



Dō University

Access and Participation Plan 2025-26

Dō University is a major higher education institution and, following its merger in March 2025, will comprise fifteen institutions across London, UK, and Spain. 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 work readiness of its students. Dō University is primarily a general higher education institution, located in London, UK, and Spain, making it the largest group of institutions in the world.

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

Higher Education is an integral part of the curriculum planning process of Dō University and provides opportunities for progression to full-time courses full and partial regulated by the OfS. The HE courses offered by the Group are vital to supporting students' progression from Higher Education (EF) towards higher levels of postgraduate study and employment. The progression of the EF to HE within the same educational provider offers a higher level of support and peace of mind for many students. Many enjoy an education senior professional in small teaching and learning groups provided by Higher Education providers. Dō University opens opportunities for adults seeking to retrain or improve their skills part-time. Increases confidence and aspiration, and addresses the employment gap local skills. Dō University is proud to be a provider inclusive, offering support for students to stay in the program and achieve their goals. The 2014 ES review highlighted "the structure comprehensive and responsive student support provided, which contributes to the non-continuation rates exceeding the benchmark" (Dō University, March 2025, p. 24).



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, March 2025).

and local employers to ensure that their growth plan fits 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 vision by continuously growing and supporting students at 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 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 periodically supervises the hiring of groups underrepresented, analyzing applications, admissions/registrations and Associated statistics. The analysis includes offer and retention rates, both during and at the end of each application cycle. The data is published by the OfS and analyzed periodically so that the College can compare itself with regional and national trends.

Centrally published data are highlighted as statistically insignificant or have missing data, so reliance has been replaced 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 merger of the data system and the



Inaccuracies in previous data collection systems. To obtain numerical comparators, internal data sets were used.

These include partners, franchisees, students who are only pursuing a technical certification (as part of an apprenticeship program), and newly qualified students. merged. Therefore, the figures reflect the full offering, even when the Partners maintain records. Dō University acknowledges 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 the points sector reference of 81.8% and 69.6% respectively.
- Dō University's progression rate remains higher: 96.6% of students graduates find employment or continue their studies within six months after graduation (Job Performance Indicator of HESA, full-time first degree graduates in the UK).
- Dō University's unemployment rate was halved by 2025 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 Learning, to offer to schools and colleges, in line with the new benchmarking program. A learning festival program will identify students who express interest in industrial sectors specific, and a team of advisors and mentors for educational progression superior will be in a privileged position to identify possible barriers to access and support positive progression. Dō University is working on a initiative to collaborate with virtual schools and support young people in the transition of care. The program aims to support young people who They have left care so that they can 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 higher education enrollment rate for POLAR4 Q1 students is as follows:

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 groups and a defined geography, 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 admission 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 the collaboration goals, with further progression from Dō University increasing from 24% in 2016-17 to 36% in 17-18 and projected to 46% in 18-19.

1.1.2 Success: Continued

Continuation fees for POLAR4 Q1 students are as follows (data current to Exam Board 4 – June 2025)

	17/18 In general	17/18 POLAR4 Q1	18/19 In general	18/19 POLAR4 Q1
POLAR4 Q1	82.0%	85.4%	83%	90.00%

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

	17/18 overall	17/18
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 do so currently and will not establish specific interventions within of this plan. This will continue to support the Office's key performance measure 3 for Students.

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.

	POLAR4 Q1	POLAR4 Q2	POLAR4 Q3	POLAR4 Q4	POLAR4 Q5
Ratings	12.0%	14%	22.0%	15%	15%

The majority of the cohort is getting good grades. While the number of POLAR 1 students is low within the cohort, their 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 of this plan.

1.1.4 Progression to employment or higher education

TEF metrics show that students who graduate from university have had fewer opportunities than other education students superior to reach an above-average income level for studies higher, depending on the subjects. According to our internal data for the 25% of the first-quarter POLAR4 students in the 2016/17 and 2017/18 academic years



They have not made positive progress towards employment or higher education.

Our intention is to reduce this percentage to 0% for

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 internally, the BAME population exceeds the regional average of 11.1% to 27.9%. The majority of the population is Asian and mixed-race.

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

	2017-2018	2018-19
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, given that the majority of BAME students study at our Crawley campus, BAME representation remains below expected levels. We have therefore set an improvement target. This will also contribute to the Office for Students' Key Performance Measures 1 and 2.

1.2.1 Success: Continued

The continuation rates for BAME students are as follows

	17/18 In general	17/18 BAME	18/19 In general	18/19 People of race
People of race black and ethnic minority	82.0%	95%	83%	100%

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

following:

	17/18 In general	17/18 Black and minority people
Black and ethnic minority people	89.4	95%

BAME 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 BAME representation.

	Number in cohort	Number achieving 1 and 2:1 s	Number of People of race black and minority ethnic	Number of People of race black and minority ethnic
				achieving 1s and 2:1s
2017-18	31	28	2	2
2018-19	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 BAME students study at university on time. partial, and anecdotal evidence suggests that all have an occupation at are currently pursuing their studies or have a restricted visa. Therefore, 100% of those who are able to work identify themselves as employed. However, This percentage is reduced to 72% when reviewing incomes above the median. Most of those who earn above or around the median study engineering. According to our internal data, for 2025, 28% of BAME students

has not made positive progress toward employment or continuing their 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 rising demand. The region is experiencing a widening skills gap. Data from 2025 indicates that the working-age population with a Level 4 qualification or higher is 35%, 1% lower than that of the Southeast 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 the demand for local workforce. It has implemented a scale of studies for access to courses of higher education to support mature and returning students areas with a local economic skills deficit. This is a prior objective of the APP that has been fulfilled.

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

	2025-26	2027-28
Ripe	45.7%	44.9%

In the general context of Dō University, 48.9% are over 21 years old, and 51.1% pursue part-time and adult education. The average TEF suggests that Dō University has reached 45% in recent years. However, it is worth It should be noted that most part-time students are in our campus, which creates a bias in the overall figures. Therefore, we We have set an improvement target for mature part-time students. However, we intend to achieve this goal through models of improved curriculum delivery that encourages learning patterns flexible, the integration of part-time into the full-time offer and a broader curriculum offering.

1.3.2 Success: Continued

Continuation fees for mature students are as follows (current data to the Examination Board 4)

	17/18 In general	17/18 Maduro	18/19 In general	18/19 Ripe
Ripe	96.0%	94.9%	94.4%	90.0%

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

	17/18 overall	17/18
Ripe	92.4%	92%

There is also a significant gap between the success of full-time and part-time mature students; therefore, we have set continuation targets for full-time mature students.

	Number of mature people students who do not they achieved	Mature in time complete	Mature in time partial
16/17	16	14	2
17/18	12	9	3

While an improving trend has been observed, the performance of older students is slightly lower than that of the entire cohort. Therefore, we will establish a target and intervention. This will support the Office for Students' Key Performance Measures 3.

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:

	Number in cohort	Number achieving 1 and 2:1 s	Number over 21	Number of more than 21 years achieving 1s and 2:1s
2025-26	31	28	24	20
2025-26	23	22	20	19

The percentage of mature students who achieve a 2:1 grade is slightly lower than the percentage of those under 21 who achieve the same.

qualification. Therefore, we have set a target for the performance of mature students.

1.3.4 Progression to employment or higher education

DHLE statistics show that, overall, students will not achieve the same income level as those who complete a standard 3-year program. However, the metrics are skewed due to the percentage of students who finish 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. Our intention is to reduce the percentage of those without stable employment or graduate status to 0% by 2025.

1.4 Students with disabilities

1.4.1 Access

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

	2025-2026	2026-2027
Disabled/Difficult learning curve	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 Student Office Performance 1 and 2.



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	26/27	26/27 In general	26/27
Disabled/Identified difficulty	96.0%	86%	94.4%	92%

The success rates (which include all provisions, including those of partners and franchises) for disabled students are as follows:

	25/26 In general	26/27	26/27 In general	26/27
Disabled /Identified	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 disabilities/ Learning identified difficulty
2017-18	31	28	NR	NR
2018-19	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

TEF metrics for students with disabilities show that are within the bottom 10% of absolute performance of students with full-time disabled people who access highly qualified employment 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 a job stable or employed (although this will include voluntary and part-time employment due to the severity of the disability), by 2025, in support of the Office for Students' Strategic Measure 3.

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. If While many students self-declare, Dō University is confident that the figures available are lower than reality. Measures have been implemented to share external data with Dō University to ensure that it is maximized opportunities for students. Current monitoring suggests that, in the



years of trend, only one student has identified himself as an alumnus, which makes it difficult to analyze gaps and results. Therefore, we do not have data on access, continuity, achievements or progression. Our strategy will focus in access to any Higher Education Providers for students who have left care. Currently, our retention rate of students 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 approach of student lifecycle in its access, success, and progression strategy. Our access activities foster aspiration among underrepresented groups and therefore naturally reach a broader population than just the 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 results relative to the group's strategic objectives, which in turn will inform input strategies and enable results 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 enable it to maintain its relevance in changing markets. There are numerous theories of change in the field of education, 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. A society's cultural norms shape organizational structure by incentivizing schools to conform to an institution's accepted rules and rituals. Therefore, the following outlines a model of change that will be evaluated based on intent, implementation, and impact on outcomes for student communities and economic growth.

Dō University will assess our access objectives by monitoring the participation of student groups with WP characteristics in our progression activities, and will follow up to application. We will collaborate closely with the NCOP and our access courses to obtain direct feedback immediately after the programs are delivered and will evaluate their impact. At the end of the academic year,



We will compare our impact measures with those from the previous year to evaluate the program's effectiveness and inform future developments or changes.

In line with Dō University's ambitions and objectives for student success, we will monitor and review the impact of actions and interventions using a planned approach, paying particular attention to the impact of new group-wide initiatives, such as the Development Program and Student Advisor interactions.

We will collaborate more closely than ever with the Dō University Student 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 WP characteristics. These measures will allow for a shorter review cycle and ensure relevance.

of change and the ability to adapt an agile scrum methodology to educational pedagogy to implement changes quickly to ensure 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.

Target group	Access	Continuation	Achievement	Progression
People who they leave the careful	✓			
Students mature	✓	✓	✓	✓
Disability	✓	✓	✓	✓
People of race black 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:

Target group	Access	Success Continuation	Success Achievement	Progression
POLAR4 Q1	To increase the % of POLAR4 Q1 students to 22% of the cohort To increase Internal NCOP progressions to 60% of L3 to any L4+ provision			Reduce the % of non-progressions to 0%
	Guarantee utilization from the university scholarships such as outlined	the		
People of root to black and ethnic minority	to Increase the percentage of students BAME until the 20% of the cohort Guarantee the utilization of the university scholarships such as outlined			Reduce the % of non-progressions to 0%
Disability	Increase the access rate of students with a disability to 18% of the cohort	To remove the gap in continuation rates between students with a Disability and the rest of the cohort	To remove the gap in the performance rates between students with a Disability and the rest of the cohort	Reduce the % of non-progressions to 0%

Students mature		To remove the gap in continuation rates between time complete ripe	For eliminate any gaps in achievement rates between full time ripe	The reduction does not progressions to 0%
People who they leave the careful	Increase the rate of access of attention declared the that abandon			

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 An inclusive learning environment that meets individual needs and aspirations. Students will receive exceptional academic and pastoral support. to achieve success in their professional careers. Dō University aims to facilitate social mobility and prepare students for the world labor 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 the investment for all students and offers comprehensive support services to optimize their time.

at university and maximize their results. It offers pastoral, tutorial and academic, including additional financial and pastoral support for first-generation higher education students and those seeking to broaden their participation. Support also includes additional study skills and employability programs to boost social mobility for 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 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 educational activities
Expanding Participation for students in progression, those
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 broadening participation, as evidenced by the data. The National Outreach Program



The Collaborative will allow Dō University to maintain and develop its current participation expansion 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 advanced higher education students.

those residing in the lowest POLAR quintile areas, as specified by the Higher Education Statistics Agency (HESA) and the priorities

strategic initiatives of the Government within the framework of 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 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 Broadening Participation mentors as part of NCOP to support the current Level 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 offerings, which, if resolved, would increase their commitment to higher education. This will include the development of access courses, such as the expansion of the Access to Higher Education Diploma courses, to facilitate the transition to higher education.

- Implement Skills Advisory Panels for key industry sectors to support curriculum design and develop and review skills 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 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 a specialist support team and Student Services. Dō University has an established Wellbeing Centre to support all students with support for behavioural difficulties, medical assistance, counselling services, and a chaplaincy. Dō University has dedicated Higher Education Student Advisors who offer guidance and support to all students. This role 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 student advisor of higher education,
- 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 at the university. These have proven to be beneficial not only for sponsored students, but also for mentors among peers trained in key skills for graduates. In essence, the Peer Mentoring program will involve students from second and third year students who volunteer to train as mentors. Once trained, the mentor connects with a small number of first-year students (usually 3 to 5). The function The purpose of the Peer Mentor is to offer practical help and advice to the new students and act as a reference point, as 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, to develop the offer of higher education and forward-looking courses,



It will be essential that all courses have the support of companies.

Therefore, a structured program will be implemented for all courses.

which seeks 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 obtain 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 of the course/to work on live reports provided 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 broadening participation is a collective responsibility and we continue to work closely with our higher education partners.

and universities to facilitate access to appropriate higher education that meet individual needs. The College has been a key driver in NCOP and will remain at the forefront in providing excellent education in the field of higher education, while offering the greatest variety of possible opportunities.

3.2 Consultation with students

The Access and Participation Plan has been formulated in consultation with the Quality Management team and is overseen by the Higher Education Council (CES), in which there are



Student representation. Progress toward achieving the APP's goals 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 liaison committees student staff for their own curriculum areas, and are invited to Representatives of each cohort to participate in student conferences.

The representatives are democratically elected by the curricular cohort, by what representation is considered fair and inclusive. A review will be conducted of the APP focused on students to gather feedback on inclusivity 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 access and participation program design 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 eliminate bias. The Group Higher Education Quality Manager will oversee this process and conduct regular audits to ensure compliance. Qualitative information (written and oral feedback, written survey responses, interviews) and quantitative information (attendance, progress grades, statistical data related to the student lifecycle) will be collected. A workflow diagram for data collection and analysis will be created to ensure a transparent and auditable process. The assessment process will ensure compliance with all legislation and data protection 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 2025-2026 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 phase The test will allow us to explore how best to offer support in a accessible to students, assess participation approaches and implementation, and gather feedback from staff and students on the effectiveness of the test throughout the academic year. Our goal is to have a more refined implementation model during the first year (2025) of this plan. The model will then be refined after the initial impact report and the feedback obtained from deliberative structures.

3.4 Monitoring progress on plan execution

The CCG plan will be monitored through a combination of existing Colleges and deliberative structures, with the addition 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 Higher Education Management Team. Group Leadership and to the directors through the Quality and Stakeholders Committee as a permanent item on each agenda. It is also will submit an annual report to the full governing body. The Faculty is also implementing a Liaison Plan between directors, so there will be a director with special attention to the Expansion of 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 programs of study by making available the education admission process 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 sixth form events, detailed online course information sheets, and the higher education brochure.



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 on the university website.

For current students, we organize welcome and induction activities.

at the beginning of the academic year and at other admission points throughout the year to provide comprehensive and consistent information and a pleasant experience to all incoming students. The website, Chi-online, and social media 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 information relevant 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 required incidental expenses, 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 of those responsible for the study program 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

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



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 to Dō University as their first choice at the time of applying for the scholarship.

Prize value:

£500 for the first year only (full-time courses)
partial will be carried out on a pro rata basis)

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 are accepted from Black, Asian, minority ethnic, female, and DSA recipients or those 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 admissions criteria and have a current offer through UCAS or a direct application to Dō University as their first choice at the time of 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 £1,200 per year are offered for all levels of study in the GCC, linked to attendance. These grants are offered to those receiving social benefits and with a household income of less than £25,000 (a partial grant is available if the household 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 Dō University website for easy access.

Once published, the plan will also be accessible through a direct search using the title Group Access and Participation Plan of the
Dō University 2025

Supplier Rate Information 2025-26

Provider Name: Dô University
UKPRN Provider: On Hold

Summary of fees for the 2025-26 academic year

* The provider has not indicated the type of course available in 2025-26. This means that any course offered in 2025-26 would be subject to a tuition fee cap equal to the basic tuition fee.

Table 1a - Full-time course fee levels for students in the year 2025-26

Full-time course type:	Additional information:	Cohort:	Course cost:
First grade	All in Northbrook Three-year license	A fee applies to participants / all students	£8,600
First grade	BA Recharge for Business	A fee applies to participants/all students	£8,000
First grade	Bachelor's Degree in Early Childhood Education	A fee applies to participants/all students	£8,000
First grade	Complement to the Bachelor's Degree in Sports Technology	A fee applies to participants/all students	£8,600
Basic degree title	Early years	A fee applies to participants/all students	£5,500
Basic degree title	FdEng Mechanical Engineering	A fee applies to participants/all students	£8,600
Basic degree title	Future innovation and Technology	A fee is applied to participants/all students	£5,500
Basic degree title	Sports, health and exercise sciences	A fee applies to participants / all students	6,000 pounds
Basic degree title	Sustainable food production	A fee applies to participants/all students	£5,500
Year of foundation/Year 0	*	*	*
HNC/HND	All the campuses,	A fee applies to participants / all students	6,500 pounds
HNC/HND	All campuses of	A fee applies to participants/all students	6,800 pounds
CertHE/DipHE	*	*	*
ITT Postgraduate	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and years of study abroad	*	*	*
Other	*	*	*

Table 1b - Full-time subcontracted course fee levels for 2025-2026 students

Type of full-time outsourced course:	Additional information:	Cohort:	Course cost:
First grade	*	*	*
Basic degree title	University The university Do Teaching of crafts in the private sector	participants / all the students	£9,250
Year of foundation/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
ITT Postgraduate	A Dô University Design and Media	A fee applies to participants/all students	£8,600
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and years of study abroad	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for

students of the 2025-26 academic year

Part-time course type:	Additional information:	Cohort:	Course cost:
First grade	All creative industries	A fee applies to participants/all students	£4,685
Basic degree title	*	*	*
Year of foundation/Year 0	*	*	*
HNC/HND	Cluster	A fee applies to participants/all students	3,250 pounds
HNC/HND	General Engineering	A fee applies to participants/all students	£1,685
CertHE/DipHE	*	*	*
ITT Postgraduate	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and years of study abroad	*	*	*
Other	*	*	*

Table 1d - Fee levels for part-time subcontracted courses for students in the 2025-26 academic year

Type of part-time course outsourced:	Additional information:	Cohort:	Course cost:
First grade	*	*	*
Basic degree title	*	*	*
Year of foundation/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
ITT Postgraduate	University	A fee applies to participants/all students	£3,065
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and years of study abroad	*	*	*
Other	*	*	*

Supplier Rate Information 2025-26

Provider Name: Dô University
UKPRN Provider: in Spanish

Summary of fees for the 2025-26 academic year

* The provider has not indicated the type of course available in 2025-26. This means that any course offered in 2025-26 would be subject to a tuition fee cap equal to the basic tuition fee.

Table 1a - Full-time course fee levels for students in the year 2025-26

Full-time course type:	Additional information:	Cohort:	Course cost:
First grade	Bachelor of Arts (with honors) in Business Administration	A fee applies to participants/all students	£8,000
First grade	Bachelor of Arts (Honours) in Early Childhood Studies	A fee applies to participants / all students	£8,000
Basic degree title	Early years	A fee applies to participants/all students	£5,500
Basic degree title	Future and innovation Technology	A fee applies to participants/all students	£5,500
Basic degree title	Science of sport, exercise and health	A fee applies to participants/all students	6,000 pounds
Basic degree title	Sustainable food production	A fee applies to participants/all students	£5,500
Year of foundation/Year 0	*	*	*
HNC/HND	All campuses	A fee applies to participants/all students	6,500 pounds
CertHE/DipHE	*	*	*
ITT Postgraduate	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and years of study abroad	*	*	*
Other	*	*	*

Table 1b - Full-time subcontracted course fee levels for 2025-2026 students

Type of full-time outsourced course:	Additional information:	Cohort:	Course cost:
First grade	*	*	*
Basic degree title	University Teaching in the private sector	A fee applies to participants/all students	£9,250
Year of foundation/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
ITT Postgraduate	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and years of study abroad	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for

students of the 2025-26 academic year

Part-time course type:	Additional information:	Cohort:	Course cost:
First grade	*	*	*
Basic degree title	*	*	*
Year of foundation/Year 0	*	*	*
HNC/HND	Cluster	A fee applies to participants/all students	3,250 pounds
CertHE/DipHE	*	*	*
ITT Postgraduate	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and years of study abroad	*	*	*
Other	*	*	*

Table 1d - Fee levels for subcontracted part-time courses for students in the 2025-26 academic year

Type of part-time course outsourced:	Additional information:	Cohort:	Course cost:
First grade	*	*	*
Basic degree title	*	*	*
Year of foundation/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
ITT Postgraduate	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and years of study abroad	*	*	*
Other	*	*	*

Access and Participation Plan
Fee Information 2025-26

Supplier Name: Dô University

UKPRN Supplier: in espara

Summary of 2025-26 entry course fees

* The provider has not indicated the type of courses available for new participants in the 2025-26 academic year. This means that any such courses offered to new participants in the 2025-26 academic year would be subject to an enrolment limit, equal to the amount of the basic registration fee.

Inflationary declaration:

We have no intention of increasing the rates annually.

Table 4a - Full-time course fee levels for 2025-26 entrants

Full-time course type:

First grade
Basic degree title
Year of foundation/Year 0
HNC/HND
CertHE/DipHE
ITT Postgraduate
Accelerated degree
Sandwich year
You were many years of study abroad
Other

Additional information:

*
*
*
All campuses
*
*
*
*
*
*
*

Cost of the course:

*
*
*
*
*
*
*
*
*
*
*

6,500 pounds

Table 4b - Fee levels for full-time subcontractual courses for students in 2025-26

Year of foundation/Year 0
HNC/HND
CertHE/DipHE
ITT Postgraduate
Accelerated degree
Sandwich year
You were many years of study abroad
Other

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*

Table 4c - Fee levels for part-time courses for year 20 entrants 20-21

Type of course or a time part-time:

First grade
Basic degree title
Year of foundation/Year 0
HNC/HND
CertHE/DipHE
ITT Postgraduate
Accelerated degree
Sandwich year
You were many years of study abroad
Other

Additional information:

*
*
*
Cluster
*
*
*
*
*
*

Cost of the course:

*
*
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*
*

£3,250

Table 4d - Fee levels for sub-contractual time part-time courses by 2025-26

Type of course part-time subcontracted:

First grade
Basic degree title
Year of foundation/Year 0
HNC/HND
CertHE/DipHE
ITT Postgraduate
Accelerated degree
Sandwich year
You were many years of study abroad
Other

Additional information:

*
A Dô iversity
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*
*
Dô University
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Cost of the course:

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£2,445

£2,445

Investment Summary

The OfS requires providers to report on their planned investment in access, financial support, and research and evaluation in their Access and Participation Plan. The OfS does not require providers to report on investment in student success and progression in their Access and Participation Plans; therefore, investment in these areas is not recorded here.

Note on data:

The figures in Table 4a refer to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, as regards access to higher education. The figures in Table 4b only refer to expenditure on activities and measures that support the ambitions set out in an access and participation plan.

Participation in access to higher education, which is funded by increased fee revenue. The OfS does not require providers to report on investment in success and progression, so investment in these areas is not represented.

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.

Table 4a - Investment Summary (£)

Access and Participation Plan Investment Summary (£)	Academic year				
					2024-25
Total investment in access activities (£)					£148,000.00
Access (before 16)					£54,000.00
Access (after 16)					£80,000.00
Access (adults and community)					£14,000.00
Access (or other)					0.00
Financial support (£)					£190,000.00
Research and evaluation (£)					£20,000.00

Table 4b - Investment Summary (HFI%)

Access and Participation Plan Investment Summary (%HFI)	Academic year				
					2024-25
Higher commission income (EHFI)					£1,408,830.00
Investment in access					10.5%
Financial support					11.4%
Research and evaluation					1.4%
Total Investment (as %HFI)					23.3%

Goals

Table 4a - Access

Objective (500 characters maximum)	Reference number	Target group	Description (maximum 500 characters)	Is this objective? co-laboratory?	Data source	Base year	Reference data					2024-25 milestones	Comments on milestones/goals (maximum 500 characters)
To reduce the gap in participation in higher education of students in groups underrepresented	PTA_1	Ethnicity	Increase the proportion of BAME students to 20% by 2025 particularly with reference to , whose demographic group has a higher proportion of students, which is not reflected in our student numbers.	Yeah	The access or and stake with a set of data	2018-19	11%					18%	I will look for ways to increase the proportion to better reflect the regional profile. We will collaborate with the L3 course leaders, the progression advisor, and the school liaison team. We will identify BAME role models and We will implement mentoring by L4/L5 students, specifically for L3 BAME students, in order to support their progression to higher education courses.
To increase the proportion of participation of sub-represented group	PTA_2	People who have care	Increase the proportion of students who drop out of the care system to 4.5% of the population higher education students.	Yeah	Other data fountain	2018-19	<1%					4.5%	Collaborate with the Additional Learning Support Team to identify students with experience in the care of people with disability and to develop a support program for progression in higher education, including peer mentoring of students experience in the care of people with disability. Collaborate, the tertiary sector and the authorities of all stakeholders to monitor the progress of the study. This study is needed to access higher education, in order to attract more students to the study. It is best to see how we use our own internal data sources, as not all of our data is in the public domain. This is due to the low number of candidates.
To increase the proportion of participation of sub-represented group	PTA_3	Low participation Neighborhood (LPN)	Increase the proportion of students in the 5th quintile to 35% from a base line of 23% in 20/21, when there was a significant drop in numbers of 32%.	Yeah	The access or and stake with a set of data	Other (please include details and comment)	23%					35%	Outreach activities with local schools, sixth forms and vocational training centres, including our own L2/L3 students, particularly those in the Uniconnect programme. Activities will focus on improving performance in mathematics, English and other subject areas through workshops, peer mentoring and teacher mentoring, through Uniconnect, the School Liaison Team and the Widening Participation Team.

Table 4b - Success

Objective (500 characters maximum)	Reference number	Target group	Description (maximum 500 characters)	Is this objective? co-laboratory?	Data source	Base year	Reference data					2024-25 milestones	Comments on milestones/goals (maximum 500 characters)
To reduce the gap of non-continuity in your goal to speak to the students groups sub represented	PTS_1	Low participation Neighborhood (LPN)	Reduce the achievement gap between the first and fifth quarters from 4.6 pp to 0 pp.	No	The access or and stake with a set of data		4.8					0%	Monitor through examining boards and performance and assessment meetings. Ensure that higher education tutors and the progression tutor support first-term students and oversee their adherence to the study skills programme.
Increase the proportion of students with a declared disability who achieve high grades (distinctions / merits / firsts / 2:1)	PTS_2	Disabled or	Improve the proportion of students with a declared disability who achieve high grades from 10% to 20% and thus contribute to closing the achievement gap between the disabled and non-disabled.	No	Other data fountain		10%					20%	Collaborate with the ALS department to ensure that students with disabilities and learning needs receive appropriate support, both academic and resource-based. Ensure that students have access to individualized support from teachers and that training and learning are differentiated to meet the needs of all students. Provide follow-up during course meetings and review and progress meetings. Internal data will be used due to the low number of students and will be compared with national data.
To reduce the gap of non-continuity in your goal to speak to the students groups sub represented	PTS_3	Ripe	Increase the continuation rate of mature students to 95%	No	Other data fountain		0.9					0.95	To supervise the assistance and ensure that education tutors act with Senior students are trained to guide them toward support services when needed. HE will use our own internal data, both from the registers and from our own information system. This is your day C - Space
Improve the continuation rates of our students from underrepresented groups	PTS_4	Low participation Neighborhood (LPN)	To eliminate the gap in the continuation rates of students in quintiles 1 and 2 of Polar 4 and their peers in quintiles 3 to 5 of Polar 4	Yeah	The access or and stake with a set of data		2					0	
Improve the continuation rates of our students from underrepresented groups	PTS_5	Ethnicity	To eliminate the gap in the continuation rates of students and their peers in	Yeah	The access or and stake with a set of data		7					0	
To improve the rates of return of the is a student with below average education, represented group.	PTS_6	Ethnicity	To eliminate the gap in the achievement rates of students and their peers whites	Yeah	Other data fountain		6					0	

Table 4c - Progression

Objective (500 characters maximum)	Reference number	Target group	Description (maximum 500 characters)	Is this objective? co-laboratory?	Data source	Base year	Reference data					2024-25 milestones	Comments on milestones/goals (maximum 500 characters)
Increase the number of students from overrepresented groups who continue their studies or get jobs after graduation	PTP_1	Ripe	Increase the percentage of mature students who obtain graduate-level employment by 5% above industry averages, according to new data from the graduate outcomes survey.	No	The access or and stake with a set of data		77%					82%	Higher education tutors will be involved with temporary internships. The tutor of progress will monitor the percentage of attendance of mature students, the workplace of progression attributes (provide study techniques to support their qualifications, to will organize days of development with the support of employers of career potential is of employability. Collaborate with the Skills Advisory Panel the Employers in curriculum development and course revision to meet their skills I want you to go. It will create an alumni data base for tracking over time.

Increase the number of students from overrepresented groups who continue their studies or get jobs after graduation	PTP_2	Low participation Neighborhood (L/N)	Increase the proportion of students from the first quarter of Polar 4 who access to graduate/highly qualified level jobs superiors by 10% to close the gap between the students of the fifth quarter.	No	HEAT data		25%	26%	27%	30%	33%	35%	Specific work with L3 students to support their high grades upon entry. Monitoring of first-semester student attendance, including study support and individual sessions. Early intervention in case of non-attendance. Set qualifications Monthly more objectively I will monitor performance in sexual meetings. I will be in the re progress, strategies with local higher education institutions to create quality scales Check out your trial dates and visit for the offer. L6/L7. Offer employer directed development, day of evaluation centers to focus on the employability and soft skills to Ensure that students before that are ready to work.
Increase the number of students from overrepresented groups who continue their studies or get jobs after graduation	PTP_3	Low participation Neighborhood (L/N)	To reduce the gap in the progression rates of Polar 4 Q1 and 2 students and their Polar 4 Q3-5 peers	Yeah	The access or and stake with a set of data		15	N/A	N/A	11	10	8	
Increase the number of students from overrepresented groups who continue their studies or get jobs after graduation	PTP_4	Ripe	To reduce the gap in the continuation rates of mature students and their younger peers	Yeah	The access or and stake with a set of data		8	N/A	N/A	5	4	3	