Luminate Education Group, University Centre Leeds

Access and Participation Plan 2025-26 to 2028-29

Introduction and Strategic Aim

University Centre Leeds is part of Luminate Education Group (LEG), a collection of education providers based in the Leeds City Region. The group also consists of Harrogate College, Keighley College, Leeds City College and Leeds Conservatoire and it is University Centre Leeds (UCLeeds) that will be the focus of this Access and Participation Plan.

UCLeeds, through the forerunner colleges mentioned above, has been delivering high quality higher education provision since 1997 when it started delivering a small number of Higher National Diplomas and ITE qualifications. The provision developed over the years with expansions to the programme portfolio both in response to market demand and to provide suitable progression for Leeds City College's Level 3 provision.

We firmly believe that every individual, regardless of their background, should have equality of opportunity to access, succeed in, and progress beyond higher education to fulfil their potential. This principle is evident in our guiding principles for higher education, which underpin every decision we make. We are dedicated to widening access to and success in higher education, ensuring that all individuals have the chance to thrive and succeed.

A large proportion of our students are from the local region and/or are commuter students, with many graduates staying in the region beyond graduation. To give an indication of our student body:

- 30% are 30 and over (60.6% mature, over 21)
- 20.1% have a reported disability
- 93.5% come with BTEC, Access or alternative L3 qualifications rather than A levels
- 67.7% come from areas of highest deprivation (IMD Q1)
- 50.5% of those under 21 come from areas with the lowest participation in higher education (TUNDRA Q1)
- 33.9% are eligible for free school meals

*based on 4-year aggregate 2017-18 to 2021-22

We recognise the importance of embracing the diversification agenda set by the Office for Students and UCLeeds has successfully managed a varied and diverse range of higher education programmes including Foundation Degrees, Degree Apprenticeships, one-year Top-ups and Higher Technical Qualifications. Our provision offers alternative pathways in higher education that meet the needs of a wider range of students.

It is our strategy to work in partnership in our local area via Go Higher West Yorkshire (GHWY) to undertake access and participation work that an individual higher education provider (HEP) cannot do alone. GHWY is a formal consortium of diverse HE providers to enable collaboration on

reducing inequalities in access to and success in higher education, for individuals who experience inequality of opportunity. GHWY's theory of change is that if people, particularly those who experience inequality of opportunity, can get access to information about the whole range of higher education options available to them, it will support them to enrol and succeed in higher education. Through GHWY, we are well-connected with other HE providers locally across West Yorkshire, as well as key stakeholders such as the West Yorkshire Combined Authority, to collaborate on access and participation activity.

In 2018, LEG was awarded Foundation Degree (FD) Awarding Powers, following which all new FD provision was validated under these powers. To align with the implementation of these powers the strategic decision was taken to 'see out' OU validated FDs to provide stability and also the opportunity to focus activity on seeking expansion through the development of new provision. In 2024, UCLeeds applied to the Office for Students (OfS) for indefinite foundation degree awarding powers and to extend the UCLeeds degree awarding powers to include Bachelor Degree Awarding Powers for Luminate Education Group (LEG), and specifically UCLeeds.

Luminate Education Group has an overarching Mission which the HE Strategy aims to achieve. The Group's Mission and Values are published on the website. UCLeeds' provision is planned and integrated in line with the Group's corporate objectives for success in progression and widening participation. The Group works extensively with networks operating within the region to ensure relevance of provision and to develop management of quality and standards. Engagement with these forums also ensures that the Group utilises available opportunities to use relevant sources of information in order to remain abreast of developments, opportunities and potential challenges within the sector.

Aligning with Luminate Education Group, UCLeeds' mission is to:

- Be the leading choice for students and staff;
- Make a positive, life changing impact on our students with clear progression routes into further study and work;
- Help to make our communities more prosperous and cohesive;
- Fully connect to businesses with constantly emerging opportunities.

UCLeeds' strategic priority to equality of opportunity:

- Continue to improve progression into and through HE and increase and widen participation in HE for under-represented groups;
- Design, develop and deliver a relevant curriculum that put the students' needs first, offers flexible, responsive programmes appropriate to the social and economic needs of the locality and region that reflect the diversity of the student body;
- Provide tailored support to address individual needs so that every student receives the support and guidance needed to succeed whilst studying;
- Improve recruitment of part time students, particularly through higher and degree apprenticeships;
- Develop and strengthen partnerships with employers, sector groups, schools and other providers to address the regional economic strategies and priorities;
- Develop a research profile through scholarly and pedagogical activities that will underpin the growth, development and strategic management of HE.

Risks to equality of opportunity

An Assessment of Performance was conducted by the institution (Annex A) utilising the Equality of Opportunity Risk Register (EORR), Access and Participation Dashboard and internal data analysis. This enabled the identification of key challenges affecting student opportunities at University Centre Leeds.

This section focuses on what we perceive as the most significant threat to equality of opportunity for students. Annex A, Assessment of Performance, offers a further examination of each phase of the student lifecycle, encompassing both UCLeeds-specific data and our institutional strategies in response to the EORR findings for each stage.

We identified our key risks to equality of opportunity by the following three step process:

1. Identification of our indications of risk in our Assessment of Performance

We analysed available data to identify the largest gaps in performance for student groups and lifecycle stages across a 4-year aggregate.

2. Consideration of the OfS EORR

We considered the applicability of the EORR risks to our context.

3. Staff and student consultation

We undertook a risk determiner process within the Widening Participation Committee. Participants were invited to provide their thoughts on the biggest risks to equality of opportunity that they had encountered, and to consider a whole provider approach to mitigate these risks.

Risks (identified in the EORR)	Assessment of Risk	Lifecycle Stage
1: Knowledge and skills	Medium	Access
2: Information and guidance	Medium	Access
3: Perception of higher education	Medium	Access
6: Insufficient academic support	High	On course
7: Insufficient personal support	Medium	On course
8: Mental health	Medium	On course, Progression
10: Cost pressures	High	Access, On course, Progression
12: Progression from higher education	High	Progression

Access

UCLeeds demonstrates success in attracting students from widening participation (WP) backgrounds across various indicators and student groups. Notably, there are large numbers from the following:

- Mature students (57% compared to 27.7% sector average)
- IMD Q1 (51.6% compared to 21.8% sector average)
- TUNDRA Q1 (24.3% compared to 12% sector average)
- Eligibility for free school meals (33.9% compared to 19.2% sector average)

*based on a 4 year aggregate 2017-18 to 2021-22

As a result of this we do not consider inequality in student access to groups identified in the OfS Data Dashboard to be one of the greatest risks to address within this plan. However, we have committed to widening access to the least represented groups in higher education and recognise the essential need for employer-led technical education for these groups. As such, we have identified the following risks and subsequent objectives:

Risk 1: There are low numbers of applicants from the least represented groups in higher education including care experienced students, refugees and sanctuary seekers and estranged students.

We began collecting application data for these target groups in the 2021/22 academic year, however, there is currently no publicly available data. As part of our plan we will commence collection of application data for all WP groups, disseminated to relevant teams to monitor outreach, applications, enrolment and continuation from 2024/25 academic year onwards.

Wider Risks and Links to the Equality of Opportunity Risk Register (EORR)

During our assessment of performance, we identified several risks from the EORR that are relevant to the nature of our provision within the sector. Considering that our student body has characteristics that make them less likely to enter higher education, we see the following risks as applicable to most of our student population.

- **Knowledge and skills**
  The Size and Shape Dashboard indicates that only 6.5% of our students have A levels on entry, compared with 51.2% in the sector, meaning the qualification on entry profile at UCLeeds is much more diverse. We recognise that this metric impacts students' prior knowledge, academic skills and preparedness for higher education which may also have a detrimental impact on their on-course success.
- **Information and guidance**
  We are confident our information, advice and guidance (IAG) is clear and substantial work is done to improve understanding of CBHE in schools, colleges and the community through our widening participation and outreach delivery. Despite this, we consider a risk to equality of opportunity being a lack of understanding of the higher education sector including

financial support available, lack of knowledge of pathways into higher education and lack of family support with no personal experience in HE.

- **Perception of higher education**
  Students may not feel able to apply to us despite our diverse range of courses and vocationally focused study options. This is due to ongoing perceptions around brand awareness, degree-level study, financial or familial circumstances. Some students might be discouraged from applying to us because they do not see it as a place for them. Our outreach strategies within schools, colleges and the community must reflect our diverse student body to ensure role models are visible to improve perceptions, sense of belonging and overall understanding of our provision.

On course

There are higher proportions of students disclosing a disability and/or learning difficulty associated with mental health year on year and in comparison, with non-disability or other disabilities. Evidence from our annual reviews suggests students are not then engaging in the support offered from the Student Support Team to continue and succeed on the course and there is a limited uptake in mental health support sessions.

Risk 2: Students who report a disability are less likely to continue and complete their studies than their peers.

Our publicly available attainment data shows that we are lower than the sector average for all student groups, which we accredit to the nature of our provision, including the foundation degree and top-up route. We are focusing on gaps in attainment between student groups, and we have identified three groups who are less likely to achieve a 2:1 or 1st degree, with the following risks:

Risk 3.1 : Students from Black, Asian and Minoritised Ethnic backgrounds are less likely to achieve a first class or 2:1 degree classification compared with white students.

Risk 3.2: Students from more deprived socio-economic backgrounds (using IMD Q1 as a measure) are less likely to achieve a 2:1 or 1st degree compared with IMD Q5.

Risk 3.3: Students under the age of 21 from areas of low participation in higher education (TUNDRA Q1) are less likely to achieve a first class or 2:1 compared with students from areas of high participation.

Wider Risks and Links to the Equality of Opportunity Risk Register (EORR)

- **Insufficient academic support**
  Considering our qualifications on entry, some students may require additional academic support. Significant investment has already been put in place to support and mitigate any gaps in achievement including the introduction of Academic Student Support Managers in key areas, Support Tutors and Additional Learning Support Officers, our plan will ensure

there is targeted support including the implementation of an Academic Skills Programme for students.

- **Insufficient personal support**
  Similarly to Risk 6, some students may require additional or tailored support, which may not be signposted effectively. Students may not be aware of what support is available to them or may not have the time to access support due to external commitments.

- **Mental health**
  Since 2019, students have been more engaged in accessing mental health support, increasing each year (2019-20: 67 , 2020-21: 85 , 2021-22: 87) . Staff and students noted that, since the pandemic, mental health conditions have greatly impacted student wellbeing and their attendance. In addition to this, there may be cultural stigmas for students accessing mental health support, and this is explored further in our whole provider approach.

- **Cost pressures**
  Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade. Students from low-income households may need to work excessive hours to financially sustain themselves whilst studying. Financial challenges may also include affording transport, taking up unpaid placements or other employability opportunities and financial hardship. We need to ensure the financial support package in place is sufficient and allows students to succeed on course.

  Students may be less likely to apply to us according to financial need and the ongoing cost of living crisis. Despite our provision being accessible, with condensed timetables allowing for flexibility, there are indications that cost pressures have impacted application rates.

Progression

Our dashboard data has several years which are unreportable due to the small sizes of student groups, meaning the data is suppressed in some areas. In addition to this, we have challenges with the Graduate Outcomes survey including low participation rates and responses not reflecting graduate destinations.

Due to the structure of our provision including a predominant focus on the foundation degree and top-up route, students are contacted to complete the Graduation Outcomes survey 15 months after their foundation degree, however, most students go on to study a Top-up degree and therefore will have completed this 3 months prior to the survey being sent. We have an action plan in place to increase both participation rates and accuracy including the appointment of a Graduate Intern in 2024, which will make future reflection in this area more valuable. The progression data provided for the APP reflects only progression to highly skilled and/or higher employment. Many of our students who choose to leave with a level 5 qualification work in traditionally low paid

occupations such as health and social care or childcare and will therefore not qualify as being in highly skilled employment.

Objectives and targets

Access:

Objective 1: Raise aspirations and support progression to higher education for young people from the least represented groups within higher education who experience intersectional disadvantage by increasing the number of applicants from specific groups including:

PTA_1: Increase applications for care-experienced students by 5% by 2029

PTA_2: Increase applications for estranged students by 5% by 2029

PTA_3: Increase applications for refugees and people seeking sanctuary by 3% by 2029

Continuation:

Objective 2

PTS_1: Reduce the continuation gap between disabled students and non-disabled students to less than 1 percentage point by 2029.

Attainment:

Objective 3

PTS_2: Reduce the attainment gap between our Black, Asian and Minoritised Ethnic students and white students attaining a first class or 2:1 degree by 2 percentage points per annum by 2029.

PTS_3: Reduce the attainment gap between our students from the most deprived socio-economic backgrounds and least deprived socio-economic backgrounds attaining a first class or 2:1 degree by 1 percentage point per annum by 2029.

PTS_4: Reduce the attainment gap between our students under 21 from areas of the lowest participation in higher education and highest participation in higher education attaining a first class or 2:1 degree by 1 percentage point by 2029.

Intervention strategies and expected outcomes

Intervention strategy 1: Targeted outreach including enhanced support, access pathways and community partnerships			
Risks to equality of opportunity: Knowledge and Skills, Information and Guidance, Perception of Higher Education, Cost Pressures.			
Objectives and targets: Raise aspirations and support progression to higher education for young people from the least represented groups within higher education who experience intersectional disadvantage. PTA_1: Commit to a 5% increase in applications for care-experienced students by 2029. PTA_2: Commit to a 5% increase in applications for estranged students by 2029. PTA_3: Commit to a 3% increase in applications for refugees and people seeking sanctuary by 2029.			

Activity	Inputs	Outcomes	Cross intervention strategy
Activity 1: Step Ahead Programme Employability, skills and self-efficacy programme delivered twice a year. We will target the programme to community groups, schools, colleges and internal Luminate Further Education students. **Target groups**: Care Experienced young people, Sanctuary Seeking young people including Refugees, Young Carers or parents	Staffing costs for individual workshops. ▪ **Staffing required:** Widening Participation and Outreach Manager ▪ Uni Connect Outreach Officer ▪ Access and Participation Officer ▪ 2x6 week per academic year	▪ Increased engagement in accessible and inclusive practical careers-based outreach sessions. ▪ Development of positive relationships between UCLeeds and participants and overall perceptions of higher education ▪ Positive changes in aspirations towards FE and HE. ▪ Increased practitioner awareness of the enablers, barriers and challenges of outreach with target groups. ▪ Developing partnership working with community stakeholders and collaborative learning opportunities. ▪ Deepened practitioner insights regarding attitudes, views and aspirations towards FE and HE. ▪ Increased access to HE for target groups	No

		▪ Development of wider cultural models of practice relation to improving access to HE	
Activity 2: New Scholar's Programme (Academic skills) and **Digital Literacy Module** (Building knowledge and confidence with digital technologies) **Target student groups**: Care experienced young people, young people estranged from their families, sanctuary seeking young people including refugees, *Gypsy, Roma, Traveller, Showmen and Boaters* All workshops will be delivered in collaboration with student ambassadors and student teachers where appropriate.	Staffing costs for individual workshops ▪ **Staffing required:** Widening Participation and Outreach Manager ▪ Access and Participation Officer ▪ UniConnect Outreach Officer ▪ Student Ambassadors **New Scholar's Programme:** 1x8 week per academic year **Digital Literacy Module:** 4x4 week per academic year, admin time 40 hours Online resource including Zoom Education, Blackboard and Mentimeter. (institutional licence already held) Staff training	▪ Improved knowledge of HE, it's benefits and financial support ▪ Increased ability to make informed decisions about HE ▪ Improved self-perceptions about belonging, academic abilities and confidence in academic practice, digital literacy and English proficiency. ▪ Increased engagement in accessible and inclusive practical careers-based outreach sessions. ▪ Development of positive relationships between UCLeeds and participants and overall perceptions of higher education ▪ Positive changes in attitudes and views relating to FE and HE. ▪ Positive changes in aspirations towards FE and HE. ▪ Increased practitioner awareness of the enablers, barriers and challenges of outreach with target groups. ▪ Developing partnership working with community stakeholders and collaborative learning opportunities. ▪ Deepened practitioner insights regarding attitudes, views and aspirations towards FE and HE. ▪ Increased access to HE for target groups	

		▪ Development of wider cultural models of practice relation to improving access to HE	
Activity 3: Digital Immersion Summer School Provides insight into digital technologies linked to STEM 7 skills and technical qualifications including HTQs and Foundation Degrees **Target student groups**: Care experienced young people, young people estranged from their families, sanctuary seeking young people including refugees, *Gypsy, Roma, Traveller, Showmen and Boaters* All workshops will be delivered in collaboration with student ambassadors and student teachers where appropriate.	Staffing costs for individual workshops **Staffing required:** ▪ Widening Participation and Outreach Manager ▪ Access and Participation Officer ▪ UniConnect Outreach Officer ▪ Education Engagement and Recruitment Officer **Additional costs:** Subject-specific resources	▪ Improved understanding of education and career pathways in STEM ▪ Self-awareness and connection to STEM 7 skills ▪ Applied knowledge gained about STEM careers to identify future education or employment destinations ▪ Raised aspirations towards higher education ▪ Understanding of the local industry markets and the importance of innovation and digital skills ▪ Increased access to HE for target groups	
Activity 4: Specific support package(s) and pre-entry work to applicants and students who are care experienced, estranged or seeking sanctuary. We will work with local authority contacts to support students and their supporters by creating an educational pipeline from earliest entry in further education (Level 1). The package also includes enhanced on-course support, all-year round accommodation and a financial package including a named contact and priority	Staffing costs for pre-entry and post-entry support ▪ **Staffing required:** Widening Participation and Outreach Manager ▪ Welfare and Progression Officer **Bursary :** ▪ Care Experienced Bursary ▪ Estranged Students Bursary ▪ Sanctuary Bursary	▪ Increased awareness of support available ▪ Increased sense of belonging amongst target student groups, monitored through ▪ Increased continuation on course for target groups ▪ Increased degree attainment ▪ Improved self-perceptions about belonging, academic abilities and confidence in academic practice, digital literacy and English proficiency.	IS2, IS3

access to the University Centre Leeds Hardship Fund.			
Activity 5: Marketing activity and information, advice and guidance tailored to students from target groups. Development of resources and web content to address barriers in access to information, advice and guidance.	Staffing costs to create campaigns and monitor engagement ▪ **Staffing required:** Marketing Executive ▪ Digital Communications Executive ▪ Access and Participation Officer Paid campaign	▪ Increased enquiries from potential applicants from target groups. ▪ Increased HE applications from applicants from target groups. ▪ Attendance at targeted Open Events	
Activity 6: Accommodation Officer role to support students to find accommodation in the local area	**Staff costs:** Accommodation Officer	▪ Increased applications from target groups ▪ Increased sense of belonging ▪ Decrease in financial concerns	
Activity 7: Training for teaching, admissions and support staff on delivering educational services for intersectional disadvantaged students	Staff training plus administrative costs ▪ **Staff required:** ▪ Widening Participation and Outreach Manager ▪ Outreach Officer	▪ Improved knowledge of the needs of students who face intersectional disadvantage ▪ Increased confidence in supporting those students in HE	

Total cost of activities and evaluation for intervention strategy: £461000

Summary of evidence base and rationale:

We have conducted a literature review (Annex B), analysed public and institutional data (Annex A), engaged with colleagues at other institutions to recognise best practice (predominantly as part of the Go Higher West Yorkshire Network) and liaised with schools, colleges and community groups on the research, rationale, and design of this intervention strategy.

We intend to evaluate activities within this intervention strategy where appropriate to generate OfS Type 2 standards to establish whether they lead to the intended outcomes. For less intensive activities or where collection of individualised data is not practical, we will rely on regular programme reviews and feedback to ascertain progress. We will also examine the extent to which each activity contributes towards meeting the overall objective. We will start the strategy in the 2025-26 academic year, and we intend to disseminate findings on our website in the 2028-29 academic year.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan

Activity 1, 2, 3 (Widening Participation and Outreach Programmes)	▪ Improved knowledge of HE, it's benefits and financial support
	▪ Increased ability to make informed decisions about HE
	▪ Improved self-perceptions about belonging, academic abilities and confidence in academic practice, digital literacy and English proficiency.
	▪ Increased academic confidence
	▪ Increased applications from target students
		▪ Theory of change models
		▪ Data analysis: number and % of students engaging in activities and % with target characteristics
		▪ Pre and post activity surveys to gauge perceptions and understanding of HE where appropriate, including:
		  ○ Knowledge of UK education system
		  ○ Perceptions of higher technical qualifications
			We intend to evaluate all activities within Intervention Strategy 1 and disseminate internally through the WP Committee and Annual Review processes to establish whether they lead to the intended outcomes.
			
			We intend to disseminate findings publicly at the end of this plan.

Activity 4 (Specific Support Package(s))	▪ Increased awareness of support available ▪ Increased sense of belonging amongst target student groups, monitored through ▪ Increased continuation on course for target groups ▪ Increased degree attainment ▪ Improved self-perceptions about belonging, academic abilities and confidence in academic practice, digital literacy and English proficiency.	Aim to generate OfS Type 2 evidence. We will monitor the correlation between engagement with the packages and improved continuation and completion.	

Activity 5 (Marketing Activity)	▪ Increased enquiries from potential applicants from target groups. ▪ Increased HE applications from applicants from target groups. ▪ Attendance at targeted Open Events	▪ Monitoring the number of UCAS applications from target groups of students ▪ Monitoring of event data targeted at widening participation events (support for care experienced students, support for sanctuary seeking students)	13

Intervention Strategy 2: Holistic support for disabled students to succeed in and progress from Higher Education			
Risks to equality of opportunity: Insufficient academic support, Insufficient personal support, Mental health, Cost pressures			
Objectives and targets: PTS_1: Narrow the continuation gap of disabled students compared with non-disabled students to less than 1 percentage point by 2029.			
Activity	Inputs	Outcomes	Cross intervention strategy?

Activity 1: Holistic support programme for disabled students throughout their studies, with increased support in their first year of study. Support includes reasonable adjustments, information on referrals for diagnostic assessments, arranging assistive technology loans, providing information about Disabled Students Allowance (DSA), information on study skills and exam support	Staffing costs for support team **Staffing required:** ▪ Student Support Manager ▪ Welfare and Progression Officer ▪ Additional Learning Support Officer ▪ Counselling and Mental Health Officer Administration and Resources	▪ Increased awareness and uptake of support services ▪ Increased applications for DSA ▪ Improved assessment grades ▪ Reduction in mitigation and withdrawals ▪ Improved continuation ▪ Increased sense of belonging ▪ Participants continue from 1st to 2nd year ▪ Improved connections and engagement between students, particularly amongst target groups.	IS1, IS2
Activity 2: Mental Health, Wellbeing, Counselling and Occupational Therapy Service A range of specialist services including mental health and disability support, counselling, wellbeing sessions and new approaches to embed wellbeing into the curriculum **Occupational Therapy** The service will aim to enhance the traditional student support offered, and assist in the promotion of students' functional independence and participation	**Staffing required:** ▪ Mental Health and Counselling Officer(s) ▪ Occupational Therapist(s) Administration and Resources	▪ Reduction in resits and extensions and adjustments ▪ Improved outcomes (continuation, progression) for students who engage with services compared with those who do not engage. ▪ Increase engagement in support	

Activity 3: Embedding wellbeing into the curriculum A modular activity, led by the student support team to highlight key mechanisms used to encourage independence, relieve stress and anxiety in assessment periods and leaving higher education.	**Staffing required:** • Mental Health and Counselling Officer • Occupational Therapist • Curriculum Progress Tutor(s) • Student Support Manager(s) • Administration and Resources	• Reduction in mitigation and extensions • Improved continuation • Improved student emotional and mental wellbeing	
Activity 4: Training for all HE support staff to access and navigate the DSA process, providing staff with a Disability/Neurodiversity toolkit	SFE/DSA External speaker cost Staffing required: • Additional Learning Support Officer • Student Support Manager	• Improved knowledge of the needs of students with a disability and the barriers they can face accessing DSA • Increased confidence in supporting students • Increased continuation rates • Increased uptake in support	
Activity 5: Identification of quiet spaces across University Centre Leeds campuses, including the newly developed Mabgate campus.	**No additional cost**	• Improved student wellbeing • Uptake in engagement activities • Improved continuation	

Total cost of activities and evaluation for intervention strategy: £430000

Summary of evidence base and rationale:

We have conducted a literature review (Annex B), analysed public and institutional data (Annex A) and engaged with our curriculum teams, academic staff and students to form the evidence base and rationale for this intervention strategy. More information can be found in Annex B.

We intend to evaluate all activities related to disability support and mental health development to determine the link between engagement in activities and improved outcomes. We will disseminate all findings through our Student Support Committee each year, and through the Annual Review

processes. We will develop a record system to track progress of target student groups to improve data collection for disabled students, aiming to disaggregate data in future plans.

We will start the strategy in the 2025-26 academic year, and interim analysis will take place annually for the previous academic year and presented through our committee structure. We also intend to disseminate findings on our website in the 2028-29 academic year.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Activity 1 (Holistic Support Programme)	▪ Increased awareness and uptake of support services ▪ Increased applications for DSA ▪ Improved assessment grades ▪ Reduction in mitigation and withdrawals ▪ Improved continuation ▪ Increased sense of belonging ▪ Participants continue from 1st to 2nd year ▪ Improved connections and engagement between students, particularly amongst target groups.	▪ Monitoring of DSA applications as a % of students who declare a support need ▪ Monitoring the correlation between engagement of support programme as a % of students who declare a support need ▪ Module review feedback ▪ Continuation and retention annual report	We intend to evaluate all activities within Intervention Strategy 2 and disseminate internally through the Student Support Committee and Annual Review processes to establish whether they lead to the intended outcomes. We intend to disseminate findings publicly at the end of this plan.
Activity 2 (Mental Health, Wellbeing, Counselling Service and Occupational Therapy)	▪ Reduction in resits, extensions and adjustments. ▪ Improved outcomes (continuation, progression) for students who engage with services compared with those who do not engage. ▪ Increase engagement in support	▪ Monitoring the correlation between engagement with student support services and improved outcomes, compared to students who identify a support need at enrolment but fail to engage with support offered. ▪ Monitoring of DSA applications as a % of students who declare a support need	
Activity 3 (Embedding wellbeing into the Curriculum)	▪ Reduction in mitigation and extensions ▪ Improved continuation ▪ Improved student emotional and mental wellbeing	▪ Monitoring the correlation between engagement with the programme and improved outcomes compared with those who do not engage	

		▪ NSS results for student support	
Activity 4 (Training for support staff)	▪ Improved knowledge of the needs of students with a disability and the barriers they can face accessing DSA ▪ Increased confidence in supporting students ▪ Increased continuation rates ▪ Increased uptake in support	▪ Monitor continuation rates through annual review processes for target groups ▪ Module review survey results ▪ Monitoring of DSA applications as a % of students who declare a support need	
Activity 5 (Quiet spaces)	▪ Improved student wellbeing ▪ Uptake in engagement activities ▪ Improved continuation	▪ Monitoring the correlation between engagement with student support services and improved outcomes, compared to students who identify a support need at enrolment but fail to engage with support offered. ▪ Provide engagement opportunities for students to feedback on accessible spaces and review through our Student Support Committee	

More detailed information on evaluation can also be provided in the Evaluation section or at Annex B.

Intervention Strategy 3: Develop inclusive support, fostering a sense of belonging and mattering

Risks to equality of opportunity: Insufficient academic support, Insufficient personal support, Mental health, Cost pressures

Objectives and targets:

PTS_2: Reduce the attainment gap between our Black, Asian and Minoritised Ethnic students and white students by 2 percentage points per annum by 2029

PTS_3: Reduce the attainment gap between our students from the most deprived socio-economic backgrounds and least deprived socio-economic backgrounds by 1 percentage point per annum by 2029.

PTS_4: Reduce the attainment gap between our students under 21 from areas of the lowest participation in higher education and highest participation in higher education by 1 percentage point by 2029.			
Activity	**Inputs**	**Outcomes**	**Cross intervention strategy?**
Activity 1: Holistic support programme for students from target groups in their first year of study. Monitoring and analysis of target student groups to monitor engagement, access to services and opportunities. Regular communications shared through Blackboard to highlight key milestones and upcoming challenges.	Staffing costs to record and monitor records for target student groups **Staffing required:** ▪ Widening Participation and Outreach Manager ▪ Welfare and Progression Officer ▪ Access and Participation Officer Administration and resources	▪ Increased awareness and uptake of support services ▪ Increased attainment ▪ Increased sense of belonging ▪ Increase in uptake of top-up degrees	IS1, IS2
Activity 2: Financial support and access to opportunities designed to ensure academic success including: **University Centre Leeds Bursary** for students from low-income households **University Centre Leeds Hardship Fund.** We will develop the Hardship Fund process to prioritise specific groups and complete a review to ensure accessibility. Additional sources of support available include travel fund, meal vouchers and access to the University Centre Leeds Foodbank.	Staffing to coordinate bursaries and provide support alongside the Hardship Fund Staffing required: ▪ Registry/Finance Support ▪ Welfare and Progression Officer HE Bursary Hardship Fund Administration and resources	▪ Improved degree awarding outcomes for recipients of financial support compared with those not in receipt. ▪ Improved wellbeing due to financial security ▪ Improved sense of belonging	

Activity 3: Academic Skills Development Redevelopment of resources and initiatives to support students' academic skills development through our Digital Innovation Hub. This includes academic writing, academic integrity with AI, library tutorials and online skills programmes.	**Staffing to deliver support and coordinate resources** **Staffing required:** ▪ Deputy Head of Digital Learning Development ▪ Academic Support Staff ▪ Student Support Manager ▪ HE Librarian ▪ Study Skills Coaches	▪ Improved degree awarding outcomes for target groups ▪ Increased uptake of top-up degrees ▪ Increased student satisfaction (NSS)	
Activity 4: Inclusive Curriculum Create inclusive and accessible teaching and learning by developing the language in our assessment resources, policies and guidance in addition to reviewing our assessment methods to be fair and authentic.	**Staffing to create resources and commit to research and scholarly activity** **Staff required:** ▪ Deputy Head of HE Quality ▪ Head of Teaching, Learning and Development ▪ Policy and Compliance Officer ▪ Group Director of HE Quality and Standards **Administration and Resources**	▪ Increased student satisfaction and sense of belonging ▪ Decrease the likelihood of inconsistency in assessment standards ▪ Improved attainment and narrowing of gaps for target groups against comparator group ▪ Increased use of more accessible and inclusive language as a whole provider ▪ Increased NSS scores on assessment and feedback ▪ Provide a collective understanding of the standards used for assessment by staff and students	
Activity 5: Visiting Professionals Invite guest speakers from target groups to speak to students about their own journey through employment and education. Including	**Coordination of activities delivered across the provision** Staffing required: ▪ Welfare and Progression Officer	▪ Improved degree awarding outcomes for target groups ▪ Increased knowledge relating to employability skills ▪ Increased knowledge and understanding of the labour market, professional	

| previous alumni, document through a podcast series.

(Expanding on current activity and widening reach of student groups) | • Widening Participation and Outreach Manager

Guest speaker costs including travel and time:

Activity evaluation | standards and competencies
• Improved self-efficacy about career and employability capacities, readiness and confidence
• Improved motivation and engagement in learning
• Increased level of professional networks and contacts | |

Total cost of activities and evaluation for intervention strategy: £2550000

Summary of evidence base and rationale:

We have conducted a literature review (Annex B), analysed public and institutional data (Annex A) and engaged with our curriculum teams, academic staff and students to form the evidence base and rationale for this intervention strategy. More information can be found in Annex B.

We intend to evaluate individual activities related to academic skills development to determine the link between engagement in activities and improved outcomes. Financial support will be evaluated through a Student Money Survey, disseminated internally to all staff, and through a local network of higher education providers. We will develop a record system to track progress of target student groups to improve early intervention in line with OfS Type 2 standards. We will start the strategy in the 2025-26 academic year, and interim analysis will take place annually for the previous academic year and presented through our committee structure including the Widening Participation Committee and Student Support Committee. We also intend to disseminate findings on our website in the 2028-29 academic year.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Activity 1 (Holistic support programme)	• Increased awareness and uptake of support services • Increased attainment • Increased sense of belonging • Increase in uptake of top-up degrees	• Monitoring of support service uptake through Annual Review processes, in addition to comparing against those who have not accessed support • Monitoring comparator attainment rates for target groups • NSS survey results for assessment and support	We intend to evaluate all activities within Intervention Strategy 3 and disseminate internally through the Widening Participation and Student Support Committees and Annual Review

			processes to establish whether they lead to the intended outcomes. We intend to disseminate findings publicly at the end of this plan.
Activity 2 (Financial support)	▪ Improved degree awarding outcomes for recipients of financial support compared with those not in receipt. ▪ Improved wellbeing due to financial security ▪ Improved sense of belonging ▪ Increased attainment rates for target students	▪ Conduct a 'Student Money Survey' and disseminate findings internally ▪ Monitor number and % of students receiving bursaries and hardship fund payments from target groups ▪ Total spend on bursaries and hardship fund payments overall and for target groups	
Activity 3 (Academic Skills Development)	▪ Increased attainment for target groups ▪ Increased uptake of top-up degrees ▪ Increased student satisfaction (NSS)	▪ Module review surveys ▪ Staff review survey to determine effectiveness of development, and gauge gaps for improvement	
Activity 4 (Inclusive Curriculum)	▪ Increased student satisfaction and sense of belonging ▪ Decrease the likelihood of inconsistency in assessment standards ▪ Improved attainment and narrowing of gaps for target groups against comparator group ▪ Increased use of more accessible and inclusive language as a whole provider ▪ Increased NSS scores on assessment and feedback ▪ Provide a collective understanding of the standards used for assessment by staff and students	▪ (As above) Staff review survey to determine effectiveness of development, and gauge gaps for improvement ▪ Module review surveys ▪ NSS results addressing teaching, learning and assessment for target groups	
Activity 5 (Visiting Professionals)	▪ Improved degree awarding outcomes for target groups	▪ Pre/Post surveys for students participating	

	▪ Increased knowledge relating to employability skills ▪ Increased knowledge and understanding of the labour market, professional standards and competencies ▪ Improved self-efficacy about career and employability capacities, readiness and confidence ▪ Improved motivation and engagement in learning ▪ Increased level of professional networks and contacts	▪ Monitor attainment rates	

More detailed information on evaluation can also be provided in the Evaluation section or at Annex B.

Whole Provider Approach

The Access and Participation Plan is supported by the Luminate Education Group (LEG) Board of Governors, Higher Education Academic Board and Student Support Committee, Equality, Diversity and Inclusion Committee and Widening Participation Committee. Our plan works cohesively in line with our HE Strategy, which focused on the development of higher-level skills and vocational learning in line with the findings of Leitch; the building of the skills infrastructure under the direction of the Local Enterprise and Partnership and relevant Employment and Skills boards.

All policies and decision-making are impact assessed to ensure that due regard is had in relation to eliminating discrimination, advancing equality of opportunity and fostering good relations between people who share a protected characteristic and those who do not.

Each board/committee is made up of members from a range of different backgrounds, who each bring individual experiences and skillsets that are crucial to the effectiveness and success of the group and its member organisations. All committees and boards have clearly defined terms of reference which articulate their role and responsibilities, reporting lines and membership. These are reviewed regularly and take account of changes in regulatory requirements and organisation structures.

The Widening Participation (WP) Committee works on behalf of UCLeeds and is responsible for:

- Sharing practices, devising solutions to meet challenges and opportunities, relating to widening participation
- Considering and implemented strategies for improving gaps in access, continuation, success, and progression that puts students from underrepresented groups at the forefront
- Participating in research and scholarly activity.

Equality Diversity and Inclusion

UCLeeds, as part of LEG, is dedicated to fostering an inclusive working and learning environment that respects and celebrates diversity. LEG has reinforced its commitment to equality, diversity, and inclusion through its updated objectives and comprehensive Equality, Diversity and Inclusion Policy. This policy applies to all current and prospective students and apprentices, governors, staff (both paid and voluntary), external examiners, consultants, guests, and contractors who visit our campuses.

Luminate EDI Objectives (valid until 2026)	
Celebrate Diversity	We will seek and create opportunities to celebrate diversity, being responsive to the needs of our staff and students and ensure excellence through inclusion.
Champion disability, neurodiversity and improve accessibility	We will champion accessibility of the curriculum and the educational environment, challenge ability discrimination, promote respect and be inclusive regardless of ability, disability or mental wellbeing.
Challenge discrimination and foster inclusion	We will create a culture of mutual respect, tolerance, democracy and individual liberty and challenge all oppressive language and behaviours.
Invest in the Race Equality Roadmap	We will create an anti-racist culture that promotes accountability, career development, fulfilling potential and building community partnerships.
Amplify voice and influence	We will promote a diverse culture where students, apprentices and staff are widely consulted and create their own opportunities to shape and promote equality, diversity and inclusion.
Promote social mobility	We will raise aspirations and improve outcomes for all students and staff with protected characteristics or from disadvantaged groups, including economic deprivation.

Pre-entry support

Support for transition to higher education is predominantly provided by the Widening Participation (WP) and Outreach Team with additional support from Admissions, Registry, the Student Support Team and curriculum departments across UCLeeds. The WP and Outreach Team offers tailored information and guidance to students who may need extra support to access higher education. In alignment with our Access and Participation Plan targets and objectives, the team delivers specialised programmes for specific student groups. These programmes aim to enhance academic achievement in schools and colleges, address misconceptions about higher education, and ensure students can make informed decisions about their progression.

Our comprehensive approach spans the entire student lifecycle, including transitions between levels of study and into graduate employment or further study. This includes pre-application and enrolment programmes that support the development of belonging, cultural and social capital, student identity, and resilience, while managing expectations and developing academic preparedness. Example activities include one-on-one application and enrolment support, campus tours, DSA application support, the HE Study Skills Programme, the Progression/Insights into University module, Freshers' activities, and robust induction programmes.

As a college-based HE provider with a significant amount of internal progression from further education (FE) to higher education (HE), we work closely with FE colleges to identify the needs and trends among our FE student cohorts transitioning to our HE provision. This proactive approach allows us to design interventions that support students from pre-application through to their first year of HE study.

Our strategies support the development of self-efficacy and academic integration. Throughout outreach and first-year transitions, all UCLeeds teams encourage students to adopt positive health behaviours and build curriculum confidence. The Student Support Team offers talks, workshops, and "coming to UCLeeds" preparation talks for all students, whether they are new to UCLeeds or transitioning between levels of study.

Wrap around support

In addition to our central Student Support team (interventions provided in this plan), curriculum teams play a crucial role in assessing and addressing student needs. They conduct initial discussions and assessments during interview and induction days, continuing this support throughout the student lifecycle to identify any emerging needs or concerns. Regular pastoral tutorials with students and frequent meetings with the central Student Support Team ensure ongoing support. Additionally, these teams collaborate at the Student Support Committee to enhance student welfare.

Curriculum induction days introduce various themes such as mental health, mental resilience, and management of expectations. As part of the ongoing tutorial process throughout the programme, wellbeing topics like mindfulness, healthy eating, and substance use are discussed. To foster social connectedness, support is integrated within the curriculum through one-on-one pastoral tutorials, the UC Hub (an online VLE), student engagement opportunities, and celebrations of religious and cultural festivals.

UCLeeds provides specific interventions for students facing additional barriers. Learning support is available for those with declared specific learning needs or disabilities (referred to in detail in IS2), with referrals made by admissions during the application or enrolment process, and by the curriculum team during the course. Specific transition programmes with designated contacts are in place for care-experienced or estranged students, those with English as a second or additional language, mature learners returning to education, and individuals from Gypsy, Traveller, Roma, Showman, and Boater (GTRSB) communities. These programs emphasize early identification of mental health and wellbeing needs, along with promoting positive wellbeing and social connectedness.

Diverse pathways into and through higher education

UCLeeds currently offers awards from Foundation year to level 7, with foundation degrees validated under its own awarding powers, and top-up awards (level 6), full honours degrees, and Masters validated by the by the OU. These levels align to those articulated in the FHEQ, with this alignment fully considered through validation and award confirmation processes.

Non-traditional degree routes:

- Foundation Degrees
- Foundation Year
- Higher Technical Qualifications
- Higher National Certificates and Diplomas
- Degree Apprenticeships

Employer-led degrees

Through the robust approach to curriculum development that centralises employer engagement and employability, UCLeeds provides opportunities for all students to develop skills that enable their professional progression, including employment and future career management skills. The skills sought after, reflecting gains in relation to the development of employability skills, for example, team working, commercial awareness, leadership and influencing, inform curriculum design and are embedded throughout programmes and wider institutional activities.

All HE programmes are designed, monitored and reviewed with stakeholder engagement, including employer consultation and a robust evaluation of labour market information. Their input informs curriculum design and delivery, including professional skills development, and teaching, learning and assessment strategies. Employers are panel members at validation events, providing invaluable insights regarding the relevance of the UCLeeds provision for industry and the production of employable graduates. This comprehensive programme of consultation, review and evaluation ensures that employer needs are identified, taken into consideration, and used to shape the proposed programme in line with their needs and the requirements detailed in the subject benchmarks. This is reviewed though the validation process which employers also engage and play a key role in.

Employers also regularly feedback on the skills development of UCLeeds graduates:

- The breadth of student work that Creative Arts students produce, their professionalism, and how prepared they are to discuss and defend their work.
- Confirmation of appropriate skills development during HTQ approval processes.
- UCLeeds won an invitation to tender for the L5 Health Play Specialist apprentice standard and are Health Education England's preferred provider, meaning the institution is a first choice for NHS Trusts to provide their training.

UCLeeds are involved in several collaborative projects that support students beyond graduation and in preparation for life and employment. For example, the West Yorkshire Combined Authority Graduate Skills Programme, which gives all West Yorkshire-based graduates access to skills development workshops throughout the year. Other examples in relation to supporting students for life include financial matters and budgeting.

Students have access to sector-specific advice and guidance, networking opportunities, and insights into life in industry. Within the curriculum students are encouraged to gain work-related experience throughout the duration of their course, to prepare them for life beyond the course and to provide opportunities to apply theory to practice and reflect on practice within assessment tasks and professional development related modules. Live briefs, guest speakers, and sector visits are also embedded across the curriculum.

Partnerships

We work with Go Higher West Yorkshire across our whole institution. Our Dean of Higher Education is a member of the Board of GHWY, which convenes very senior and strategic representatives from across the member institutions to provide governance and strategic steer for the work of the partnership. Our Widening Participation and Outreach Manager is a member of GHWY's 'Access and Participation Strategy Group' which convenes senior representatives in relevant roles to discuss and respond collectively to local and national issues, as well as maintain operational oversight of GHWY's activity. We host and employ a GHWY Uni Connect-funded Outreach Officer, who is embedded within our Widening Participation and Outreach Team. We also have staff members from across the institution participate in various GHWY networks and action groups.

GHWY brings together member institutions and stakeholders to ensure that in our local area:

- Individuals have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations.
- Individuals have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, and to make informed choices about their higher education options.
- Individuals can receive personalised academic and/or personal support to achieve a positive outcome.

In addition to the above, UCLeeds participate in GHWY working groups and networks including:

- Uni Connect Project Assurance Committee
- GRT Forum
- Care-Experienced and Estranged Students Network

- Decolonising the Curriculum Network
- Disabled Students Network
- Males on Free School Meals Network

UCLeeds are also members of several other working groups including, but not limited to:

- Luminate Education Group Employer Board
- Advance HE:
    - College-Based HE Network Group (Chair)
    - Developing a Race Equality Charter for SSIs and CBHE
- QAA:
    - Members Network
    - College HE Policy and Practice Network
- TASO Small n Evaluation pilot
- Mixed Economy Group
- Leeds Student Health & Wellbeing Partnership Board
- Sanctuary Steering Group
- NEON:
    - Mentoring to Widen Access
    - Widening Participation in Post Graduate Study
    - Mature Learners
    - Supporting BTEC Students
    - Access and outreach for disabled learners

Student consultation

Student consultation was done at key stages of the development of the plan. In the initial assessment of performance stage, all students were consulted regarding their perceptions of the equality of opportunity risk register and asked to identify any potential risks they may have faced during the student lifecycle. Opportunities to engage in the consultation was done through our Virtual Learning Environment, a Student Voice drop-in and through our Students' Union HE Officer regular feedback process.

To ensure our student feedback was well-represented and views were representative of our student population, as well as students in our target groups, we worked closely with the Student Support Team to ensure students had the opportunity to provide their feedback in a number of different ways.

Further to this, our student ambassadors and student representatives were asked to provide more detailed insight into our risks and proposed intervention strategies through an online forum and survey. Student Representatives, Ambassadors and Students' Union representatives are integral to our strategic mission and thus we provide appropriate training and support for their roles, so they are able to provide informed and meaningful contributions.

As outlined in Annex A, student feedback from the initial assessment highlighted additional considerations and risks for students who are the least represented in higher education, and groups who we do not have publically available data for. As a result of this, we introduced an intervention strategy to improve data collection for these groups.

Moving forward, we will continue to include students in the evaluation and monitoring of the Access and Participation Plan through membership to the Widening Participation Committee. In addition, students and graduates will continue to be involved in the some of the intervention and engagement strategies set out in this plan.

Evaluation of the plan

Increasing the quality and volume of our evaluation has been a strategic priority in recent years and our Access and Participation Plan provides a commitment to this priority. Our annual review process includes theory of change requirements for each strategy using TASO core and enhanced models, as such all interventions in this plan have followed this process and provides us with a foundation for future interventions.

Where it is not feasible to collect individualised data, or for whole institution interventions where it is not possible to attribute change to one specific intervention, we will focus on OfS Type 1 evidence with qualitative analysis where available. We will be focussing on evaluating individual activities within each intervention strategy, as opposed to evaluating each intervention strategy as a whole due to the complex nature of inclusive and targeted activity.

Due to the size of our institution and evaluation capabilities, we will focus our efforts on evaluating new activity, those with an emerging evidence base or those which require most resource. As such we will evaluate activities; to OfS type 2 standard to establish whether they lead to the intended outcomes. We will also examine the extent to which each activity contributes to the overall objective. We will share our findings through our committee structure including our Widening Participation Committee and Student Support Committee. We also intend to produce our findings on our website in the 2028/29 academic year. More detailed information on evaluation can also be provided in the intervention strategies evaluation section or in Annex B.

Embedding evaluation

To foster a culture of evaluation, we encourage staff to participate in professional networks and share innovative practices in relation to access and participation. Our involvement in the TASO Small-n Evaluation Project has provided valuable insights into realist evaluation approaches. We will continue to build our evaluation capacity using the OfS Evaluation Self-Assessment Tool, seeking feedback from students throughout the process.

Using the OfS Evaluation Self-Assessment Tool we scored as 'emerging' in most areas and have used this as a base to improve evaluation over the course of the plan. This includes improvement of strategic oversight of evaluation processes and we plan to widen the dissemination of activity outcomes to student groups to seek their feedback throughout the evaluation process.

Provision of information to students

The Access and Participation Plan, along with the accessible summary, will be published on the University Centre Leeds website along with the *Provider Fee Information* and the evaluation of our intervention strategies. Prospective students will be able to see how much the fees are for each

year of study and the financial support available is explained at Open Days, Applicant Days and is visible on the website and prospectus.

Financial help available

We want to ensure that all students have the opportunity to study for a degree qualification, regardless of background or financial circumstances. Financial support is available through bursaries and paid opportunities, alongside the Higher Education Hardship Fund, which provides emergency financial assistance for students so that they can remain in Higher Education, particularly those students who need financial help to meet extra costs that cannot be met from other sources of support.

Our bursaries are designed to support priority groups and include:

- University Centre Leeds Bursary (for students from low-income households)
- Care Experienced Students Bursary
- Estranged Students Bursary

Paid opportunities are offered to all students; however, we engage directly with students from backgrounds currently underrepresented in higher education to highlight the opportunities available to them whilst studying with us. Paid opportunities include:

- Student Ambassadors Scheme
- Lead Student Representatives
- Course-specific industry opportunities
- Student/graduate internships and traineeships

Students receive information about UCLeeds and their programme in the Course Handbook. In addition to the wealth of support and guidance that is provided in relation to academic matters or issues there is also information relating to the following sources of support:

- Tutor support
- Library support
- Admin support – with regards to absenteeism, changes to personal information etc.
- Counselling support
- Welfare support
- Students' Union support
- Health and Safety

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity (separate document)

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

Annex C: Targets, investment and fees (separate document)

Fees, investments and targets

2025-26 to 2028-29

Provider name: Luminate Education Group

Provider UKPRN: 10024962

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

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

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	8745
First degree	Acting, Fashion, Theatrical, Media Hair and Makeup, Creative Hair and Media Makeup (Fashion and Editorial), Creative Hair and Media Makeup (Film & TV and Prosthetics), Creative Hair and Media Makeup , Teacher Education, Production Arts (Design Realisation for Events, Stage and Screen), Production Arts (Technical Theatre and Stage Management	N/A	9250
First degree	Sports courses	N/A	8945
Foundation degree		N/A	8745
Foundation degree	Acting, Creative Hair and Media Makeup (Fashion and Editorial), Creative Hair and Media Makeup (Film & TV and Prosthetics), Creative Hair and Media Makeup , Teacher Education, Production Arts (Design Realisation for Events, Stage and Screen), Production Arts (Technical Theatre and Stage Management	N/A	9250
Foundation degree	Sports courses	N/A	8945
Foundation year/Year 0		N/A	6600
HNC/HND		N/A	8745
CertHE/DipHE		N/A	8745
Postgraduate ITT		N/A	8745
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4372
First degree	Acting, Creative Hair and Media Make Up, Teacher Education, Production Arts	N/A	4372
Foundation degree		N/A	4372
Foundation degree	Acting, Creative Hair and Media Make Up, Teacher Education, Production Arts	N/A	4372
Foundation year/Year 0		N/A	3300
HNC/HND		N/A	4372
CertHE/DipHE		N/A	4372
Postgraduate ITT		N/A	4372
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Luminate Education Group

Provider UKPRN: 10024962

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£103,000	£106,000	£110,000	£115,000
Financial support (£)	NA	£425,000	£434,000	£443,000	£452,000
Research and evaluation (£)	NA	£40,000	£42,000	£44,000	£46,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£70,000	£72,000	£75,000	£78,000
Access activity investment	Other access activities (£)	£33,000	£34,000	£35,000	£37,000
Access activity investment	**Total access investment (£)**	**£103,000**	**£106,000**	**£110,000**	**£115,000**
Access activity investment	***Total access investment (as % of HFI)***	**4.0%**	**3.3%**	**3.2%**	**3.1%**
Access activity investment	***Total access investment funded from HFI (£)***	**£103,000**	**£106,000**	**£110,000**	**£115,000**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£375,000	£380,000	£385,000	£390,000
Financial support investment	Fee waivers (£)	£40,000	£43,000	£46,000	£49,000
Financial support investment	Hardship funds (£)	£10,000	£11,000	£12,000	£13,000
Financial support investment	**Total financial support investment (£)**	**£425,000**	**£434,000**	**£443,000**	**£452,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**16.5%**	**13.4%**	**12.8%**	**12.2%**
Research and evaluation investment	Research and evaluation investment (£)	£40,000	£42,000	£44,000	£46,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.6%	1.3%	1.3%	1.2%

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Fees, investments and targets

2025-26 to 2028-29

Provider name: Luminate Education Group

Provider UKPRN: 10024962

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase applications for care-experienced students	PTA_1	Access	Care experienced students	Care experienced students		We began collection of data for this group in the 2020-21 academic year. As there is a lack of publicly available data, we set the target against our own trends and local data sets and the targets have been set to make a meaningful improvement over the life of the plan considering the sensitive nature of this student group	No	Other data source (please include details in commentary)	2021-22	Percentage	3.14%	3.17%	3.21%	3.26%	3.3%
Increase applications for estranged students	PTA_2	Access	Other	Other (please specify in description)		We began collection of application and enrolment data for this group in the 2021-22 academic year. As there is a lack of publicly available data, we set the target against our own trends and local data sets and the targets have been set to make a meaningful improvement over the life of the plan considering the sensitive nature of this student group	No	Other data source (please include details in commentary)	2022-23	Percentage	1.5%	1.52%	1.54%	1.55%	1.57%
Increase applications for refugees and people seeking sanctuary	PTA_3	Access	Other	Other (please specify in description)		As above. As there is a lack of publicly available data, we set the target against our own trends and local data sets and the targets have been set to make a meaningful improvement over the life of the plan considering the sensitive nature of this student group	No	Other data source (please include details in commentary)	2022-23	Percentage	6.18%	6.23%	6.28%	6.32%	6.36%
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce the continuation gap between disabled students and non-disabled students	PTS_1	Continuation	Reported disability	Disability reported	No disability reported		No	The access and participation dashboard	2019-20	Percentage points	3.8	3.1	2.4	1.7	1
Reduce the attainment gap between our Black, Asian or mixed students and white students attaining a first class or 2.1 degree	PTS_2	Attainment	Ethnicity	Not specified (please give detail in description)	White	Based on 4-year aggregate due to data impression. Target group - non-white (Black, Asian, Minority Ethnic)	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	28.3	26.3	24.3	22.3	20.3
Reduce the attainment gap between our students from the most deprived socio-economic backgrounds and least deprived socio-economic backgrounds	PTS_3	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	All other quintiles	Based on 4-year aggregate due to data supression	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	26.9	25.9	24.9	23.9	22.9

Aim	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce the attainment gap between our students under 21 from areas of the lowest participation in higher education and highest participation in higher education	PTS_4	Attainment	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	All other quintiles	Based on 4-year aggregate due to data supression	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	10.1	9.1	8.1	7.1	6.1
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														