

University Academy 92

Access and Participation Plan

2021-22 to 2025-26

University Academy 92 (UA92) was founded by the Class of 92, Lancaster University and a series of industry leaders and opened its doors to students at its campus in Old Trafford, Manchester in September 2019. UA92 is a widening participation institution created to serve the needs of those where there is great potential which is unrealised, untapped and they are unaware of the benefits of Higher Education.

“At UA92 we believe that success is down to more than luck and talent. It’s about working hard to be your best self, striving to achieve your dreams, and never giving up” — Gary Neville, UA92 Co-Founder and member of the Class of 92.

UA92 offers a portfolio of courses including Bachelor’s degrees and Certificates in Higher Education (CertHE) and all have a focus on Character and Personal Development and the skills required to thrive in life and the workplace. There are a number of courses delivered across the fields of business, sport, media and digital.

UA92 awards are accredited by Lancaster University, meaning students will graduate with a Lancaster University degree.

UA92 offers a distinctive teaching model, placing Character and Personal Development at the core of academic study, including:

- A fixed AM or PM timetable which allows students to pursue work relevant to study, hobbies, and wider life experience.
- Assessments that take place throughout the year, no traditional end of year exams.
- The distinctive Target Talent Curriculum that is integrated throughout study, but is also included as a stand-alone programme, focusing on cognitive, emotional and social intelligence, and teaching on subjects such as resilience, leadership, global citizenship and financial literacy to prepare students for their careers.
- The suite of Target Talent Curriculum modules connect students to industry through their core subjects. This is achieved through guest sessions, insight days in industry, work placements and the provision of industry mentors.
- Every student having a Personal Development Coach, who supports them to develop cognitive, emotional, and social intelligence, and other skills such as resilience, leadership, global citizenship and financial literacy to prepare students for their careers.
- Industry-leaders, including Microsoft and KPMG, have co-designed the curriculum to target the skills employers seek.

UA92 degrees are designed to accelerate careers in the worlds of media, business, sport, and digital, thanks to a curriculum inspired by the experience and connections of the Class of 92 and backed by respected academic pioneers Lancaster University.

More than a degree, students at UA92 gain preparation for life, and a personal journey that will help them to develop the expertise, resilience, drive, and tenacity to shine in their future careers.

UA92 is aware of our responsibilities and commitments under the Equality Act 2010 to advance equality of opportunity between people who share protected characteristics and those who do not.

1. Assessment of performance

UA92 is a new institution that was covered by the Lancaster University Access and Participation Plan in 2019/20 and 2020/21 prior to Office for Students (OfS) registration. Given the information above, UA92 has a relatively small amount of its own data from UCAS with regard to Access to Higher Education. As such, this assessment of performance focuses on the information available and is benchmarked against national data sets, OfS performance measures and other similar institutions in the North West of England. It is contextualised for a new provider focused on the areas of sport, media, business and digital located in Greater Manchester.

1.1 Higher education participation, household income, or socioeconomic status

Access

1.1.1 As an institution explicitly established to widen participation, UA92 shares the OfS's aspirations that access to higher education should be available to all regardless of background and financial barriers.

1.1.2 **POLAR4.** UA92's proportion of students from the lowest participation neighbourhoods (POLAR 4 Q1) is 21.1%; comfortably more than 1.5 times the sector average of 12.0%.

1.1.3 The proportion of new students coming from the two lowest participation areas is 36.9% (see Table 1 below).

Table 1. UA92 and the sector proportion of Young new starters by Quintile and year of entry (student numbers in brackets).

Quintile	Sector 2014/15	Sector 2015/16	Sector 2016/17	Sector 2017/18	Sector 2018/19	UA92 2020/21 (rounded to nearest 5, UCAS data)
1	11.6%	11.7%	11.8%	12.0%	12.0%	21.1% (20)
2	15.7%	15.7%	15.7%	15.7%	15.8%	15.8% (15)
3	19.1%	19.1%	19.1%	19.0%	18.9%	15.8% (15)
4	23.2%	23.1%	23.0%	23.0%	23.1%	15.8% (15)
5	30.5%	30.4%	30.4%	30.3%	30.2%	31.6% (30)

1.1.4 UA92 has noted the OfS's aspiration to eliminate the gap in participation between Quintile 5 and Quintile 1. UA92 has a ratio of 1.5:1 for these groups, significantly better than the sector average of 2.5:1.

Table 2. Ratio of new Young starters from POLAR4 Quintile 5 compared to Quintile 1.

Ratio	Sector 2014/15	Sector 2015/16	Sector 2016/17	Sector 2017/18	Sector 2018/19	UA92 2020/21 (rounded, UCAS data)
Ratio of Quintile 5 Compared to 1	2.6:1	2.6:1	2.6:1	2.5:1	2.5:1	1.5:1

1.1.5 **Index of Multiple Deprivation.** UA92's proportion of students from the neighbourhoods with the highest level of deprivation (IMD 2015 Q1) is 21.7%; narrowly beneath the sector average of 22.1% in 2018/19, but it is above the sector average for each of the four previous years. UA92 has a ratio of 1.0:1.0 between IMD2015 Q5 and IMD2015 Q1 just beneath the sector average of 0.9.

Table 3. UA92 and the sector proportion of new starters by IMD2015 Quintile and year of entry (student numbers in brackets).

Quintile	Sector 2014/15	Sector 2015/16	Sector 2016/17	Sector 2017/18	Sector 2018/19	UA92
----------	----------------	----------------	----------------	----------------	----------------	------

						2020/21 (rounded to nearest 5, UCAS data)
1	20.4%	20.9%	21.2%	21.6%	22.1%	21.7% (25)
2	19.6%	19.7%	19.9%	20.0%	20.1%	21.7% (25)
3	18.6%	18.6%	18.4%	18.5%	18.3%	13.0% (15)
4	19.5%	19.2%	19.0%	18.9%	18.7%	21.7% (25)
5	22.0%	21.6%	21.5%	21.0%	20.7%	21.7% (25)

1.1.6 **Free School Meals.** UA92 and its students have been inspired by the work of Marcus Rashford in addressing child hunger. Free School Meals (FSM) are a means-tested benefit and can also serve as an accurate indicator of students from low-income backgrounds, with those with household incomes beneath £16,190 and/or on income support entitled to receive them.

1.1.7 Department for Education figures show that those who are in receipt of FSM have consistently had lower entry rates to HE than those who did not receive FSM. In 2017/18 26.3% of FSM pupils aged 15 in 2013/14 entered higher education by 2017/18, compared to 44.9% of those who did not receive free school meals. UA92 notes UCAS's intention to introduce a question into the application process to support the identification of those who are, or who have been, in receipt of FSM during their secondary education. This is an area we have identified for UA92 to help address as we detail later in this plan.

Non-continuation

1.1.8 As a new provider, UA92 does not yet have sufficient data to identify any differential in relation to higher education participation, household income, or socioeconomic status. 92% of students at UA92 continued onto level 5 study in 2020/21 and we will be able to provide a breakdown from 2022/23 onwards.

1.1.9 UA92 notes the sector wide gap of 4.6% between the continuation rates of POLAR4 Quintile 5 students and POLAR4 Quintile 1 students, with Quintile 1 students having a continuation rate of 89.5% in 2017/18.

1.1.10 UA92 notes the sector wide gap of 8.1% between the continuation rates of IMD Quintile 5 students and IMD Quintile 1 students, with Quintile 1 students having a continuation rate of 85.6% in 2017/18.

Attainment

1.1.11 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to higher education participation, household income, or socioeconomic status. This data will be available from 2023/24 onwards.

1.1.12 UA92 notes the sector wide gap of 9.6% between the percentage of students from POLAR 4 Quintile 5 and POLAR4 Quintile 1 students achieving good honours shown in the 2018/19 OfS data.

1.1.13 UA92 notes the sector wide gap of 18.1% between the percentage of IMD Quintile 5 students and IMD Quintile 1 students achieving good honours, with only 67.1% of Quintile 1 students achieving good honours in the 2018/19 OfS data.

Progression to employment or further study

1.1.11 As a new provider without any graduates, UA92 does not yet have any data to analyse any differential with regard to students progressing into highly skilled employment or higher-level study based on their Higher Education participation, household income, or socioeconomic status. This data will be available from 2024/25 onwards.

1.1.12 UA92 notes the sector wide gap of 6.0% with regard to the percentage of POLAR4 Quintile 5 students and those from POLAR 4 Quintile 1 areas progressing into graduate roles or higher-level study in both the 2016/17 OfS data and the previous 5 years.

1.1.13 UA92 notes the sector wide gap of 7.1% with regard to the percentage of IMD 2015 Quintile 5 students and those from IMD Quintile 1 areas progressing into graduate roles or higher-level study in the 2016/17 OfS data. It is further noted that this gap has been narrowing over the past five years.

1.2 Black, Asian and minority ethnic students

Access

1.2.1 The proportion of non-white students entering UA92 in 2020/21 was 26.1%. This is lower than the sector average of 31.3%, but this differential of 5.2% is equivalent to a gap of 6 learners given UA92's small intake numbers.

1.2.2 The percentage of students with an ethnicity of White or Other was higher than the sector average. The proportion with Asian, Black, and Mixed ethnicity was beneath the sector average. This is in line with Greater Manchester and North West data (Census 2001) where the % of White residents is above the national average.

Table 4. UA92 and the sector proportion of new starters by ethnicity and year of entry (student numbers in brackets).

Ethnicity	Sector 2014/15	Sector 2015/16	Sector 2016/17	Sector 2017/18	Sector 2018/19	UA92 2020/21 (Rounded to nearest 5, UCAS data)
Asian	12.5%	12.9%	13.3%	13.7%	13.9%	13.0% (15)
Black	9.8%	10.1%	10.4%	10.5%	10.3%	4.4% (5)
Mixed	4.4%	4.6%	4.7%	4.8%	4.9%	4.4% (5)
Other	1.8%	1.8%	2.0%	2.1%	2.2%	4.4% (5)
AMBO Total	28.4%	29.4%	30.4%	31.0%	31.3%	26.1% (30)
White	71.6%	70.6%	69.6%	69.0%	68.7%	73.9% (85)

Non-continuation

1.2.3 As a new provider, UA92 does not yet have sufficient data to identify any differential in relation to ethnicity with regard to continuation rates. 92% of students at UA92 continued onto level 5 study in 2020/21. This data will be available from 2022/23.

1.2.4 UA92 notes the sector wide gaps between White students and other ethnic groups with regard to continuation rates shown in both the 2017/18 OfS data and the previous 5 years.

- The gap between White students and Black students of 6.6%.
- The gap between White students and Other students of 3.5%.
- The gap between White students and Mixed students of 2.1%.
- The gap between White students and Asian students of 1.2%.

Attainment

1.2.5 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to ethnicity with regard to students achieving first or upper-second class degrees. This data will be available from 2023/24.

1.2.6 UA92 notes the sector wide gaps between White students and other ethnic groups with regard to the percentage of students achieving good honours shown in both the 2017/18 OfS data and as shown in the AMBO Student attainment UK Universities: Closing the Gap report.

- The gap between White students and Black students of 22.1%.
- The gap between White students and Other students of 14.3%.
- The gap between White students and Mixed students of 4.8%.
- The gap between White students and Asian students of 10.8%.

Progression to employment or further study

1.2.7 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to ethnicity with regard to students progressing into highly skilled employment or higher-level study. This data will be available in 2024/25.

1.2.8 UA92 notes the sector wide gaps between White students and other ethnic groups with regard to the percentage of students progressing into graduate roles or higher-level study in both the 2017/18 OfS data and the previous 5 years. The gap between White students and Black students of 4.7%. The gap between White students and Other students of 3.9%. The gap between White students and Mixed students of 2.9%. The gap between White students and Asian students of 3.8%.

1.3 Mature students

Access

1.3.1 UA92's proportion of students who are 21 or older at the point of beginning their course is 20% and currently beneath the sector average of 29.4%. This gap of 9.4% equates to 12 learners.

1.3.2 Over 25% of UA92's new entrants in 2020/21 are on group C (Biological Sciences including sport) courses which, across the sector as whole, typically attract the highest proportion younger learners. We do not currently have courses in the areas of health or education that typically attracts the highest proportion of Mature learners.

1.3.3 UA92's fixed timetable is well suited to Mature students with all learners having a fixed morning timetable of 9am – 1pm or afternoon timetable of 2pm – 6pm, providing students with certainty which enables them to combine their studies with jobs and/or caring commitments.

Table 5. UA92 and the sector proportion of new starters by age and year of entry (student numbers in brackets).

	Sector 2014/15	Sector 2015/16	Sector 2016/17	Sector 2017/18	Sector 2018/19	UA92 2020/21 (Rounded to nearest 5, UCAS data)
Mature	26.4%	27.1%	27.6%	27.9%	29.4%	20.0% (25)
Young	73.6%	72.9%	72.4%	72.1%	70.6%	80.0% (100)

Non-continuation

1.3.4 As a new provider, UA92 does not yet have sufficient data to identify any differential in relation to continuation rates between Young students and Mature students. 92% of students at UA92 continued to level 5 study in 2020/21. This data will be available in 2022/23.

1.3.5 UA92 notes the sector wide gaps in continuation rates between Mature students and Young students shown in the 2017/18 OfS data. It is further noted that this gap has widened over the past 5 years.

Attainment

1.3.6 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to age with regard to students achieving first or upper-second class degrees. This data will be available in 2023/24.

1.3.7 UA92 notes the sector wide gap of 9.9% between Mature students and Young students with regard to the percentage of students achieving good honours shown in the 2017/18 OfS data.

Progression to employment or further study

1.3.8 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to age with regard to students progressing into highly skilled employment or higher-level study. This data will be available in 2024/25.

1.3.9 UA92 notes that Mature students outperform Young students by 3.4% with regard to the percentage of students progressing into graduate roles or higher-level study in the 2017/18 OfS data; with this gap narrowing over the past 5 years.

1.4 Disabled students

Access

1.4.1 In the UCAS data, UA92's proportion of Disabled students is 12.0% compared to the sector average of 15.8%. However, our internal data shows this figure to be 17.0% of the student population, with a significant number of students declaring after the point of application.

1.4.2 A more detailed breakdown of disability disaggregated by disability type cannot be provided due to the relatively small numbers of students in each category. We hope to be able to provide this breakdown in future Access and Participation Plans.

1.4.2 The sector has seen a significant growth in the percentage of students with a disability over the past five years, with an increase in each year from 12.3% to 15.8%.

1.4.3 UA92 is a single campus site that is particularly accessible to those with physical disabilities. The institution has recently received accreditation from AccessAble and produced a [guide](#) for the UA92 Campus.

Table 6. UA92 and the sector proportion of new starters by disability status and year of entry

	Sector 2014/15	Sector 2015/16	Sector 2016/17	Sector 2017/18	Sector 2018/19	UA92 2020/21 (UCAS)	UA92 2020/21 (Internal data)
Disabled	12.3%	12.9%	13.7%	14.6%	15.8%	12.0%	17.0%
Not known to be disabled	87.7%	87.1%	86.3%	85.4%	84.2%	88.0%	83.0%

Non-continuation

1.4.4 As a new provider, UA92 does not yet have sufficient data to identify any differential in relation to continuation rates between Disabled students and those not known to be Disabled. 92% of students at UA92 continued onto level 5 study in 2020/21. This data will be available in 2022/23.

1.4.5 UA92 notes that the sector wide OfS data for 2017/18 shows a continuation rate gap of 0.6% between Disabled students and those not known to be Disabled. It is further noted that whilst this gap has reduced, it still remains statistically significant and a cause of concern.

Attainment

1.4.6 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to Disability with regard to students achieving first or upper-second class degrees. This data will be available in 2023/24.

1.4.7 UA92 notes that the sector wide OfS data for 2018/19 shows a 2.5% gap in between Disabled students and those not known to be Disabled with regard to students achieving first or upper-second class degrees.

Progression to employment or further study

1.4.8 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to Disability with regard to students progressing into highly skilled employment or higher-level study. This data will be available in 2024/25.

1.4.9 UA92 notes the sector wide gap of 1.8% between Disabled students and those not known to be Disabled with regard to the percentage of students progressing into graduate roles or higher-level study in both the 2017/18 OfS data. It is further noted that there has been a gap in each of the previous five years.

1.5 Care leavers

Access

1.5.1 A breakdown of the number of students who are Care Leavers cannot be provided at this time due to the small numbers of students overall. We will monitor the conversion rate of Care Leaver applicants compared to our standard conversion rates and the numbers of Care Leavers who join us each year and report in future Access and Participation plans.

Non-continuation

1.5.2 As a new provider UA92 does not yet have sufficient data to identify any differential in relation to continuation rates between Care Leavers and other students. We will monitor this closely and report in future Access and Participation plans. 92% of students at UA92 continued onto level 5 study in 2020/21. This data will be available in 2022/23.

Attainment

1.5.3 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to Care Leavers with regard to students progressing into highly skilled employment or higher-level study. This data will be available in 2023/24.

Progression to employment or further study

1.5.4 As a new provider without any graduates, UA92 does not yet have any data to identify any differential in relation to Care Leavers with regard to students progressing into highly skilled employment or higher-level study. This data will be available in 2024/25.

1.6 Intersections of disadvantage

1.6.1 UA92 has explored the intersections of disadvantage, but the small size of the student body and the newness of the institution means that it has not been possible to draw many meaningful conclusions with the exception of White Males from Low Participation Neighbourhoods highlighted below. We have explored both our internal data and the OfS data related to Access for:

- Deprivation and Ethnicity
- Deprivation and Gender
- POLAR4 Quintile and Ethnicity
- POLAR4 Quintile and Gender

1.6.2 White Males from Low Participation Neighbourhoods. Over 10.5% of the new young entrants to UA92 are white males from the Low Participation Neighbourhoods. This proportion is significantly above the sector average, with over 50% of university providers having less than 5% of their population being white males or white females and from the Lowest Participation Neighbourhoods. We have closely examined the National Education Opportunities Network (NEON) report into “Understanding access to higher education for white students from lower socio-economic backgrounds” and note that white young people in receipt of FSM are the least likely, next to those from Gypsy/Roma backgrounds, of any group to enter Higher Education.

1.7 Other groups who experience barriers in higher education

1.7.1 Females from BAME communities entering Computer Sciences Courses. Whilst Female students are not a target group for Access and Participation Plans, there is a substantial gap between the numbers of Male and Female students entering Computer Sciences (Group I) courses across the sector and UA92 also has a lower number of BAME students (26.1%) than the sector average (31.3%).

1.7.2 Those progressing from Access to HE courses. Students entering from non-standard qualifications, such as an Access to Higher Education Diplomas are considerably more likely to be from a widening participation background with the majority being Mature learners.

1.7.3 Students on Free School Meals. UA92 and its students have been inspired by the work of Marcus Rashford and others in addressing child hunger. FSM are a means-tested benefit and can also serve as an accurate indicator of students from low-income families with those with household incomes beneath £16,190 and/or on income support entitled to receive them.

1.7.4 Department for Education figures show that those who are in receipt of FSM have consistently had lower entry rates to HE than those who did not receive FSM. In 2017/18 26.3% of FSM pupils aged 15 in 2013/14 entered higher education by 2017/18, compared to 44.9% of those who did not receive free school meals. UA92 notes UCAS’s intention to introduce a question into the application process to support the identification of those who are, or who have been, in receipt of free school meals during their secondary education.

1.7.5 UA92 notes the OfS data for 2018/19 that shows only 17.3% of those admitted to English HE providers were eligible for FSM at key stage 4. UA92 is aiming to grow the % of its intake eligible for FSM to 25% over the course of this plan.

1.7.6 Other groups. UA92 notes the additional barriers faced by Carers, People estranged from their families, People from Gypsy, Roma and Traveller communities, Refugees and Children from military families. We will monitor these groups in relation to this plan.

1.7.7 UA92 has signed the Armed Forces Covenant and recognises the value that Serving Personnel, both Regular and Reservists, Veterans and military families contribute to our local community and our country.

2. Strategic aims and objectives

UA92’s carefully selected target groups are considered in the context of our mission to widen participation to individuals where there is great potential which is unrealised, untapped and they are unaware of the opportunities offered by Higher Education and our role as new provider located within Greater Manchester and the broader North West of England.

2.2 Target groups

2.2.1 The data table below outlines the target groups that UA92 will be targeting as part of our access and participation work across each stage of the student lifecycle. They include a number of nationally identified target groups and some areas of specific focus for UA92.

Table 7 – Target groups and stages of the student lifecycle.

Target Group	Access to HE	Continuation	Attainment	Progression
Low Participation Neighbourhoods (POLAR 4 Q1)	*	*		
Students on Free School Meals	*			
Mature Students	*			
Disabled Students		*	*	*
BAME Students	*	*	*	*
White Males from Low Participation Neighbourhoods.	*			
Care Leavers	*			
Females entering Computer Sciences courses (Group I)	*			

2.2 Aims and objectives

2.2.2. At this early point in UA92’s development we can already confidently state that we are making a substantial difference with regard to broadening access to higher education. In all target groups we are looking to exceed the sector average and for a number our ambitions are to be sector leading. Over the period of this plan, we are looking to substantially increase our student numbers, whilst simultaneously increasing the proportion of our students from each of the target groups detailed in the tables below.

Table 8. Continuation Target Groups and Monitoring

Target Group	Monitoring
Disabled Students continuation rate.	We will monitor the continuation rates of Disabled students compared to students without a disability on an annual basis with effect from 2021. This will enable us to review the data and set targets to address any gaps with effect from 2022/23.
AMBO student’s continuation rate.	We will monitor the continuation rates students with an ethnicity of Asian, Mixed, Black or Other compared to White students on an annual basis with effect from 2021. This will enable us to review the data and set targets to address any gaps with effect from 2022/23.
Continuation rate of Low Participation Neighbourhoods (POLAR 4 Q1) compared to	We will monitor the continuation rates of students from Low Participation Neighbourhoods and compare them with those from High Participation Neighbourhoods on an annual basis with effect from 2021. This will enable us to review the data

High Participation Neighbourhoods (POLAR 4 Q5)	and set targets to address any gaps with effect from 2022/23.
--	---

Attainment

Table 9. Attainment Target Groups and Monitoring

Target Group	
Disabled Students	We will monitor the attainment rates of Disabled students compared to the % of students without a declared disability who achieve a 1 st or 2:1 on an annual basis with effect from 2022. This will enable us to review the data and set targets to address any gaps with effect from 2023/24.
AMBO students	We will monitor the attainment rate of Asian, Mixed, Black or Other students compared to the % of White students who achieve a 1 st of 2:1 on an annual basis with effect from 2022. This will enable us to review the data and set targets to address any gaps with effect from 2023/24.

Progression

Table 10. Progression Target Groups and Monitoring

Target Group	Target
Disabled Students	We will monitor the % of Disabled students and students without a declared disability who progress into graduate level roles or further study with effect from 2023. This will enable us to review the data and set targets to address any gaps with effect from 2024/25.
AMBO students	We will monitor the % of Asian, Mixed, Black or Other students compared to White students who progress into graduate level roles or further study with effect from 2023. This will enable us to review the data and set targets to address any gaps with effect from 2024/25.

3. Strategic measures

3.1 Whole provider strategic approach

3.1.1 **Teaching, Learning and Pedagogical approach.** Teaching and learning at UA92 takes place through a block model, with Full Time Students studying 120 credits over four blocks and Accelerated students studying 180 credits over six blocks. Teaching is typically in small groups with no traditional lectures.

3.1.2 All students study one block at a time, with each block lasting six weeks. Assessments are contained within each block, so there are no traditional end-of-year examination periods outside of the block structure. This model is particularly appealing to learners who have previously studied BTECs, as these qualifications follow a similar structure.

3.1.3 Within one study block, students complete a single subject module worth 25 credits during weeks 1-5 and a Target Talent Curriculum module, worth five credits, in week 6. Teaching hours are

consistent each day, week, and year of a student's studies from the point of induction through to graduation. This enables students to combine their studies with work, caring responsibilities or playing sport and therefore is a key aspect of our Access and Participation work. Students study for four consecutive hours each day in the morning or afternoon of four days each week (Monday, Tuesday, Thursday, and Friday). Throughout the COVID-19 pandemic, UA92 has stuck to its timetable, with the only change being whether delivery was on campus, entirely online, or blended with eight hours face to face and eight hours delivered synchronously online.

3.1.4 Wednesdays are known as Digital Wednesdays and students have additional learning facilitated via Microsoft Teams. Students can choose to engage at a time suited to their personal circumstances prior to their class on Thursday. This allows students to manage their other commitments, such as childcare, part-time work, commuting, etc. around their studies and means students are not excluded from learning with their peers.

3.1.5 **Student Support.** UA92 has adopted Inclusive Curriculum Guidance for all teaching and assessment. This means that most reasonable adjustments are embedded into the curriculum as standard, for all students, and is intended to minimise the number of additional reasonable adjustments required for disabled students in line with the Equality Act 2010.

Measures include;

- Recording of all classes through Microsoft Teams.
- Providing learning materials at least 24 hours in advance of classes.
- Inclusive deadlines and a range of assessment methods.
- Accessibility software available through Microsoft Teams.

3.1.6 The Inclusive Curriculum has been discussed with both our applicants and with our current students to ensure that it is implemented to maximum benefit and that applicants are aware of our approach in advance of making any decision to join UA92 as part of the objectives detailed in this plan.

3.1.7 Every student has a Personal Development Coach who they meet with twice in every six-week teaching block. These coaching sessions are also digitally badged, allowing students to demonstrate their commitment to personal development to prospective employers through professional online profiles. The coach also plays a vital role in supporting students and signposting them to the student well-being team for specialist advice whenever it is required.

3.1.8 All applicants and students are encouraged to make a disclosure of disability at their earliest convenience to enable us to best support them during their time at UA92. This is evidenced by the increase in students declaring their disability from 12% at the time of application to 17% after two blocks of study in January 2021. All students with a declared disability are registered with the Inclusive Support service to set up a Learning Support Plan (LSP) in line with the Equality Act 2010.

3.1.9 LSPs are shared with academic and professional services staff as appropriate. All students who register with Inclusive Support are informed about Disabled Students Allowance (DSA) and those who wish to apply are offered support to do so and we also provide financial support for those who require screenings or diagnostic assessments. The number of students in receipt of DSA support is monitored on a quarterly basis with 8% of our student population currently being in receipt of a DSA and 4% in the process of applying.

3.1.10 UA92 has worked with AccessAble to create a detailed [Access Guide](#) which launched in January 2021. The guide contains facts, figures and photographs to help applicants, students, visitors and staff plan their journey to and around UA92, covering everything from parking facilities and hearing loops, to walking distances and accessible toilets. At UA92 we know everyone's accessibility needs are different, which is why we have prioritised providing this detailed, accurate information which has been verified in person, on site, by trained surveyors from AccessAble.

3.1.11 **Employability.** At UA92 we pride ourselves on working with industry leaders including Microsoft, KPMG and TalkTalk to make sure the skills that our students develop are inspired by real business needs and support them in getting ahead in the world of work and developing the future talent they are hoping to employ. Our partners are integral to the student's experience; they have co-developed our curriculum, offer work placements, insight days to industry, guest sessions and

masterclasses. A number offer part-time work for students alongside their studies and TalkTalk offer fully-funded scholarships to UA92 students.

3.1.12 Preparation for employment is embedded in our approach to Character and Personal Development. This is threefold and includes Target Talent Curriculum modules, personal development coaching and connects students to industry through insight days in industry and work placements and is vital to our ambitions around progression detailed in this plan. The Target Talent Curriculum modules are an integral part of all our courses. They support students in developing their cognitive, emotional and social intelligence, their understanding of physical and mental well-being, and ensuring they have all the skills to prepare them for graduate-level employment. This is enhanced by supporting students to both engage in and reflect on work placements and insight days in industry.

3.1.13 The Target Talent Curriculum themes detailed below are developed through specific modules and embedded activities within each subject taught at UA92:

- Resilience and Well-being
- Professionalism
- Leadership
- Team Working
- Career Preparedness
- Problem Solving
- Financial Literacy
- Reflective Practice
- Communication Skills
- Global Citizenship
- Digital Skills
- Advanced Communication

3.1.14 **Collaboration.** UA92 works in close partnership with Lancaster University on both the delivery of activity to widening participation students and in the sharing of best practice. Both institutions bring different experiences and opportunities and by working together we can reach a wider range of students and provide students from a widening participation background with an enhanced programme of activities to support both their attainment in their current studies and their progression into Higher Education. We believe that by working together to share best practice and by offering shared staff development opportunities, we can learn from each other to the benefit of all our students.

3.1.15 KPMG works closely with UA92 as our social mobility partner and are vital members of our Access and Participation Group. KPMG supports UA92 with the engagement of schools and colleges in low participation neighbourhoods and have used their extensive network to facilitate advice on all aspects of widening participation. Speakers from KPMG are regular contributors to our outreach events with schools and colleges, helping to raise aspirations and widen participation. They have also assisted UA92 with the development of our contextual admissions policy. Now that UA92 is OfS registered, we have approached Greater Manchester Higher (UniConnect) and are seeking to become closely involved with their work.

3.1.16 UA92 is engaged with the work of National Education Opportunities Network and regularly attends events organised by them and the regular WP Networks as part of our membership of Guild HE.

3.1.17 UA92 has partnered with Trafford College to offer Access to HE Diplomas on the UA92 campus. In contrast to the majority of Access to HE courses, which are delivered in Further Education Colleges, we believe that offering Access to HE in a higher education setting is the best way to maximise the percentage of learners who progress onto degree programmes.

3.1.18 UA92 is aware of its responsibilities and commitments outlined in the Equality Act 2010 to advance equality of opportunity between people who share protected characteristics and those who do not. In 2021 we will be establishing an Equality and Diversity Working Group which will oversee our work in this important area and will work in partnership with the Access and Participation Group.

Strategic measures

3.1.18 The table below outlines the focus areas for our work, the stage of the lifecycle impacted, the activity that will be undertaken, the outputs this will deliver and the impact this will have. It outlines our theory of change, including our activity and interventions, desired impact for each of the target groups noted and how it will be measured and evaluated.

Table 11. Table of strategic measures.

Focus Area	Lifecycle stage	Activity	Aim	Impact	How measured and evaluated
Ratio of Low participation neighbourhoods (POLAR 4 Q1) to High participation Neighbourhoods (POLAR 4 Q5)	Access	<p>Outreach work to support schools and colleges across Greater Manchester and the North West in both pre 16 and post 16 with a large number of learners from POLAR 4 Q1.</p> <p>Build progression and articulation agreements with schools and colleges with large POLAR 4 Q1 populations</p> <p>Work closely with KPMG to raise aspirations with young people living in low participation neighbourhoods including Oldham and Rochdale.</p> <p>Utilise the influence and the inspirational stories of Gary Neville and the Class of 92 to raise aspirations in low participation neighbourhoods working in partnership with Foundation 92.</p>	<p>Increased numbers of Q1 pupils at schools and colleges engaged with outreach activities.</p> <p>Increased application and conversion levels from Q1 pupils to UA92.</p> <p>Increased numbers of students progressing to UA92 from focus schools and colleges.</p> <p>Increased numbers of students enrolling at UA92 from Oldham and Rochdale.</p>	Over the course of the plan the ratio to move to 1.0 – 1.0 from the current position of 1.5 – 1.0	<p>Data analysis of student intake.</p> <p>Activity reviewed by Access and Participation Group and Board and amended accordingly.</p>
Increase proportion of Mature Students as a % of new starters.	Access	<p>Increase the number of intake points at UA92 from 3 to 6. (see below)</p> <p>Accelerated degrees launching from January 2021 with all courses</p>	Increased numbers of Mature students taking advantage of UA92 start points throughout the year,	Over the course of the plan increase the % of Mature	Data analysis of student intake on all programmes including Step

		<p>starting accelerated routes 1 year after FT route launch. (see below)</p> <p>£5000 Kickstart Grant package. (see below)</p> <p>Continue to offer and promote the “Step Forward” programme. (see below)</p> <p>Continue to run Access to HE Diplomas at UA92 with the addition of an Access to Sport course. (see below)</p> <p>Dedicated support provided from the outreach team to learners on the Access to HE programmes.</p> <p>Effective promotion of our approach to Contextual Admissions.</p> <p>Further develop our curriculum offer into subjects that are more appealing to Mature learners including Health and Well-being and Education.</p>	<p>at a time that works for them.</p> <p>Students enrolling on Accelerated degrees with increased numbers each year of the plan.</p> <p>Increased numbers of students progressing from Access to HE Diplomas to Undergraduate study.</p>	<p>entrants to 31.0%</p>	<p>Forward and Access to HE.</p> <p>Surveys and interviews of Kickstart Grant recipient students on an annual basis using the OfS Toolkit in November/December.</p> <p>Activity reviewed by Access and Participation Group and Board and amended accordingly.</p>
<p>Increase the proportion of white males from low participation neighbourhoods (POLAR 4 Q1) as a % of new young starters</p>	<p>Access</p>	<p>Utilise the influence and the inspirational stories of Gary Neville and the Class of 92 to raise aspirations amongst white males in working class communities.</p>	<p>Increased numbers of white males from POLAR 4 Q1 with an awareness of UA92 and the benefits of higher education more generally.</p>	<p>Over the course of the plan increase the % of new young starters from Q1 to 11.5%</p>	<p>Data analysis of student intake.</p> <p>Activity reviewed by Access and Participation Group and Board and amended accordingly.</p>
<p>Increase the proportion of Care Leavers as % of new starters</p>	<p>Access</p>	<p>Work in close partnership with Trafford Council to support the Local Care Leaver Offer and provide outreach to</p>	<p>Increased numbers of care leavers in Trafford, Greater Manchester and beyond aware of UA92 and the</p>	<p>Over the course of the plan increase the % of new starters who</p>	<p>Data analysis of student intake.</p> <p>Activity reviewed by</p>

		<p>outline the benefits of Higher Education and break down the barriers to progression.</p> <p>Sign the Care Leavers Covenant and Stand Alone Pledge.</p>	benefits of HE more generally.	are Care Leavers to 2%.	Access and Participation Group and Board and amended accordingly.
Increase the proportion of BAME Female learners as a % of new starters on Group I courses (Computer Sciences)	Access	<p>Outreach work to support female students at schools and colleges across Greater Manchester and the North West in both pre 16 and post 16 to promote courses and careers in digital.</p> <p>Work closely with our partner Microsoft to promote the opportunities for BAME Women in Tech.</p>	<p>Increased numbers of female students engaged in our outreach work focussed on Computer Sciences and digital courses and careers.</p> <p>Enhanced relationships with schools and colleges with female students interested in digital courses.</p>	Over the course of the plan increase the % of BAME female new starters on Group I courses (Computer Sciences) to 15%	<p>Data analysis of student intake.</p> <p>Surveys and interviews of Hardship fund recipients on an annual basis using the OfS Toolkit in November/December.</p> <p>Activity reviewed by Access and Participation Group and Board and amended accordingly.</p>
To improve the % of new young starters who have been in receipt of Free School Meals.	Access	<p>£5000 grant package for students in receipt of FSM including £15 per week for lunches, laptop and cash top-up.</p> <p>Build progression and articulation agreements with schools and colleges with large % of students on FSM.</p> <p>Work closely with KPMG and other partners to raise aspirations with young people living in areas with large numbers of people in receipt of FSM.</p>	<p>Increased numbers of pupils at schools and colleges in receipt of FSM engaged with outreach activities.</p> <p>Increased application and conversion levels from FSM pupils to UA92.</p> <p>Increased numbers of students progressing to UA92 from focus schools and colleges.</p>	Over the course of the plan increase the % of UA92 new young starters in receipt of FSM to 25%.	<p>Data analysis of student intake.</p> <p>Surveys and interviews of all £5000 Grant recipient students on an annual basis using the OfS Toolkit in November/December.</p> <p>Activity reviewed by Access and Participation Group and Board and amended accordingly.</p>

		Utilise the influence and the inspirational stories of Gary Neville, the Class of 92 and other inspirational figures to raise aspirations.			
No gap between the % of Disabled students and students without a declared disability who continue.	Continuation	<p>Implementation of Inclusive curriculum and staff training.</p> <p>Staff training on equality and diversity and unconscious bias.</p> <p>Student Well-being service</p> <p>AccessAble certified campus.</p> <p>Personal Development Coaches.</p>	<p>Disabled students supported to progress between year 1 and year 2 at the same rate as their peers.</p> <p>Targeted interventions where required</p>	Ensure there is no gap in the continuation rates throughout the length of the plan.	<p>Data analysis of student continuation rates.</p> <p>Activity reviewed by Access and Participation Group and Board and amended accordingly.</p>
No gap between the % of White students and BAME students who continue.	Continuation	Personal Development Coaches.	Black, Mixed, Asian, and Other students supported to progress between year 1 and year 2 at the same rate as their White peers.	Ensure there is no gap in the continuation rates throughout the length of the plan	<p>Data analysis of student continuation rates.</p> <p>Activity reviewed by Access and Participation Group and Board and amended accordingly.</p>
No gap between the % of Disabled students and students without a declared disability who achieve good honours	Attainment	<p>Implementation of Inclusive curriculum</p> <p>Student Well-being service</p> <p>AccessAble certified campus.</p> <p>Personal Development Coaches.</p>	<p>Disabled students supported to achieve good honours.</p> <p>Targeted interventions where required to address any issues.</p>	Ensure that there is no gap in the % of learners achieving 1 Class or Upper Second-Class degrees.	<p>Data analysis of student attainment rates.</p> <p>Activity reviewed by Access and Participation Group and Board and amended accordingly</p>
No gap between the % of White students and BAME students	Attainment	Co-design of curriculum with industry.	Black, Mixed, Asian, and Other students supported to achieve good honours at the	Ensure that there is no gap in the % of learners achieving 1st class or Upper	Data analysis of student attainment rates.

who achieve good honours.		Staff training on equality and diversity and unconscious bias. Target Talent Curriculum. Personal Development Coaches.	same rate as their White peers.	Second-Class degrees.	Activity reviewed by Access and Participation Group and Board and amended accordingly
No gap between the % of Disabled students and students without a declared disability who progress into graduate level roles or further study.	Progression	Co-design of curriculum with industry. Target Talent Curriculum. Personal Development Coaches.	Disabled students proactively supported to successfully progress at the same rate as their peers. Targeted interventions where required to address any issues.	Ensure that there is no gap in the % of graduates progressing.	
No gap between the % of White students and BAME students who progress into graduate level roles or further study.	Progression	Co-design of curriculum with industry. Target Talent Curriculum. Personal Development Coaches.	Black, Mixed, Asian, and Other students supported to ensure they progress to graduate roles at the same level as their peers.	Ensure that there is no gap in the % of graduates progressing.	

Financial Support Measures

3.1.19 UA92 is offering £5,000 Kickstart grants to those from Greater Manchester that have been financially impacted by COVID-19, to help them access HE and limit the additional barriers the pandemic has created. Our Kickstart Grants launched in Summer 2020 and enable those who are on Universal Credit or who have been made redundant as a result of COVID-19 to study for a degree or a shorter course at UA92. Kickstart recipients will receive their £5,000 grant, paid directly to them in instalments over three years. Students who study for a CertHE without progressing to a degree will receive £1,667 in two instalments. UA92 will survey and interview recipients on an annual basis using the OfS Toolkit as part of our evaluation.

3.1.20 UA92 has been inspired by Marcus Rashford's campaign to address child hunger. We recognise that hunger does not stop at 18 and that students who were in receipt of FSM are considerably less likely to progress into HE than their peers, as evidenced by DfE data that shows that 44.9% of those not on FSM progressed to HE by 19 compared to just 26.3% of those eligible for FSM (See Chart 1 Below). UA92 will award a financial package worth £5,000 over the course of a degree to all new young starters who are in receipt of FSM. There will be separate packages for students from Greater Manchester, North West and the rest of the country. For all students the package will contain £15 per week for lunches, a laptop and cash top-up. For students in Greater Manchester, we will also provide free travel to campus as part of this package. For students moving away from home it will also contain a welcome pack enabling them to cook effectively and affordably in their student accommodation. UA92 expects 30% of our learners to be eligible for this

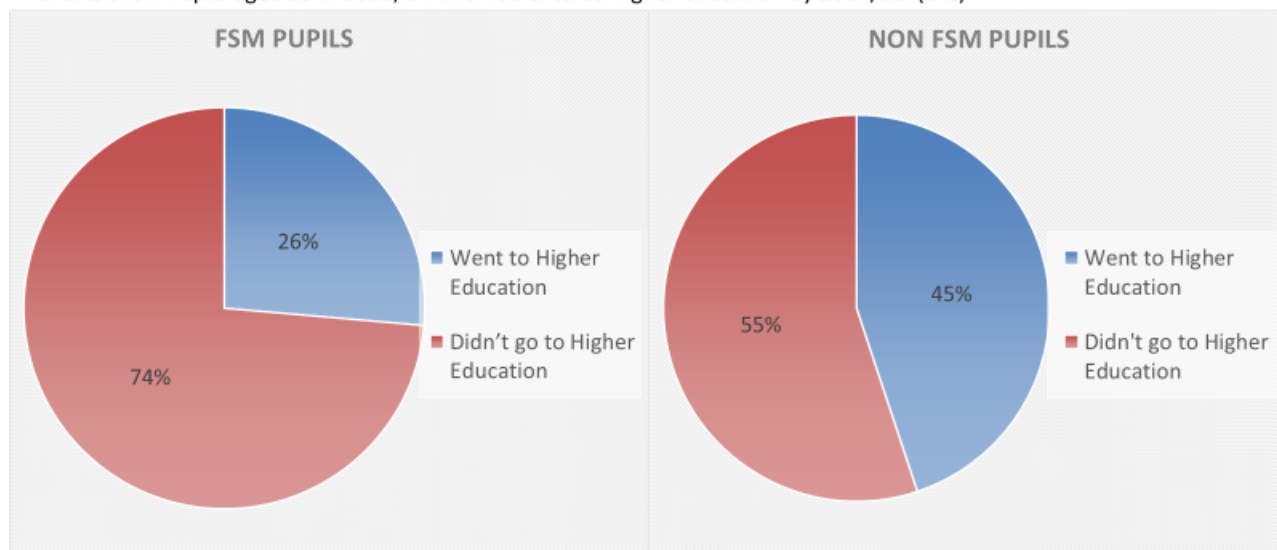
package or the Kickstart Grant detailed above. UA92 will survey and interview recipients on an annual basis using the OfS Toolkit as part of our evaluation.

Chart 1.

FREE SCHOOL MEALS – GAP IN ACCESS



Charts show Pupils aged 15 in 2013/14 who had entered higher education by 2017/18. (DfE)



3.1.21 UA92 has allocated £50 per head for a Hardship Fund in addition to any further funding received specifically from Government to address the impact of COVID-19. We have a rigorous application and assessment process to ensure these funds are allocated in support of the objectives outlined in this plan with regard to supporting retention and continuation of students. All students are eligible to apply as these funds are designed to aid retention and stop students dropping out through financial hardship. We offer our hardship funds in rounds on a regular basis throughout the academic year. UA92 will survey and interview recipients on an annual basis using the OfS Toolkit as part of our evaluation.

Other strategic measures

3.1.22 **Accelerated degrees.** UA92 enrolled its first students on Accelerated degrees in January 2021. We recognise the appeal of these programmes to Mature students and the benefit of total fees being 20% lower. In the UA92 model, Accelerated students study six blocks (180 credits) per year, with the opportunity to start in September or January. Accelerated pathways for all programmes open for entry 12 months after they begin in full time mode. The DfE report on “Accelerated degrees in Higher Education” shows that Accelerated degree students are more likely to be Mature learners.

3.1.23 **Points of entry.** UA92’s model of teaching one module at a time with no pre-requisites within a level means that we have been able to allow students to join the institution in November and January. We intend to expand our entry points to allow students to start at any one of six points from the 2021/22 academic year. This will enable us to increase the number of Mature students we attract as learners can start at a time that suits them, rather than having to wait until September in line with the traditional UCAS cycle.

3.1.24 **Step Forward.** Step Forward at UA92 is a free six-week course designed to provide an access route to higher education for those with skills and knowledge gained from their life and work experiences, that was successfully piloted in 2020. Learners benefit from their own personal development tutor throughout. On successful completion they are eligible to study on a UA92 Degree or CertHE course.

3.1.25 Access to Higher Education. In partnership with Trafford College Access, UA92 will introduce an Access to Higher Education Diploma in Sport to supplement the existing Diploma offered in Business. All learners on the Access courses receive dedicated support from the UA92 outreach team to aid their transition to University-level study.

3.1.26 Expansion of course portfolio. Over the course of this plan, UA92 will look to broaden its course offering within the existing fields of sport, media, business and digital. In addition to this, we are working to develop courses in the areas of health and well-being and education. These subject areas typically have a higher number of Mature learners and will support UA92 with our aspiration to increase the percentage of our new starters who are Mature to 31% by 2025/26.

3.1.27 UA92 will continue to provide its £1000 Enabling Access Bursary and Performance Scholarship for learners joining us in 2021 who are not eligible for either of our £5,000 grants detailed above. These schemes will not continue after this year. These programmes were developed before UA92 took in its first student intake. We consulted with students who are in receipt of our Enabling Access Bursary and Performance Scholarships, and they were clear that whilst they appreciated the financial support of £1000, their strong preference was for a multi-year scheme that supported them throughout the length of their studies. To be awarded an Enabling Access Bursary, applicants must meet at least one of the criteria below:

- Those with a proven household income of £30,000 per annum or less
- Those who have been in care any time prior to applying to UA92.
- Those living within traditionally low Higher Education Participation postcode areas, as defined in POLAR 4, Quintiles 1 and 2
- Have been classed as a looked after child/former looked after child any time prior to applying to UA92.
- *Are a carer, estranged from your family, from Gypsy, Roma and Traveller communities, a refugee or are a child of an armed forces family*

3.1.28 To be awarded a Performance Scholarship, applicants will be interviewed, and they must demonstrate they reflect the principles of UA92.

3.1.29 The UA92 Outreach team will continue to engage with schools and colleges across Greater Manchester and beyond. We have a database of focus schools and colleges and will prioritise engagement with those who have the highest proportion of learners from Low Participation Neighbourhoods (POLAR 4 Q1) and/or learners who are eligible for FSM.

3.1.30 The Outreach team, our Course Leaders and our founders will work with key influencers, including teachers and advisers, parents and guardians, community groups and our partners to raise aspirations. A recent example of this was our Co-Founder Gary Neville delivering the keynote address at the UCAS Teachers and Advisers Conference. Our outreach approach will include the use of Student Ambassadors who themselves are from target groups and who are currently benefitting from UA92's approach.

3.1.31 We will continue to develop and deliver our outreach menu including workshops, talks and interactive sessions with the support of our partners. The outreach menu will cover subject areas that support students with character development and 'soft skills' that are not often well resourced from a delivery perspective within our schools and colleges. It will also offer schools and colleges unprecedented access and exposure to industry partners through collaborative events such as National Careers Week and International Women's Day. Finally, 'aspirational assemblies' as supported by the UA92 Board, their network, and the Class of 92 will form a key part of our outreach.

3.2 Student consultation

3.2.1 An Access and Participation Group has been established which oversees all matters relating to access, success and progression including the design, implementation and evaluation of activities which will achieve UA92's objectives detailed in this plan. This group undertakes this work on behalf of the UA92 Leadership Team and Board, meeting regularly and with two student representatives on the group. This group has worked collaboratively with the Student Engagement Forum to ensure the student voice is represented and balanced feedback is obtained which can influence both our current and future activities. A continuous improvement approach will be embedded and monitored by the Access and Participation Group to challenge us in delivering the best approach and activities to support students from our identified target groups.

3.2.2 We consulted with students who are in receipt of our Enabling Access Bursary and Performance Scholarships, and they were clear that whilst they appreciated the financial support of £1000, their strong preference was for a multi-year scheme that supported them throughout the length of their studies, as such our two newest financial support packages "Kickstart" and the programme inspired by Marcus Rashford are both worth £5000 spread even across three years of study.

3.2.3 UA92 have been clear in their support for the work of Marcus Rashford and their admiration of the values he demonstrates. Students and staff at UA92 have been invigorated by his campaign and have worked in partnership with Foundation 92 throughout the COVID-19 Pandemic to support those most in need by delivering food and care packages. We have run a dedicated workshop with our students to support the development of our new £5000 grant package in this area.

3.2.4 As a new and innovative institution, UA92 is ensuring that students views are a core part of decision-making. UA92 has embedded the student voice across all aspects of the institution and as part of its quality assurance processes.

3.2.5 At UA92, we take students' views seriously. Student feedback is an essential part of ensuring an excellent student experience for all who study at the institution. We encourage students to tell us what works well and where we could do things better. This is achieved through a variety of different methods detailed below which enables the voices of all our students to be effectively heard.

3.2.6 At module level, at the end of each block, all students are given the opportunity to complete two module evaluation questionnaires which contain both qualitative and quantitative questions. One survey is with regard to the subject module, the second with regard to the Target Talent Curriculum and Continuing Professional Development. The outcomes of these surveys are considered by the UA92 Leadership Team, Course Boards, Academic Committee and the UA92 Board as part of ensuring UA92 has effective evaluation and monitoring of all its courses and their constituent modules. Where relevant, these will also be assessed by the Access and Participation Group.

3.2.7 At course level, UA92 operates a Course Board for each programme area. Through student representatives, students are able to feedback and influence decision-making in relation to their course. The outcomes of module level student feedback will also be considered by the relevant Course Boards, which report into the Academic Quality Group.

3.2.8 At an institutional level, students are able to feedback and influence decision-making through membership of committees and groups which form part of the UA92 Governance structure, including a dedicated Student Engagement Forum. The representatives of this forum reflect the composition of the UA92 student body, and we aspire to include effective representation from all the key groups of students identified in our access and participation plan. The demographics of our student reps are monitored on an annual basis and will be reported to the Access and Participation Group.

3.2.8 UA92 will close the loop with students by ensuring that any action taken as a result of student feedback is communicated to students through direct feedback to all students and via key committees and groups.

3.2.9 Students are supported to apply and undertake their duties as a representative on all of UA92 committees and through an extensive training programme developed in partnership with experienced students' union trainers.

3.2.10 The QAA inspectors reported that "UA92 engages students in the quality of their educational experience", that "their voice is heard and valued", and "their feedback was listened to and acted upon by UA92 in an effective and timely manner".

3.3 Evaluation strategy

Strategic context

3.3.1 The UA92 evaluation strategy has been designed in accordance with the guidance and the regulatory framework provided by the OfS. As a provider who launched in 2019 producing our first Access and Participation Plan, we have set bold targets for the impact of our programmes and interventions on the underrepresented groups for whom the largest gaps in access, success and progression have been identified. Whilst many aspects of this strategy are already in place, others will be developed as appropriate through the course of this plan over the next 5 years.

3.3.2 As a new institution, UA92 is still shaping its structures with regard to evaluation. The Access and Participation Group will be at the forefront of our work in this area, as we rigorously develop the best systems and processes for effective quantitative and qualitative evaluation of our overarching strategic approach and specific strategic measures.

Programme design

3.3.3 UA92 has a clear table of strategic measures detailed in section 3.1 and Table 12 of this plan. These strategic measures have been developed by our Access and Participation Group, including members of our Outreach Team, Academics, and our social mobility partners KPMG. The majority of our strategic approaches currently focus on Access, where we already have institutional data. However, our whole provider approach including our Target Talent Curriculum and Personal Development Coaches provides the basis for our ambitious targets around continuation, attainment and progression.

3.3.4 Our strategic measures all have clear objectives aimed at achieving the targets that are detailed in this plan. They are all evidence led and have been designed and structured to ensure that they can be effectively evaluated.

Evaluation design and implementation

3.3.5 Many of the initiatives outlined in this programme will be piloted during the 2021/22 academic year, which will give us the clear ability to set baselines and develop the most appropriate method of evaluation as each of the strategic measures reaches maturity over the length of this plan.

3.3.6 In the development of both our whole provider approach and the specific strategic measures, we have adopted an evidence-based approach to evaluations.

3.3.7 The mechanisms we will be using to evaluate our interventions include both the use of the OfS Financial support toolkit "survey" and "interview" tools to help UA92 understand how and why the financial support packages provided impacted on their academic, personal and social outcomes. Due to the size of the institution, over the length of this plan UA92 will not have sufficient numbers to use the "statistical" tool.

3.3.8 The toolkit will be used to assess the impact of our expenditure on grants and bursaries. Specifically, we will look at the recipients of the two £5000 grants detailed in sections 3.1.9 (Kickstart) and 3.1.10 the grant inspired by the work of Marcus Rashford, who will be surveyed and

interviewed in the November/December each year of this plan. We will also use the toolkit and questionnaire to survey all recipients of our Hardship Funds.

These surveys and interviews will form a key part of our evaluation report and will examine whether;

- Each strategic measure has been appropriate in the context of UA92 as a new provider in Greater Manchester.
- The level to which each strategic measure has been successfully implemented.
- The strategic measure has had the desired impact on its intended target group.
- The strategic measure has helped UA92 to achieve its strategic targets outlined in the targets and investment plan, including the increase in the ratio of learners from LPNs and the % of “Mature” student recruited.

3.3.9 The analysis of the evaluation report will be the responsibility of the Access and Participation Group, Chaired by the Director of Student Affairs, with responsibility delegated from the Leadership Team and the UA92 Board. This evaluation report will look at how effectively our programmes have targeted the underrepresented groups detailed in this plan for whom the largest gaps in access, success and progression have been identified.

3.3.10 The results of the evaluation will be provided to the Leadership Team on a quarterly basis and to the UA92 Board on an annual basis with programmes and practice adapted in accordance with this where necessary. UA92 is also committed to further developing and enhancing our evaluation strategy over the length of this plan.

Learning to shape improvements

3.3.10 As detailed above, both our Leadership Team and the UA92 Board will receive regular reports from the Access and Participation Group with regard to the evaluation of this plan and the strategic measures contained within it. A full report analysing our performance will be presented to the UA92 Board in the spring of each year. The evaluation undertaken will be used to influence both the delivery of our activities and broader practice and address any areas of concern.

3.4 Monitoring progress against delivery of the plan

3.4.1 UA92 will continuously measure its progress against the commitments outlined in this plan at regular meetings of the Access and Participation Group (Chaired by the Director of Student Affairs). To ensure ongoing monitoring and evaluation, these meetings will include representation from a cross-section of staff, KPMG and other partners and student representatives. The performance will also be reported into and monitored by our Leadership Team on a quarterly basis and the UA92 Board on an annual basis.

3.4.2 UA92 is currently investing in a CRM system (Microsoft Dynamics) to help with the monitoring of our activities in line with this plan. We are also exploring a data visualisation tool to ensure that we can clearly monitor the impact of our strategic measures. We are also working with our partners KPMG in maximising our understanding of our target groups and in monitoring our progress in relation to engagement with them.

3.4.3 The outcomes of UA92’s evaluation will be shared through appropriate national channels including TASO and NEON and through feedback to OfS, so that UA92 can contribute to ongoing national efforts to understand the impact of different interventions in supporting widening participation students. In addition, progress against the plan will be a fixed item for the Access and Participation Group to review and influence throughout the year and over a longer-term period.

3.4.4 Where monitoring against the plan uncovers a problem with regard to our performance in one or more areas, a dedicated project team will be established to address the situation and ensure that the appropriate measures are taken to address the matter.

4. Provision of information to students

4.1.1 UA92 provides clear information on fees and financial support to prospective students via the UA92 website and our printed collateral including the prospectus. We have specified that our fee levels are subject to the approval of this plan.

4.1.2 UA92 provides information on tuition fees to applicants and students via the UA92 website and through its Terms and Conditions. UA92's Terms and Conditions are published on our website to ensure they are accessible to prospective students and applicants. A link to the terms and conditions is sent to all applicants as part of their offer to study at UA92.

4.1.3 All applicants receiving an offer of a place will receive a secondary email providing details of how to access the information about the financial support available to students from UA92 and the eligibility criteria for access to that support. Information about all UA92's grants, scholarships and bursaries are also published on the UA92 website and our printed collateral.

4.1.4 Current students are made aware of financial support available to them through UA92 induction and enrolment activities, with additional funds such as our Hardship Fund promoted to students via talks in class, through Microsoft Teams and email communications from the Student Affairs team.

Summary of 2021-22 entrant course fees

*course type not listed

Inflationary statement:

We will not raise fees annually for 2021-22 new entrants

Table 4a - Full-time course fee levels for 2021-22 entrants

Full-time course type:	Additional information:	Course fee:
First degree	All courses at same fee.	£9,000
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	All courses at same fee.	£9,000
Postgraduate ITT	*	*
Accelerated degree	All courses at same fee.	£10,800
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2021-22

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

Table 4c - Part-time course fee levels for 2021-22 entrants

Part-time course type:	Additional information:	Course fee:
First degree	All courses at same fee.	£6,750
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	All courses at same fee.	£6,750
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2021-22

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

Targets and investment plan

2021-22 to 2025-26

Provider name: University Academy 92 Limited

Provider UKPRN: 10067648

Investment summary

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

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2021-22	2022-23	2023-24	2024-25	2025-26
Total access activity investment (£)	£245,100.00	£241,992.92	£268,557.02	£273,928.17	£323,829.74
Access (pre-16)	£60,768.00	£60,381.00	£68,106.38	£69,468.51	£82,002.60
Access (post-16)	£92,166.00	£90,805.96	£100,225.32	£102,229.83	£120,913.57
Access (adults and the community)	£92,166.00	£90,805.96	£100,225.32	£102,229.83	£120,913.57
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£137,316.82	£176,038.65	£278,177.25	£381,366.57	£486,370.86
Research and evaluation (£)	£16,200.00	£16,524.00	£16,854.48	£17,191.57	£17,535.40

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2021-22	2022-23	2023-24	2024-25	2025-26
Higher fee income (£HFI)	£924,600.00	£1,195,800.00	£1,594,800.00	£2,184,600.00	£2,779,800.00
Access investment	26.5%	20.2%	16.8%	12.5%	11.6%
Financial support	14.9%	14.7%	17.4%	17.5%	17.5%
Research and evaluation	1.8%	1.4%	1.1%	0.8%	0.6%
Total investment (as %HFI)	43.1%	36.3%	35.3%	30.8%	29.8%

