black race and minority ethnic	Number of People of black race and minority ethnic
				achieving 1s and 2:1s
<b>2025-26</b>	31	28	2	2
<b>2025-26</b>	23	22	1	1

The Office for Students identifies it as KPM 4, and Dō University will support the measure to ensure equal opportunities for all by increasing progression to higher-level qualifications and ensuring the current trend of BAME students outperforming their peers continues.

#### 1.2.4 Progression to employment or higher education

More than 70% of the group's students study at the university part-time, and Anecdotal evidence suggests that everyone has an occupation at the time of pursuing their studies or have a restricted visa. Therefore, 100% of Those who are able to work identify themselves as employees. However, this percentage is reduced to 72% when reviewing incomes above the median. The Most of those who earn above or around the median study engineering. According to our internal data for 2025/26, 28% of students have not made positive progression towards employment or continuing their studies. studies. Our goal is to reduce this percentage to 0% by 2025.

### 1.3 Mature students

#### 1.3.1 Access

Labor market data suggests a growing demand for highly skilled workers in the Southeast region to meet the growing demand. The Southeast is no exception, and is experiencing a growing skills gap in the region. 2018 data indicates that the population in

The working age rate with a qualification of level 4 or higher is 35%, 1% lower than in the south-east region, but 0.8% higher than the national average.

In recent years, there has been a 5.7% increase in the number of people with a qualification of level 4 or higher, reflecting the dynamics changing employment in the local economy of the region. Therefore, the University Dō plays an important role in maintaining the balance between the qualifications required by the local population to meet demand of local labor. It has implemented a scale of access studies to higher education courses to promote mature students and return to areas with local economic skills deficits. This is a previous objective of the APP that has been met.

The percentage of higher education students aged 21 or over (mature) at the start of their course is as follows

	2025-26	2025-26
<b>Ripe</b>	45.7%	44.9%

In the general context of Dō University, 48.9% are over 21 years old, and 51.1% are enrolled in part-time, adult education. The average TEF suggests that Dō University has reached 45% in recent years. However However, it should be noted that most part-time students are are found on our campus, mainly Engineering, which generates a bias in the overall figures. We have therefore set a target of improvement for mature part-time students. However, we intend achieve this goal through improved curriculum delivery models that encourage flexible learning patterns, time integration part-time in the full-time offer and a broader curricular offer.

### 1.3.2 Success: Continued

Continuation fees for mature students are as follows (data current to Exam Board 4 – June 2025)

	<b>25/26 In general</b>	<b>25/26 Ripe</b>	<b>25/26 In general</b>	<b>25/26 Ripe</b>
<b>Ripe</b>	96.0%	94.9%	94.4%	90.0%

Success rates (which include all internal and partnership provisions) for mature students are as follows:  
following:

	<b>25/26 in general</b>	<b>25/26</b>
<b>Ripe</b>	92.4%	92%

There is also a notable difference between the success of full-time mature students and full-time mature students.

Part-time; therefore, we have set targets for mature full-time students to continue.

	<b>Number of mature students</b>	<b>Mature in time complete</b>	<b>Mature in time partial</b>
<b>16/17</b>	16	14	2
<b>17/18</b>	12	9	3

Although an improving trend has been observed, the performance of older students is slightly lower than that of the rest of the class.

the cohort. We will therefore establish a target and an intervention. This will support the Office for Students' 3 key performance measures.

### 1.3.3 Success: Achievement

The Group offers three Level 6 courses, including franchises and partnerships, with a relatively low number of students per year. The cohort's success rates are as follows:

	<b>Number in cohort</b>	<b>Number achieving 1 and 2:1 s</b>	<b>Number of more than 21</b>	<b>Number of more than 21 years old achieving 1s and 2:1s</b>
<b>2017-18</b>	31	28	24	20
<b>2018-19</b>	23	22	20	19

The percentage of mature students who achieve a 2:1 calleo is slightly lower than the percentage of those under 21 who obtain the same qualification. We have therefore set a target for the performance of mature students.

### 1.3.4 Progression to employment or higher education

Statistics show that, overall, students will not achieve the same income level as those who complete a standard 3-year program. However, these metrics are skewed due to the percentage of students who complete at Level 5 and the number of students who enter low-paid occupations, such as early childhood education and childcare, where the majority of supply is concentrated. We have therefore set a target for the progression of mature students to full-time employment. Our intention is to reduce the percentage of those without stable employment or postgraduate qualifications to 0% by 2025.

## 1.4 Students with disabilities

### 1.4.1 Access

Dō University has a philosophy open to all and therefore, as higher education provider, is a specialized center for students with special educational needs (SEN) with disabilities or difficulty in learning. The average 3-year TEF data show an ES of 15%, a figure higher than that recorded for the region.

	2025-2026	2025-2026
<b>Disabled/Difficult learning curve</b>	15%	13%

Dō University as a whole has experienced a considerable increase in mental health-related conditions among the student population, a trend that is also reflected at the national level. Therefore, given the marked increase in disability (which, in our opinion, is not yet recorded in the national databases), we have set an ambitious access target for students with disabilities. This will also support the Key Measures of Performance 1 and 2 of the Student Office.

#### 1.4.2 Success: Continued

The continuation rates for students with disabilities and students with identified learning difficulties are as follows (data current to Exam Board 4 – June 2025)

	25/26 In general	25/26	25/26 In general	25/26
<b>Disabled /Identified</b>	96.0%	86%	94.4%	92%

Success rates (which include all provisions, including partner and franchise) for students disabled are the following:

	25/26 In general	25/26	25/26 In general	25/26
<b>Disabled /Identified</b>	87.5%	73%	92.5%	77%

Students with disabilities and those with learning difficulties identified consistently underperform the entire population cohort; therefore, we will establish a goal and an intervention. This will support the Office's key performance measures 3 and 5 for Students.

#### 1.4.3 Success: Achievement

Dō University offers three Level 6 programs, including franchised and partner programs, with a relatively low number of students per year. The cohort success rates are as follows:

	Number in cohort	Number achieving 1 and 2:1s	Number of Disabled/ Learning identified difficulty	Number of people with disability/ Learning identified difficulty achieving 1s and 2:1s
<b>2017-18</b>	31	28	NR	NR
<b>2018-19</b>	23	22	NR	NR

Data on students with identified disabilities or learning difficulties cannot be reported for this cohort due to the potential for individual identification. We plan to increase efforts to increase regional data and support the KPM5 Student Office, and have established a target for this cohort.

#### 1.4.4 Progression to employment or higher education

The TEF metrics for students with disabilities show that they are within the bottom 10% of absolute performance of students with disabilities.

full-time disabled people who access highly qualified jobs or higher education, with insufficient reportable data for the rest of the educational options. Therefore, we have set a goal for the progression of students with disabilities. We aim to reduce the percentage of students included in this measure who do not have stable employment or are employed (although this will include voluntary employment as part-time due to the severity of the disability), by 2025, in support of the Strategic Measure 3 of the Office for Students.

### 1.5 People leaving care

Monitoring students who leave the foster care system within from Dō University remains a problem, as it requires self-declaration.

While many students self-declare, Dō University is confident that

The available figures are lower than the reality. Measures have been implemented



to share data external to Dō University to ensure that it is maximize opportunities for students. Current monitoring suggests that, in the trend years, only one student has identified as alumni, which makes it difficult to analyze gaps and results. Therefore, We have no data on access, continuity, achievements or progression. Our strategy will focus on access for all education providers higher education for students who have left care. Currently, Our retention rate of students who dropped out at level 3 is low, and We have recognized that this is a priority.

### **1.6 Other underrepresented groups**

Dō University regularly monitors the recruitment of underrepresented groups by analyzing applications, admissions/enrolments, and associated statistics. The analysis includes offer and retention rates, both during and at the end of each application cycle. Data published by national statistical agencies, such as HESA and UCAS, are regularly analyzed so that the College can compare itself, where possible, with regional and national trends.

Given the lack of large volumes of data, it was difficult to meaningfully analyze the intersections of disadvantage. Small numbers could allow for the identification of individual students.

Therefore, it has not always been possible to determine whether significant gaps exist. Dō University has implemented new tracking and monitoring systems to facilitate the identification and support of underrepresented groups. However, in most cases, this still requires self-reporting. Anecdotally, we know that the numbers in these focus areas are small and will be integrated into a broader PPP strategy.

The White male gender + POLAR 4 is a key area for improvement across the group and we will therefore continue to implement interventions to support this group.

No discernible patterns were observed when analyzing completion rates and achievement of disability studies with additional intersections due to the low number of participants. We will continue to investigate to find interventions that help these groups.



## 2. Strategic goals and objectives

After identifying areas for improvement, Dō University plans to apply the student lifecycle approach to its access, success, and progression strategy. Our access activities foster aspiration among groups.

underrepresented and therefore naturally encompass a broader population than students who choose to come to Dō University.

Evaluating our objectives at regular review meetings (Higher Education Council) allows us to assess our progress toward meeting our ambitions and objectives and make any necessary adjustments to our plans. We will maintain an improvement plan and regularly review and reflect on its activities to ensure the continued relevance and success of our interventions.

The evolution of Dō University has allowed us to review the existing change methodology and assess and compare the current intent and impact of the strategy through performance evaluation. This is used to identify gaps in outcomes against the group's strategic objectives, which in turn will feed into input strategies and enable outcomes to optimize student learning and outcomes. This, in turn, will inform outcome expectations for the next five years.

Dō University strives to excel in all areas of its business, and regular evaluation and review allow it to maintain its relevance in changing markets. There are numerous theories of change in the educational field, but they all share a vision of the current situation and the future. As an institution, Dō University's core values underpin the cornerstone of change and outcomes for all students.

regardless of level or intent. Therefore, Dō University's core value, "transforming lives through learning," is the fundamental premise of all change. John Meyer and his colleagues developed institutional change theory in the 1970s. This theory is a framework based on the relationship between educational institutions and their cultural environments. Society's cultural norms shape organizational structure by incentivizing schools to conform to an institution's accepted rules and rituals. Therefore, a model of change is outlined below to be assessed based on intent, implementation, and the impact on outcomes for student communities and economic growth.

Dō University will assess our access targets by monitoring the participation of student groups with characteristics in our progression activities, and will follow up with the application process.





We will work closely with the NCOP and our entry courses to obtain direct feedback immediately after the programs are delivered and evaluate their impact. At the end of the academic year, we will compare our impact measures with those from the previous year to assess the program's effectiveness and inform future developments or changes.

In relation to Dō University's ambitions and objectives for student "success", we will monitor and review the impact of actions and interventions by adopting a programmed approach, paying particular attention to the impact of new group-wide initiatives such as the Development Programme and Student Advisor interactions.

We will collaborate more closely than ever with the Dō University Students' Union and involve a greater number of students in the development and evaluation of our initiatives. The College has appointed a Higher Education Student Representative who will lead student representation at all levels of the College's deliberative structures and will be instrumental in supporting our ambitions.

Staff development programs, such as the License to Teach Higher Education and the regular debate in the Higher Education Committee will support the evaluation of the impact of changes made throughout the cycle and the implementation and evaluation of the impact of the interventions we employ, including outcomes for students with disabilities. These measures will enable a shorter review cycle and ensure the relevance of change and the ability to adapt an agile scrum methodology to the educational pedagogy to implement changes quickly to ensure the satisfaction and optimize student outcomes.

## 2.2 Target groups

Based on our analysis, we have selected the following areas of the student lifecycle for the various underrepresented/underperforming groups.

Cluster aim	Access	Continuation	Achievement	Progression
People who they leave the careful	✓			
Students mature	✓	✓	✓	✓
Disability	✓	✓	✓	✓
People of black race and minority ethnic	✓			✓
POLAR4 Q1	✓			✓

## 2.3 Goals and objectives

The goals and objectives between 2020-2025 that will use the APP funds will be the following:

Cluster aim	Access	Success Continuation	Success Achievement	Progression
POLAR4 Q1	<p>To increase the % of POLAR4 Q1 students at 22% of the cohort</p> <p>To increase Internal NCOP progressions to 60% of L3 to any L4+ provision</p>			Reduce the % of non-progressions to 0%

	<p>Guarantee the utilization from the university scholarships such as outlined</p>			
<b>People of black race and ethnic minority</b>	<p>Increase the percentage of BAME students up to 20% of the cohort</p> <p>Guarantee the utilization of the university scholarships such as outlined</p>			<p>Reduce the % of non-progressions to 0%</p>
<b>Disability</b>	<p>Increase the rate access of students with a disability 18% of the cohort</p>	<p>To remove the gap in continuation rates between students with a Disability and the rest of the cohort</p>	<p>To remove the gap in the performance rates between students with a Disability and the rest of the cohort</p>	<p>Reduce the % of non-progressions to 0%</p>
<b>Students mature</b>		<p>To remove the gap in continuation rates between <b>time complete</b> ripe the students and the rest of the cohort</p>	<p>To remove any gaps in achievement rates between <b>full time</b> ripe the students and the rest of the cohort</p>	<p>The reduction does not-progressions to 0%</p>
<b>People who they leave the careful</b>	<p>Increase the access rate of attention declared those who abandon the University for any L4+ from 0 to 5</p>			



### **3. Strategic measures**

The College will adopt a comprehensive institutional approach to access and participation. This strategic approach is based on the EIF framework, used in all Higher Education (FE) institutions, and is integrated into all areas of the College, including work with the National Collaborative Outreach Program (NCOP). Therefore, it seems logical to extend this overarching strategy and theory of change to all activities in our access and participation plan. This theory of change has been extensively researched and proven effective within the NCOP framework. It is already integrated into the NCOP framework within the College, so our strategy will extend across the entire institution.

#### **3.1 Comprehensive strategic approach of the supplier**

Dō University strives to provide exceptional higher education in a inclusive learning environment that meets needs and aspirations Individuals. Students will receive academic and pastoral support.

exceptional to achieve success in their professional careers. The Dō University It aims to facilitate social mobility and prepare students for the world of work through collaboration with business communities.

locals.

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 help them optimize their time at university and maximize their results. It offers pastoral, tutorial and academic, including additional financial and pastoral support for students of first-generation higher education students and those seeking to expand their participation. Support also includes study skills programs additional and employability benefits to boost social mobility students.



Dō University is a key participant in the National Collaborative Outreach Program. Through its membership in the Learning Network, Dō University has formed a strategic partnership to offer a wide range of activities to engage students. The program offers collaborative perseverance and resilience training, peer mentoring and coaching programs, scholarships, and in-company training sessions to foster graduates' employment interest. Dō University plans to expand this work through the Access and Participation Plan and double the number of NCOP students in Level 4 programs by 2025.

The key strategic objectives of the Higher Education Strategy established:

- Optimize accessibility to Higher Education through activities of Broadening Participation for students in progression, those who change careers and those who return,
- Provide support for students' transition from L3, access to higher education and professional courses,
- Maximize student retention and success in order to increase aspiration and social mobility,
- Continue developing a job-ready resume focusing on employability skills, employee engagement employers and teaching excellence.

### **3.1.1 Strategic measures**

Activities to support the improvement of educational achievements and facilitate entry into higher education for underrepresented groups

Dō University has a strong reputation for widening participation, as evidenced by the data. The National Collaborative Outreach Program will allow Dō University to maintain and develop its current widening participation program and its ongoing support for social mobility.

#### **3.1.1.1 Support access will be as follows;**

Students who wish to move from established, but now unsuitable, jobs to more challenging and rewarding positions in a different occupational sector or in the same sector, but with better opportunities



Responsibilities and demands for higher levels of knowledge. Promote the progress of first-generation and higher education students those residing in the lowest POLAR quintile areas, as specified by the Higher Education Statistics Agency (HESA) and the Government's strategic priorities under the NCOP programme.

Dō University is actively participating in the National Collaborative Outreach Program (NCOP) and will expand its access and outreach activities, targeting students from elementary school through adulthood. Dō University will intensify the NCOP's work in low-participation areas within the identified catchment areas.

The school collaborates with local schools on numerous projects. However, there are no sponsorship agreements. Activities will aim to raise awareness and ambition through:

School Visits: Expanding and Developing Partnerships with Communities and Schools

local schools to support student choice and offer educational alternatives to all, with special attention to the underrepresented. This includes a pre-apprenticeship program for 16- to 18-year-olds. Curricular support for selective courses: guidance and training for

Interviews to help prospective students select and prepare for application and selection. This includes a two-day pre-apprenticeship program for those aged 19 and over.

- Incorporation of two Participation Expansion mentors as part of the from NCOP to support the current Tier 3 student population identified, working with the School Liaison and our Progress team Plus.
- Mentoring Activity: Current higher education students support to higher education students and increase ambition through coaching and mentoring.



Curriculum research and development: Working with communities with low participation rates to identify barriers and gaps in educational provision, which, if addressed, would increase their engagement with higher education. This will include developing access courses, such as expanding the Access to Higher Education Diploma courses, to facilitate the transition to higher education.

- Implement Skills Advisory Panels for industrial sectors

key to supporting curriculum design and developing and reviewing the current provisions,

- Increase course flexibility / offer part-time options

to encourage the participation of more mature students and workers by optimizing delivery models,

- Working with disadvantaged groups: providing support to disadvantaged groups, such as students with disabilities

social communication difficulties, through our specialized services.

- Provide ongoing support through our specialist provision for those students who require additional support and receive DSA,

- Progression events and specific talks for all courses

Level 3 to inform students about opportunities

level 4 and increase aspirations.

- A lower than standard university entry requirement and guaranteed progression interviews for all internal applicants.

### **3.1.1.2 Support for student success**

Dō University continues to develop its support services for higher education students with the aim of removing barriers to success. Our strong Learning Support team conducts DSA assessments and assesses students' support needs. Dō University has access to specialized support staff and Student Services. Dō University has an established Wellbeing Center to support all students with support for behavioral difficulties, medical assistance, counseling services, and a chaplaincy. Dō University has dedicated Higher Education Student Advisors who offer guidance and support to all students. This function has a particular focus on the pastoral and career development needs of our students.

Additional support for student success will be provided through:

- Targeted financial support: through NCOP scholarships and outreach activities promotion to help students access sums of money intended to support those in need,
- Financial advice: support for students who are new to higher education by working with Student Finance England,
- Working with university students: supporting and increasing ambition through the higher education student advisor and mentors student,
- Dedicated higher education study spaces, specifically for undergraduate students, with the support of the higher education student advisor,
- Support package dedicated to education study skills higher: available to all higher education students, that provides specific skills to help them in each phase of the academic year.
- Develop a peer mentoring program, building on the success of peer mentoring programs that have worked well in the university. These have proven to be beneficial not only for sponsored students, but also for peer mentors trained in key skills for graduates. In essence, the Peer Mentoring program will involve second and third year students who volunteer as volunteers to train as mentors. Once trained, the mentor connects with a small number of first-year students (usually 3 to 5). The role of the Peer Mentoring is offering practical help and advice to peers. new students and act as a point of reference, according to appropriate, to other services or contacts.





### 3.1.1.3 Supporting student progress

Dō University plays a vital role in the local community and, therefore, Therefore, it maintains close ties with numerous employers. However, However, to develop the offer of higher education and courses with a vision of In the future, it will be essential that all courses have the support of the companies. Therefore, a structured program will be implemented to all courses that seek to expand collaboration with companies and strengthen these ties.

A development program will be developed during the admissions process.

This program will cover study skills, competencies transferable and employability skills from the start to facilitate the job placement of students. The skills to be covered include CV creation, LinkedIn, digital profiles and skills for interviews (including online interview training).

- Work Experience: Supporting students to secure and optimize work experience placements through the work of the Positive About Futures team.
- All courses have direct links to local employers,
- All courses will include direct input on assignments from employers,
- Where appropriate, internships will be arranged for students within the course/to work on provided live reports by local employers for mutual benefit,
- Guest speakers as SMEs will be encouraged to participate in all courses,
- All courses will feature open higher education sessions and higher education-focused observations as support.

**3.1.1.3.1 Activities to promote effective collaboration and partnership** We believe that expanding participation is a collective responsibility and We continue to work closely with our education partners higher education and universities to facilitate access to higher education appropriate that meets individual needs. The College has been a driving force

key in NCOP and will remain at the forefront of providing excellent education in the field of higher education, while offering the widest variety of opportunities possible.

### **3.2 Consultation with students**

The Access and Participation Plan was developed in consultation with the Quality Management team and is overseen by the Higher Education Council (CES), which includes student representation. Progress toward achieving the APP's objectives and activities is reported to this committee for review.

Student participation in the structure of the deliberative committee not only contributes significantly to the common goal of continuous improvement, but It also provides immediate feedback on various topics. Student feedback is frequently collected through module reviews and staff-student liaison meetings. Minutes are available through standard mechanisms across the faculty and are

inform all relevant student bodies.

The Student Engagement Strategy details the various mechanisms through which student voices are heard. The school currently monitors student perceptions of the quality of its educational offerings, as well as their participation in quality assurance and improvement, in order to identify priority areas for improvement and make recommendations to the institution.

All students have the opportunity to participate in committees staff student liaison for their own curriculum areas, and are invited to the representatives of each cohort to participate in the conferences Student representatives are democratically elected by the cohort. curriculum, so the representation is considered fair and inclusive. It will be done a student-focused review of the APP to gather feedback on inclusiveness and meritocracy.

### **3.3 Evaluation strategy**

#### **3.3.1 Strategic context**

Dō University used the self-assessment toolkit provided by the OfS to evaluate current processes and practices. Currently, there is no uniform approach to assessing the validity and success of program design.

access and participation outside of NCOP-related activities. For the evaluation strategy to be fully implemented, the College is committed to providing the necessary staff and skills. We use guidance from the OfS documentation, and our evaluation strategy aims to provide us with robust qualitative and quantitative data that will inform the evaluation process.

### **3.3.2 Intention**

Dō University aims to use a narrative format that allows us to demonstrate the justification for our programs and their impact. We have based our programs on existing priorities, both community and national. We believe our goals are ambitious and will address the identified gaps.

Intervention (when necessary) and not related to events or activities  
punctual. This will require a cultural shift within Dō University, which ensure that higher education priorities are balanced with the vocational training needs, and which are oriented towards the development and continuous support from all students.

### **3.3.3 Evaluation of design implementation**

We intend to use empirical research to demonstrate that we can measure the impact of the proposed interventions. This research will take various forms, including qualitative data collection, student surveys and questionnaires, and structured interviews (all at various stages of the intervention: before, during, and after). Quantitative data will also be collected using the university's internal data systems.

### **3.3.4 Implementation of the evaluation**

The assessment will be implemented by the Higher Education and Learning Manager, in coordination with the staff responsible for interventions. It is important to ensure that more than one person analyzes the data to try to eliminate bias. The Group Higher Education Quality Manager will oversee this process and conduct periodic audits to ensure compliance. Qualitative information (written and oral feedback, written responses to surveys, interviews) and quantitative information (attendance, progress grades, statistical data related to the student lifecycle) will be collected. A workflow diagram for the collection and processing of data will be created.



Data analysis to ensure a transparent and auditable process. The evaluation process will ensure compliance with all data protection legislation and requirements, as well as respect for ethical considerations.

Implementation is expected to be an ongoing process, with a reporting mechanism to inform managers about the effectiveness of the interventions.

### **3.3.5 Evolution**

We are committed to investing time and developing mentoring programs in the 2025-26 academic year with our Level 3 young people who have left care and higher education students with identified mental health problems, as well as with people of black race, ethnic minorities and ethnic minorities. This testing phase will allow us to explore how best to offer support accessible way for students, evaluate the approaches to participation and implementation, and gather feedback from staff and students on the effectiveness of the test throughout the academic year. Our goal is to have with a more refined implementation model during the first year (2025) of This plan. The model will then be refined following the impact report. initial and the feedback obtained from the deliberative structures.

### **3.4 Monitoring progress on plan execution**

The Dōse University plan will be monitored through a combination of existing deliberative structures and the incorporation of new structures that have been identified as areas for development through the use of self-assessment.

The objectives and milestones established in this Access and Participation Plan will serve as the basis for the College's impact monitoring. Primary responsibility for initial monitoring will fall to the Higher Education and Learning Group Manager, along with the Higher Education Quality Manager, who will communicate with the various program delivery teams and act as the project manager for the plan.

The objectives and milestones will be part of the key performance measures. If progress is not made toward the objectives, the Higher Education Board will be notified, and other Faculty strategies will be implemented (additional departmental resources, line manager involvement, research into other areas, etc.).

Stakeholders and partners could be involved, gathering good practices of other providers through education and training networks higher education (FE/ES) and will be reviewed to ensure that improvements are made.

The Higher Education and Apprenticeships Group Manager will also organize student forums and discussion groups to (a) provide an opportunity for students to engage with the programs (b) report on the progress of the scheme and (c) give students the opportunity to provide suggestions on where the programs could be improved.

The Higher Education Council will periodically report to the Senior Management Teams on the progress of the plan.

The Higher Education Management Team may intervene at this stage. The Higher Education Management Team will report on progress to the Group Leadership Team and the directors 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. The Faculty is also implementing a Director Liaison Plan, with a director responsible for Widening Participation and the Office for Student Affairs.

## **4. Providing information to students**

### **4.1 Information for students - fees**

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 further education events, school and sixth form events, detailed online course information sheets, and the education brochure.



Superior. We use social media to improve 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 is presented,

Well-being and support, employability and careers. Dō University

It also ensures that Key Information Set (KCI) data for each course (where applicable) is available through the UNISTATS widget in the university website.

For current students, we organize welcome activities and

Induction at the start of the academic year and at other admission points throughout the year to provide comprehensive and consistent information and an experience nice to all new students. The website, Chi-online and the

Social networks are used to interact and inform students before their arrival and to support the transition. Corporate teams work in collaboration with the Student Union and the Student Forum 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 full course fee and any incidental expenses required, which will be communicated at the beginning of the same. It will also include (from 18/19) all the Optional costs associated with the course. These will also be available through the program managers throughout the course.

Financial support opportunities for students are also will be published through the same mechanism as the College's website using the Access and Participation Plan as a guide.



## 4.2 Information for students - financial support

There are several scholarships and other types of support available through the University.

Dō: Information is available through the university website with links also within the student handbooks, and is discussed in interviews and tutor meetings.

### 4.2.1 Dō University Higher Education Scholarship

Modality of attendance:	Full-time or part-time
Category of fee:	Only in the UK HNC, HND or Foundation Diploma (Level 4 studies only)
Level of study:	

Criteria: Family income of less than £25,000, according to Student Finance England, at the time of application. Applicants must have met all admissions criteria and have a current offer through UCAS or a direct application as their first choice at the time of applying for the scholarship.

Prize value: £500 for the first year only (part-time courses will be pro rata)

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

#### **4.2.2 Dō University Higher Education Scholarship for Youth Leaving the Guardianship System and Underrepresented Groups**

Study modality: Full-time or part-time

Rate category: Only in the UK

Level of study: HNC, HND or Foundation Diploma (Level 4 only)

Criteria: Applicants must be from an underrepresented group. Applications will be accepted from Black, Asian, minority ethnic, female, and people in receipt of DSA or with a current EHCP plan. Household income must be less than £25,000, as per Student Finance England regulations, at the time of application. Applicants must have fully met the



admission criteria and have a current offer through UCAS or a direct application as a first option when applying for the scholarship.

Prize value: £500 for the first year only (part-time courses pro-rata)

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

#### **4.2.3 Travel scholarships**

Travel grants of up to £1200 per year are available for all levels of study at Dō University, linked to attendance. They are available to those receiving social benefits and with a family income below 25.

£000 (partial scholarship is offered if family income is between £25,000 and £32,000 and they receive social benefits).

#### **4.2.4 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 will also include students who have left the care of the university community. The fund will increase each year according to the number of students and will be part of the general university support fund.

In addition, there is a range of activities and support mechanisms to foster aspirations and facilitate student success through the Group's commitment to expansion. Dō University, through its participation

In the expansion of the NCOP program, it will promote individualized support packages to optimize outcomes for all students.

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

The approved plan, along with all relevant information, is published on each institution's higher education website. A link will also be included on the group's website for easy access.

Once published, the plan will also be accessible through a direct search using the title Plan de access and participation of Dō University.