

University Academy 92 – UKPRN 10067648

Access and participation plan 2026-27 to 2029-30

Introduction and strategic aim

University Academy 92 (UA92) was co-founded by the Manchester United legends known as the Class of 92, in partnership with Lancaster University. The institution welcomed its first students to the Old Trafford, Manchester campus in September 2019. All UA92 degrees are awarded by Lancaster University, ensuring that graduates receive a prestigious Lancaster University qualification.

“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.

Since our inception, UA92 has experienced rapid growth, with the undergraduate student population expanding from just 83 in 2019/20 to over 1,200 by 2024/25. Initially offering six undergraduate programmes across three academic areas; the World of Business, the World of Media, and the World of Sport; UA92 launched its World of Digital in 2020/21. By 2024/25, the institution had grown to deliver 13-degree programmes across two campuses: the original Old Trafford site and the newly opened Business School in central Manchester, which launched in September 2023.

In addition to Bachelor’s degrees, UA92 offers Level 4 Certificates in Higher Education (Cert HE). All our programmes are underpinned by a strong emphasis on Character and Personal Development, equipping students with the skills needed to succeed in both life and the workplace. This is delivered through the innovative “92 Programme”, inspired by the values and experiences of UA92’s founders and the leadership of Sir Alex Ferguson.

UA92 was established as a widening participation institution, with a mission to serve Greater Manchester and beyond by making higher education accessible to individuals with untapped potential; particularly those who may not yet recognise the benefits of pursuing a university education. Over 50% of UA92’s UK students come from within Greater Manchester, and nearly 75% from across the North-West of England.

UA92’s previous Access and Participation Plan was among the first in the sector to place a strategic focus on supporting students who had received Free School Meals (FSM), through the development of our innovative “Make It For Real” programme. This targeted intervention has become a cornerstone of our approach to widening participation, offering financial, academic, and personal development support to learners from disadvantaged backgrounds and it is expanded and enhanced through this plan.

We are proud of the tangible impact this work has had, particularly in our local community. In Trafford, UA92’s home borough, participation in higher education has reached 31.8%, the highest rate for any small town in the country. This outcome reflects the effectiveness of our place-based approach and our commitment to transforming access to higher education for those with the greatest potential but the least opportunity.

In recognition of our commitment to teaching excellence, UA92 was awarded a Teaching Excellence Framework (TEF) Silver rating in 2023, making it the youngest institution in the sector to achieve this distinction, just four years after opening. In 2025, UA92 also received a 'Good' rating across all areas from Ofsted for its apprenticeship provision.

In 2024, UA92 was honoured to be named National Educational Opportunities Network (NEON) Institution of the Year. *"UA92 is a unique organisation with widening access at the heart of everything it does, from its engagement with local students to the very design of its building. The work UA92 has done and the progress that it has made in ensuring learners have access to higher education makes them a very worthy winner of this NEON Award."* - Dr. Graeme Atherton, CEO of NEON

Unbound by the tradition, UA92 has a "deliberately different" model, designed around the needs of its learners. This approach is explored in more detail in the whole-provider strategy later in this plan.

Risks to equality of opportunity

UA92 was established to address the inequity that exists in higher education throughout all stages of the student journey.

UA92 does not appear on the OFS Access and Participation dashboard as a separate institution, as our students are registered under Lancaster University. As such we have analysed both our own UCAS data (where UA92 is registered separately), our own internal data and the national evidence provided by HESA, UCAS and other bodies to identify the most pertinent detailed in the OfS's equal of opportunity risk register to UA92.

This plan was in partnership with staff across multiple departments, including across all four academic world's, student support, student success, registry and quality, student recruitment, community engagement and admissions. We also consulted with colleagues from PRIDE, EmbRACE and Women's networks and our students to understand what they thought were the key risks for different groups and intersections. ...

This consultation process allowed us to identify the 10 most significant risks to equality of opportunity for UA92. These are outlined below and consider at which part or parts of the student lifecycle each risk impacted most.

Access Risk 1.1: There are lower proportions of students from underrepresented areas on Accelerated Courses at UA92. Our evidence suggests this is due to a lack of high-quality information and guidance with regard to accelerated courses, the scarcity of accelerated courses throughout the sector and the lack of dedicated financial support at UA92 for students undertaking accelerated study.

Access Risk 1.2: There is a 20.8% gap between the participation levels of FSM and non-FSM learners in the Higher Education sector as a whole. Our evidence suggests this is a function of insufficient high-quality information about options for study in higher education, a limited choice of course type, including a shortage of Cert HE and Accelerated courses and the increased financial challenges and cost pressures that FSM learners typically face.

Access Risk 1.3: At UA92 there are lower levels of Black students than the proportion of the Manchester population who are Black. Evidence shows that across the sector there is a specific issue with the levels of Black Caribbean students accessing higher education. Our evidence suggests this could be due to a number of factors including insufficient education and guidance and the perception of higher education.

Access Risk 1.4: There are lower levels of Female learners enrolling on Sports and Exercise Science courses at UA92 than the sector average. Across the sector, the female participation in Sports and Exercise Science is significantly lower than the average across all subjects. Our evidence suggests that this is mainly as a result of limited or insufficient advice and guidance.

Access Risk 1.5: At UA92 a lower proportion of our Computer Science students are female than the sector average. Across the higher education sector, the level of female participation in Computer Science is significantly lower than the average across all subjects. Our evidence suggests this is mainly due as a result of insufficient advice and guidance.

Access Risk 1.6: The attrition rate from firm acceptance to enrolment is higher for learners with a declared disability than it is for those without a declared disability at UA92. Our evidence suggests that this is primarily due to a lack of dedicated transition support.

Success Risk 2.1: At UA92 the completion rate of our Cert HE learners is lower than the % of our degree level students who complete level 4. Our evidence suggests this is a function of the lower entry standards of these students and the lack of dedicated resource to support for them to date at UA92.

Success Risk 2.2: There is a gap between the continuation rates of learners from low participation neighbourhoods and those from other areas at UA92. Our evidence suggests that a lack of both sufficient academic and personal support.

Success Risk 2.3: At UA92 the continuation rates for Black and Mixed learners are lower than they are for White learners. Our evidence suggests this is a function of the curriculum not being inclusive enough and insufficient academic and personal support.

Success Risk 2.4: There is an awarding gap at UA92 between the % of our Asian learners who receive “Good Honours” and the % of White students who are awarded a 1st or 2:1. This gap is at its largest within UA92’s World of Business. Our evidence suggests that this is a result of and insufficiently inclusive curriculum and training and therefore insufficient academic support.

Objectives

For each of the ten major risks identified we have identified the following objectives.

Objective 1.1: At UA92 the ratio of learners across our three year degree programmes from IMD2019 Q1 to IMD2019 Q5 is 2.5:1. At UA92 the ratio of accelerated learners from IMD2019 Q1 to IMD2019 Q5 is 1.6:1. Through a dedicated programme of activities including providing additional guidance to prospective learners and providing new bursaries

to Accelerated learners from disadvantaged backgrounds UA92 hopes to improve the ratio on accelerated programmes to 2.5:1 by 29/30.

Objective 1.2: Across Higher Education there is a 20.8% gap between FSM eligible and non-FSM eligible learners' access to HE, with FSM learners making up just 17.7% of Undergraduate students. Through our dedicated outreach programmes and the expansion of our "Make It For Real" initiative, UA92 aims to increase the number of FSM students from 18.4% to 20.0% by 2029/30.

Objective 1.3 The % of our UK learners enrolling at UA92 who are black is 10.0%. This is lower than the Manchester population which is 12% Black. Through a dedicated series of interventions across schools, colleges and throughout the local community, we aim to eliminate this gap by increasing the % of Home students who are Black to 12.0% by 2029/30.

Objective 1.4: At UA92 the % of our UK female learners enrolling on Sports and Exercise Science is lower than the sector average. Through dedicated outreach activities UA92 aims to increase the % of our UK learners enrolling on Sports and Exercise Science from 27.9% to the sector average of 34.2% by 2029/30.

Objective 1.5: At UA92 the % of our UK female learners enrolling on Computer Science courses is lower than the sector average. Through dedicated outreach activities UA92 aims to increase the % of our UK learners who enrol on Computer Science who are female from 21.7% to the sector average of 23.1% by 29/30.

Objective 1.6: The attrition rate from firm acceptance to enrolment at UA92 for learners with a declared disability is 9.7%, compared to 8.2% for those without a declared disability. Through a programme of dedicated work supporting the transition of disabled learners to higher education, UA92 aims to eliminate this 1.5% gap by 2029/30.

Objective 2.1: There is a 2.4% gap at UA92 between the number of Cert HE learners who complete level 4 and those who complete level 4 and continue with their studies at level 5 who are enrolled on degrees. Through a dedicated student success initiative targeted at those on Cert HE's, UA92 aims to eliminate this gap by 2029/2030.

Objective 2.2: At UA92 there is a gap of 3.3% between the continuation rates for learners from POLAR4 Quintile 1 and those from POLAR Quintiles 2-5 on 3-year degree and accelerated programmes. Through a dedicated student success and bursary programme, UA92 aims to have no gap in continuation rates between TUNDRAQ1 and TUNDRAQ 2-5 by 2029/2030.

Objective 2.3: At UA92 there is a gap of 7.4% at UA92 between the continuation rates of learners from Black and Mixed learners and those of their white counterparts. Through a dedicated programme of activities to support Black and Mixed learners UA92 aims to eliminate this gap by 2029/30.

Objective 2.4: At UA92 there is Good Honours awarding gap between Asian learners and White learners of 18.2%. In line with OFS objectives for the sector, UA92 aims to eliminate this gap by 2029/30.

Intervention strategies and expected outcomes

Intervention strategy 1: Accelerating Access

IS1 Objectives and targets: Our first intervention strategy (IS1) looks to address the inequity between the ratios of IMD2019 Q1 and IMD2019 Q5 learners on Accelerated programmes at UA92 compared to three-year degree programmes. On three-year degree programmes at UA92 the ratio from IMD2019 Q1 to IMD2019 Q5 is 2.5:1. On Accelerated programmes the ratio from Q1 to Q5 is much lower at 1.6:1. The activities outlined in IS1 will look to increase participation levels from TUNDRA Q1 learners to eliminate the gap between those from disadvantaged areas on Accelerated programmes compared to three-year degree programmes by 2029/30.

IS1 Risks to equality of opportunity: Risk 2 - Information and Guidance (Access), Risk 3 - Perception of Higher Education (Access), Risk 5 - Limited Choice of Course and Delivery type (Access) and Risk 10 - Cost Pressures (Access and Success)

Related objectives and targets: Primarily IS2 and IS3.

Intervention Strategy 1 – Accelerating Access				
Activity	Description	Inputs	Outcomes	Cross strat.?
Accelerated Bursary (New)	Accelerated student bursary offering financial support throughout their studies for those from IMD2019 Q1 (Deciles 1 and 2). Using the postcode search below students can ascertain whether eligible. https://imd-by-postcode.opendatacommunities.org/imd/2019	£160,000 worth of bursaries	Increase apps from TUNDRA Q1. Increase conversion continuation and completion.	Yes. IS2.
Accelerated Alumni (New)	Accelerated Alumni and Student Ambassadors from Accelerated programmes working as part of the outreach team to share experiences and dispel myths.	Staff time to recruit and support ambassadors. Pay for Ambassadors.	Increase awareness of accelerated degrees.	No.
Enhanced comms and marketing (Existing)	Clear communication detailing pathways for students at Sep, Jan and Apr intake points. Marketing that challenges the traditional conventions that University needs to last three years.	Staff time to devise enhance communications. Individual calls with each applicant.	Increased application for accelerated degrees from target learners. Improved conversion to firm acceptance on from target learners.	No.

Make it For Real Expansion (New)	Expansion of “Make it For Real” scheme to cover Accelerated students.	Expenditure detailed in IS2.	Increase the number of FSM students studying accelerated courses. Enhanced continuation and completion rates on accelerated degrees.	Yes IS2.
Accelerating Outreach (New)	Enhanced activity with UA92’s partner schools and colleges with a focus on those with the highest number of students from TUNDRA1 and FSM backgrounds.	Staff time. Ambassador pay and time. Cost of travel and materials. Partnership coordination.	Increased awareness and aspiration among underrepresented learners. Accelerated myths dispelled. Strengthened pipeline into accelerated programmes.	Yes. IS2 and IS3.

Total cost of activities and evaluation for intervention strategy: £ 449,000

Summary of evidence base and rationale: UA92 has identified a concerning disparity in the representation of students from disadvantaged backgrounds within its accelerated degree programmes. While 28% of UA92’s Unconditional Firms for September 2025 entry came from IMD2019 Quintile 1 (above the sector average of 24.8%), this figure dropped sharply to just 20.0% for those enrolled in accelerated degrees, falling 4.8 percentage points below the sector benchmark.

Evaluation: UA92 will evaluate this strategy using a combination of Type 1 and Type 2 impact evaluation approaches, supported by the OfS Financial Support Evaluation Toolkit and the TASO Core Theory of Change.

Type 1: A clear theory of change underpins the introduction of the Accelerated Bursary and the extension of the “Make It For Real” offer. These interventions are grounded in evidence from existing research and sector practice on the role of financial support in improving both access and success for underrepresented students.

Type 2: We will collect and analyse quantitative and qualitative data to assess the impact of financial support on access, continuation, and completion. Outcomes for bursary recipients will be compared with; (a) accelerated learners not in receipt of support, (b) TUNDRA Q1 students on standard three-year programmes, and (c) “Make It For Real” recipients on three-year programmes.

This comparison will allow us to identify associations between this financial support and improved student outcomes. Findings will inform the ongoing development of our support for accelerated learners and will be disseminated internally and externally to support wider sector understanding of the poorly researched area of Accelerated degrees, particularly in the context of the introduction of the Lifelong Learning Entitlement from 2027.

Intervention strategy 2: Free School Meals Participation levels

Objectives and targets

Intervention Strategy 2 is focused on addressing the persistent underrepresentation of learners from Free School Meal (FSM) backgrounds in higher education. Nationally, there is a 20.8 percentage point gap in access between FSM-eligible and non-FSM-eligible students, with FSM learners comprising just 17.7% of the undergraduate population.

While UA92 currently exceeds the sector average, with 18.4% of our 2024 intake (UCAS data) coming from FSM backgrounds; we recognise the scale of the national challenge and are committed to driving further progress. As part of our contribution to sector-wide efforts to close this gap, UA92 aims to increase the proportion of FSM learners in our student body to 20% by the 2029/30 academic year.

IS2 Risks to equality of opportunity: Risk 1 – Knowledge and Skills (Access), Risk 2 – Information and Guidance. (Access), Risk 5 – Limited choice of course type and delivery mode. (Access and Success), Risk 6 – Insufficient academic support. (Success and Progression), Risk 7 – Insufficient personal support. (Success and Progression). Risk 10 – Cost Pressures (Access, Success and Progression)

Related objectives and targets: IS1 and IS3.

Intervention Strategy 2 - Strengthening Free School Meals participation levels				
Activity	Description	Inputs	Outcomes	Cross strat.?
“Make It For Real” (Existing)	Continue the “Make It For Real” bursary scheme with a package of support worth £5000.	£1,266,000 worth of bursaries.	Increased the % and absolute number of FSM students joining. Improved continuation and completion rates.	Yes. IS3.
Make It For Real – Accelerated (New)	Expansion of the Make It For Real scheme to also cover accelerated students.	£659,000 worth of bursaries.	Increase the % and absolute number of FSM students on accelerated degrees. Improved continuation and completion rates.	Yes. IS1
UA92 Youth (Existing)	UA92’s dedicated community outreach programme for 13–17-year-olds from disadvantaged areas, offering project-based learning with collaborative industry support.	Coordination from community engagement team. Academic staff time. Hosting costs incl. food. Student ambassador time and pay. Monitoring and evaluation.	Increased confidence. Raised awareness of HE pathways. Higher progression to UA92.	Yes. IS1 and IS3.
FSM Outreach (Existing)	Dedicated outreach to schools and colleges with high levels of FSM students. Work with applicants to explain bursary package.	Staff time for outreach. Development of targeted materials.	Increased awareness and uptake of bursary support. Higher conversion of FSM applicants to enrolments.	Yes. IS1 and IS3.
Enhanced Comms (Existing)	Dedicated sessions at Open and Applicant Days detailing the “Make It For Real” bursary package.	Staff time; Event space and logistics; Printed and digital materials.	Improved understanding of financial support. Increased confidence in affordability. Higher conversion to enrolment.	Yes. IS3.

Parental Support (Existing)	Programme to support parents of prospective FSM students, especially first-in-family learners.	Staff time to develop and deliver content for both online and in-person sessions.	Increased parental engagement and support; Improved student confidence and decision-making; Higher enrolment and retention.	Yes. IS1, IS3.
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Total cost of activities and evaluation for intervention strategy: £2,400,000

Summary of evidence base and rationale: In addition to the sector wide gap relating to FSM learners' participation in HE; UA92 has however uncovered a gap relating to FSM learners and participation in accelerated courses. Despite being a small provider, UA92 is one of the largest providers of Accelerated courses in the country with 17.8% of our student body in 2024/25 studying for accelerated degrees, compared to the sector overall rate of 0.2%. In most of our subjects offered, UA92 is the only provider of an accelerated option in the region and in some we are the only provider in the country. Further detail in Annex B.

Evaluation: The evaluation of this strategy will adopt a mixed-methods approach, aligned with OfS evaluation levels. UA92 will use the [OfS Financial Support Evaluation Toolkit](#) to assess the impact of both the existing "Make It For Real" bursary scheme and its expansion to include accelerated learners. This will include analysis of the number of students from FSM backgrounds enrolling at UA92 (as outlined in PTA_2), as well as comparisons of continuation and completion rates between those supported by the scheme and those who are not. This will be evaluated at Type 2 and where possible Type 3 (Causality) levels.

The financial support evaluation will form part of a broader assessment of the full intervention strategy, structured using the [TASO Core Theory of Change framework](#). The insights gained will inform ongoing improvements to both the recruitment and success of FSM learners throughout the lifetime of this plan. Findings will be disseminated annually, both internally and externally, through professional networks such as NEON and published on the UA92 website to support transparency and sector-wide learning.

Intervention strategy 3: Participation Rates of Black Learners

Objectives and targets

Intervention Strategy 3 is focused on addressing the underrepresentation of Black students within UA92's UK learner population. Currently, 10.0% of UA92's UK students identify as Black, compared to 12.0% of the wider Manchester population, a 2.0 percentage point gap that reflects both local and sector-wide challenges in ensuring equitable access to higher education. Through IS3, UA92 is committed to eliminating this gap by the 2029/30 academic year.

IS3 Risks to equality of opportunity: Risk 2 – Information and Guidance. (Access). Risk 3 – Perception of Higher Education. (Access and Success). Risk 12 – Progression from Higher Education (Access, Success and Progression)

Related objectives and targets: The objectives set out in IS3 pertaining to “Increasing the participation Rates of Black Learners” are also closely connected to the objectives and targets outlined in IS1, IS3 and IS9.

Intervention Strategy 3 - Increasing the participation rates of Black Learners				
Activity	Description	Inputs	Outcomes	Cross strat.?
Community Engagement (Existing)	Targeted outreach into Black communities through schools, colleges, community groups and sports clubs to raise awareness of UA92 and higher education pathways.	Staff time for outreach and relationship building. Marketing materials. Travel and logistics. Community partnership development.	Increased awareness of UA92 among Black learners. Enhanced community trust. Growth in applications and enrolments from target areas.	Yes. IS2.
Manchester Caribbean Carnival (Existing)	Active participation in collaboration with, the annual Carnival to engage with local Black communities through a visible UA92 presence, student ambassadors and interactive activities.	Sponsorship costs. Branded materials. Staff and student ambassador time both in planning and activation. Evaluation.	Enhanced visibility and cultural relevance of UA92. Increased enquiries and applications from Black learners. Stronger local partnerships.	Yes. IS2.
Student Ambassadors and Mentors (New)	Recruitment and training of Black student ambassadors and peer mentors to support outreach and provide relatable role models for prospective students.	Staff time for recruitment and training budget. Staff coordination time. Ambassador pay. Monitoring and feedback.	Increased confidence and aspiration among prospective Black learners. Improved conversion from enquiry to enrolment. Enhanced peer support.	Yes. IS1 and IS3

Celebrating Black Excellence (Existing)	<p>Annual Dream Event celebrating black excellence at UA92 and across the Greater Manchester Community.</p> <p>Host a series of events annually that focus on history, culture, thought leadership and innovation from Black leaders.</p>	<p>Staff time for event planning and coordination.</p> <p>Guest speakers and facilitators. UA92</p> <p>Venue and logistics costs.</p> <p>Marketing and communications.</p> <p>Evaluation and feedback.</p>	<p>Strengthened sense of belonging and cultural pride.</p> <p>Increased engagement from Black learners and community stakeholders.</p> <p>Enhanced institutional reputation for inclusion and excellence.</p>	Yes. IS9.
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Total cost of activities and evaluation for intervention strategy: £301,000

Summary of evidence base and rationale: Despite a national increase in the proportion of Black learners entering higher education, from 21.6% in 2006 to 40.0% in 2024, significant regional disparities persist. London continues to outperform other regions of the UK including the North-West of England by a considerable margin.

According to UCAS end-of-cycle data, the representation of Black students at UA92 and each of the Manchester-based universities (University of Manchester, Manchester Metropolitan University, University of Salford, and the University of Greater Manchester) remains below the 12% Black population identified in the 2021 Manchester census.

Evaluation: UA92 will evaluate this strategy using a mixed-methods approach. Type 1 evaluation will outline the theory of change behind the interventions, supported by internal data and sector research. Type 2 evaluation will involve tracking enquiry, application and enrolment data disaggregated by ethnicity, alongside feedback from events and outreach activities to assess engagement and impact.

Where feasible, Type 3 evaluation will compare outcomes for students who engaged with specific interventions, such as mentoring, with those who did not, using surveys and application data. This will help identify the effectiveness of each activity in improving access for Black learners and inform future improvements. UA92 will share findings internally with staff as part of our broader commitment to race equity.

Intervention strategy 4:

Objectives and targets: IS4 is focused on addressing gender imbalances within UA92's Sports and Exercise Science programmes. While the underrepresentation of females on these courses is reflected across the sector as a whole; UA92 is committed to taking proactive steps to close the gap in female participation both at our institution and across higher education more broadly.

Currently, 27.9% of UK learners on these courses at UA92 are female, compared to the sector average of 34.2%. Through IS4, we aim to increase female representation to meet or exceed the sector benchmark by 29/30.

Risks to equality of opportunity: Risk 2 – Information and Guidance (Access)

Related objectives and targets: None.

Intervention Strategy 4 - Boosting the participation rates of female students on Sports and Exercise Science				
Activity	Description	Inputs	Outcomes	Cross strat.?
Outreach with partners (New)	Collaborate with UA92's sporting partners including MUFC, SCFC and LCCC to promote Sports and Exercise Science to females in school, colleges and the local community.	Staff time for relationship building and delivery. Marketing materials. Travel and logistics budget. Monitoring and evaluation.	Increased awareness of courses and careers in sport. More female applicants from partner institutions. Stronger community and partner links.	Yes. IS2.
Women's Sport Days (Existing)	Host on-campus taster days focused on women in sport, including workshops, guest speakers and practical sessions from both the "World of Sport" staff and Sport92 across a range of sports including Basketball, Netball, Futsal, and Football.	Staff time on event planning, coordination and delivery. Facilities at UA92. Cost of any external facilities used.	Increased interest and confidence among prospective female students. Positive perceptions of UA92's inclusive culture. Higher event engagement. Increased application levels and greater enrolment conversion	Yes. IS2.
Conferences and events focused on Women's Sport (Existing)	Continue to organise conference and events that spotlight women in sport and exercise science including our own staff and the broader sport industry as a whole.	Staff time on conference logistics. Facilities at UA92. Student ambassadors. Marketing materials. Partners and speaker's time.	Raised profile of UA92 as a leader in gender inclusive sport education. Networking opportunities. Improved pipeline of future applicants.	No.

Total cost of activities and evaluation for intervention strategy: £191,000

Summary of evidence base and rationale

Analysis of UCAS data for female applicants to Sports and Exercise Science courses (CAH-03-02-01) has revealed a significant downward trend in the percentage of females at UA92. In 2020, female students made up 36.6% of enrolments; 5.6 percentage points above the sector average (all be it on a small sample size). However, by 2024, this figure had dropped to just 24.7%, placing UA92 9.5 percentage points below the sector average. This decline highlights a specific equality of opportunity risk, particularly in a subject area where female participation is critical to inclusive practice, broader participation and the future success of the sports and exercise sector.

Evaluation: The evaluation of IS4 will use a mixed-methods approach, combining quantitative data tracking with qualitative feedback to assess the effectiveness of each activity. Outreach with partners will be evaluated at the Type 2 Level, using data on event participation, application rates from partner institutions, and feedback from schools and community groups. Women's Sport Days will be assessed at the Type 2 and Type 3 Level, using surveys to measure changes in confidence and interest, alongside tracking application conversion rates.

Conferences and events focused on women in sport will be evaluated at the Type 1 and Type 2 Level, focusing on reach, participant feedback, and the impact on UA92's reputation as a gender inclusive institution. Across all activities, data collection will include attendance records, disaggregated application data, surveys and feedback from our partners to ensure a robust understanding of outcomes and inform future improvements. Findings will be shared internally and in later years at some of the conferences and events detailed above.

Intervention strategy 5: Boosting participation rates of female students on Computer Science

Objectives and targets: IS5 is focused on tackling the persistent gender imbalance in Computer Science, both at UA92 and across the wider higher education sector. Nationally, women remain significantly underrepresented in Computer Science programmes, with female students making up just 19.2% of enrolments. At UA92, the proportion of female learners on Computer Science courses is 12.7% (2024) and currently falls below this sector average. Through IS5, we are committed to increasing female representation to at least 19.2% by the 2029/30 academic year, aligning with national benchmarks and contributing to long-term cultural change in the discipline.

Risks to equality of opportunity: Risk 2 – Information and Guidance (Access)

Related objectives and targets: IS1 and IS2.

Intervention Strategy 5 - Boosting the participation rates of female students on Computer Science				
Activity	Description	Inputs	Outcomes	Cross strat.?
Activity	Description	Inputs	Outcomes	
Student Ambassadors and Mentors	Creation of a dedicated “Women in Digital” ambassador and mentoring programme to support outreach and provide relatable role models.	Ambassador and mentor time & pay. Support from Student Success, Outreach and Digital teams.	Increased confidence and aspiration among prospective female students. Improved conversion from outreach to application and enrolment.	No.
Outreach with Partners	Collaborate with industry partners such as Fujitsu and Microsoft to deliver targeted outreach sessions for women and girls in digital.	Staff time and Partner Staff time. Coordination and hosting of events. Marketing materials.	Increased awareness of digital careers. Strengthened industry links. Growth in female applications to Comp. Sci.	Yes. IS1 and IS2.
Women in Digital Society	Establish a student-led society to build community, provide peer support, and host events for female students in our “World of Digital”.	Society funding. Staff support. Event space and promotion.	Enhanced sense of belonging; Improved retention and engagement of female students.	No.
Marketing Materials	Ensure all promotional materials reflect opportunities for female students and showcase diverse role models in tech.	Design and production budget. Inclusive imagery and messaging. Testing with students.	Increased interest and applications and enrolments from female students.	No.

Total cost of activities and evaluation for intervention strategy: £157,000

Summary of evidence base and rationale

We carefully examined data across each of UA92's four Worlds and have prioritized interventions strategies relating to female students where rates of female students are lower than the national average. When analysing UCAS data pertaining to female students on Computer Science (CAH11-01-01) courses we have identified a specific risk due to the proportion of UA92's students falling from 22.2% in 2020 (6.4% above the sector) to 12.7% in 2024 (6.5% below the sector) as detailed in the chart below. UA92 has set out plans to eliminate this gap by 2029/30.

Evaluation: The evaluation of this strategy will use a mixed-methods approach. The Student Ambassadors and Mentors activity will be evaluated at Type 2 and Type 3 levels, using outreach participation data, application conversion rates, and pre/post surveys to assess changes in confidence and aspiration. Qualitative feedback from participants and mentors will also be collected.

Outreach with Partners and our Marketing Materials will be evaluated at Type 2, focusing on reach, engagement, and application trends among female students. The Women in Digital Society will be assessed at Type 1 and Type 2, using participation data and student feedback to evaluate its impact on belonging and retention. Insights gained will support iterative improvements, helping the strategy evolve to meet the needs of our learners. We will share learnings both internally and at external conferences as part of addressing the sector wide issues for this subject.

Intervention strategy 6: Improving conversion to enrolment of Disabled learners

Objectives and targets

IS6 is focused on increasing the proportion of disabled students who firmly accept an offer to study at UA92 and successfully enrol in the September intake. Currently, there is a 1.5 percentage point gap in enrolment rates between students who have declared a disability and those who have not. Through a targeted set of activities, IS6 aims to eliminate this gap by the 2029/30 academic year, ensuring that all students, regardless of disability status, experience a fully supported transition into higher education.

Risks to equality of opportunity: Risk 2 – Information and Guidance (Access) and Risk 10 – Cost Pressures (Access and On Course)

Related objectives and targets: None.

Intervention Strategy 6 - Improving conversion to enrolment of Disabled learners				
Activity	Description	Inputs	Outcomes	Cross strat.?
Welcome Days	Dedicated Welcome Day for all disabled learners prior to formal Welcome Week.	Staff time to prepare and deliver 5 Welcome Days (1 for each entry point at both campuses).	Disabled students feel comfortable and confident at UA92 ahead of the arrival of other students; improved early engagement and retention.	No.
Outreach	Coordinated outreach to disabled offer-holders from Student Success and Support teams, including support with DSA, PEEPs, and LSPs.	Staff time.	Increased preparedness and confidence among disabled applicants. Improved conversion rate from acceptance to enrolment.	No.
Applicant Visit Days	Focused support for disabled learners at applicant visit days. Ensure events are accessible and inclusive for disabled and neurodiverse applicants.	Staff time. Accessibility audits. Event logistics.	Enhanced experience for disabled applicants. Increased likelihood of enrolment.	No.
Bursary Support	Bursary for disabled learners from IMD Q1 to contribute towards laptops or specialist equipment.	£200 per learner.	Reduced financial barriers. Improved digital access and readiness for study.	No.

Total cost of activities and evaluation for intervention strategy: £279,000

Summary of evidence base and rationale

UA92 looked carefully at all conversion rates from firm acceptance to enrolment at UA92. One of the most significant gaps we found was that the % of students with a declared disability making it to enrolment was 1.5% lower than those without a declared disability. Disabled students face additional challenges in terms of ensuring they have the necessary advice and guidance and financial support to begin their higher education studies. Through this IS UA92 aims to eliminate this gap.

Evaluation: The evaluation of this strategy will be carried out using a comprehensive mixed-methods approach. Each activity, such as Welcome Days, targeted outreach and bursary support will be monitored individually. Participation and engagement data will be collected for all disabled learners involved and their conversion rates will be compared with those of applicants who have not declared a disability. This will be evaluated at Type 2 and where possible Type 3 levels.

UA92 will also utilise the [TASO Access and Success Questionnaire](#) to measure changes in learner perceptions and confidence. This will be supported by the [TASO Core Theory of Change framework](#) to structure the broader evaluation. Findings will be reviewed annually to inform continuous improvement and will be shared internally and externally, through professional networks such as AMOSSHE and the UA92 website where appropriate, to contribute to sector-wide learning and best practice.

Intervention strategy 7: Improving the completion rates of Cert HE learners

Objectives and targets: While our first six intervention strategies primarily focus on widening access to higher education, IS7 is focussed on student success and completion. This strategy is designed to improve the on-course performance and completion rates of students enrolled in Certificate of Higher Education (Cert HE) programmes at UA92. Currently, there is a measurable gap of 2.4% between the completion rates of Cert HE learners and those completing Level 4 of full degree programmes. Through IS7, UA92 is committed to eliminating this gap by the 2029/30 academic year.

Risks to equality of opportunity: Risk 6 – Insufficient academic support (Success), Risk 7 – In sufficient personal support (Success), Risk 8 – Mental Health (Success) and Risk 10 – Cost pressures (Success)

Related objectives and targets: IS8 and IS9.

Intervention Strategy 7 - Improving the completion rates of Cert HE learners				
Activity	Description	Inputs	Outcomes	Cross strat.?
Success Coaching	Personalised Success Coaching delivered throughout the year to all Cert HE learners. Coaches provide academic guidance, goal setting, and signposting to wellbeing support as needed.	Staff time (within student success). Academic time. Training budget. Digital tracking tools.	Improved academic confidence, self-awareness, and engagement. Increased continuation and completion rates for Cert HE learners.	No. Yes IS9.
Learner Analytics	Proactive use of engagement data (attendance, Microsoft Teams use, assessment submission) to identify Cert HE students at risk of dropping out and support early intervention. Existing activity, enhanced with predictive analytics.	Investment in data dashboards and dedicated data staff member. Staff training. Cross-departmental coordination.	Early identification of at-risk learners. Timely interventions leading to improved levels of retention and completion.	Yes. IS8.
Transition Workshops	Transition to Level 5 workshops delivered in the penultimate block of study at Level 4. Focus on academic expectations, mindset shift, and practical preparation. Target group: Cert HE students progressing to Level 5.	Student Success staff time for workshop design and delivery.	Increased confidence and preparedness for Level 5 study. Higher progression rates from Cert HE to full degree programmes.	Yes. IS8.

Total cost of activities and evaluation for intervention strategy: £621,000

Summary of evidence base and rationale: As part of our institution-wide commitment to widening participation, Certificates in Higher Education (Level 4) form a key component of UA92's academic offer. The standard entry requirement for UA92's Certificate in Higher Education is 64 UCAS points, compared to 104 UCAS points for our three-year degree programmes (with an average tariff of 114.9 points in 2023/24). We have observed a 2.4% gap in Level 4 completion rates between Certificate of HE students and those on degree programmes. Our analysis indicates that this disparity is primarily linked to entry tariff levels and aligns with EORR – Risk 6, which highlights the risk of insufficient academic support for students who enter with lower prior educational attainment. Further details can be found in Annex B.

Evaluation: The evaluation of this intervention strategy will use a mixed-methods approach. The Personalised Success Coaching will be evaluated at Type 2 and Type 3 levels, using engagement data, coaching participation and surveys to assess improvements in academic confidence and continuation. Qualitative feedback from both learners and coaches will provide further insight into the intervention's effectiveness.

The proactive use of engagement data will be assessed at Type 2, focusing on the identification of at-risk students and the timeliness and impact of our interventions. The Transition to Level 5 workshops will also be evaluated at Type 2, using attendance data, learner feedback and completion and continuation rates to measure preparedness and transition success. Together, these evaluations will provide a robust understanding of the strategy's impact on Cert HE learner outcomes and we will share findings both internally at UA92 and more widely as appropriate.

Intervention strategy 8: Closing the continuation gap for learners from low participation neighbourhoods.

Objectives and targets: IS8 is designed to enhance continuation rates among students from low participation neighbourhoods. Analysis of UA92 continuation data reveals that students from POLAR4 Quintiles 2 to 5 had a continuation rate of 86.1%, whereas those from POLAR4 Quintile 1, had a significantly lower rate of 82.8%, resulting in a continuation gap of 3.3 percentage points. Through IS8 we aim to eliminate this gap as measured by TUNDRAQ1 – TUNDRAQ2-5 the academic year 29/30.

Risks to equality of opportunity: Risk 6 – Insufficient academic support (Success), Risk 7 – In sufficient personal support (Success) and Risk 8 – Mental Health (Success)

Related objectives and targets: IS7 and IS9.

Intervention Strategy 8 - Closing the continuation gap for learners from low participation neighbourhoods.				
Activity	Description	Inputs	Outcomes	Cross strat.?
Coaching and Retention Check-ins	Dedicated Success Coaching and retention check-ins for all TUNDRAQ1 students at key risk points (e.g. post-assessment, holidays, start of each block, ahead of progression). Existing activity, scaled for targeted support.	Student Success staff time for 1:1 coaching, scheduling tools, training in retention strategies.	Improved engagement and wellbeing. Increased continuation and progression rates for TUNDRAQ1 learners.	TBC
Learner Analytics	Enhanced monitoring of TUNDRAQ1 students using attendance, Microsoft Teams engagement, and assessment submission data to identify those at risk of underperformance.	Investment in learner analytics tools, staff training, cross-departmental data sharing protocols.	Early identification of at-risk students. Timely interventions to improve retention and academic outcomes.	Yes. IS7.
Peer Mentoring	Peer mentorship programme to support academic and social integration of TUNDRAQ1 students. New activity.	Recruitment and training of mentors, coordination staff, incentives for mentors.	Stronger sense of belonging, improved confidence, and increased retention.	Yes. IS6 and IS9.
Sport92 Hardship Funds	Ring-fencing 10% of UA92's hardship funds specifically for students to reduce financial barriers to accessing sport. Existing financial support, reallocated for targeted impact.	10% of allocated from hardship fund. Application process support from Student Success. Sport92 team to promote awareness.	Reduced financial stress. Improved enrolment, retention, and completion rates for TUNDRAQ1 learners.	Yes. IS1 and IS2.

Total cost of activities and evaluation for intervention strategy: £435,000

Summary of evidence base and rationale: UA92 has also identified a continuation gap affecting students from POLAR4 Quintile 1 backgrounds. Among UA92 students who enrolled in degree programmes between September 2022 and January 2024, the continuation rate for those from POLAR4Q1 was 82.8%, compared to 86.1% for students from all other quintiles, which equates to a gap of 3.3%.

We believe this disparity is primarily linked to EORR Risk 7: Insufficient personal support. Students from low-participation neighbourhoods and socioeconomically disadvantaged backgrounds may face additional barriers to fully engaging with the broader student experience. In particular, limited access to extracurricular opportunities, such as those offered through Sport92, may contribute to a reduced sense of belonging and connection, ultimately impacting continuation rates. We have not historically tracked TUNDRA data, but rather have tracked POLAR4 historically with future targets set against TUNDRA measures. Further Detail in Annex B.

Evaluation: UA92 will implement a structured evaluation strategy to assess the impact of interventions aimed at improving continuation rates for TUNDRA Quintile 1 learners. Type 1 evaluation will explore the root causes of the continuation gap using historical data, learner feedback and engagement trends to inform the design of targeted support such as coaching, mentoring and financial aid. Type 2 evaluation will monitor implementation through Learner analytics, attendance tracking and student feedback.

Type 3 evaluation will measure the overall impact on continuation and progression outcomes. This will include year-on-year comparisons of TUNDRA Q1 continuation rates, engagement with support activities, and academic performance. The findings will guide future access and participation planning, ensuring that the £435,000 investment delivers measurable improvements in equity and student success. Our finding will be shared both internally and externally via the UA92 website as appropriate.

Intervention strategy 9: Eliminating the continuation gap for Black and Mixed learners.

Objectives and targets: At UA92, Intervention Strategy 9 is dedicated to closing the continuation gap between Black and Mixed heritage learners and their White peers. Currently, there is a 7.4 percentage point disparity in continuation rates, highlighting a critical area for targeted support and systemic change. UA92 is committed to eliminating the continuation gap entirely by the 2029/30 academic year.

Risks to equality of opportunity: Risk 6 - Insufficient Academic Support (Success), Risk 7 – Insufficient Personal Support (Success), Risk 8 – Mental Health and Wellbeing (Success) and Risk 9 – Cost Pressures (Success)

Related objectives and targets: IS3, IS8 and IS9.

Intervention Strategy 9 - Eliminating the continuation gap for Black and Mixed learners.				
Activity	Description	Inputs	Outcomes	Cross strat.?
Black Student Success Officer (New)	A dedicated full-time role within the Student Success team to coordinate and deliver tailored support for Black and Mixed ethnicity students throughout their student journey at UA92. 1:1 support, coordinating events and advocacy.	Salary for full-time officer. Training of staff and students. Collaborative and coordinated activity across academic and professional services departments.	Improved engagement, sense of belonging. Increased continuation and completion rates.	Yes. IS3.
Afro-Caribbean Society (Existing)	An existing student-led society that provides a cultural and social hub for Black students. Activities include events, peer support, and community building.	Society funding Event space and promotion. Staff time to support.	Strengthened peer networks, increased sense of belonging, and improved student satisfaction.	Yes. IS3.
Coaching and Mentoring (New)	Culturally responsive 1:1 coaching and mentoring for Black and Mixed students. Sessions focus on confidence, identity, navigating institutional culture, and academic planning. Delivered by trained staff and alumni mentors.	Staff time, mentor training, scheduling tools, feedback mechanisms.	Increased confidence, academic self-efficacy, and progression. Stronger cultural identity and institutional navigation skills.	Yes. IS8.
Decolonised and Diversified Curriculum (Existing)	Ongoing work to audit and redesign curriculum content to reflect global, plural and non-Eurocentric perspectives. Includes integration of critical business studies and ethics from marginalised viewpoints.	Academic staff time & External expertise. Review and revalidation panels. Student consultation.	More inclusive and representative curriculum. Improved engagement and academic outcomes for Black and Mixed students.	Yes. IS9.

Inclusive Assessment (Existing)	Embedding inclusive assessment practices that involve students in co-designing assessments and offer multimodal formats to reflect diverse intelligences and experiences.	Academic development time. Training workshops. Student consultation and feedback loops.	Increased engagement and performance in assessments. Reduced awarding gaps. Greater student ownership of learning.	Yes. IS9.
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Total cost of activities and evaluation for intervention strategy: £213,000

Summary of evidence base and rationale: Analysis of continuation rates at UA92 for students commencing accelerated and three-year degree programmes between September 2022 and January 2024 reveals a significant disparity. Learners from Black and Mixed ethnic backgrounds demonstrated continuation rates that were 7.4 percentage points lower than their White counterparts, indicating a concerning equity gap in student progression, making addressing these issues a key priority for UA92 through this intervention strategy.

Evaluation: UA92 will use a multi-level evaluation approach for this intervention strategy. The introduction of a Black Student Success Officer will be evaluated at Type 2 and Type 3 levels, using engagement data, continuation rates, and student feedback to assess the impact of tailored support. The Coaching and Mentoring programme will also be evaluated at Type 2 and Type 3, using pre- and post-intervention surveys to measure changes in confidence, academic self-efficacy, and progression, alongside qualitative feedback from participants and mentors.

The impact of the Afro-Caribbean Society will be assessed at Type 1 and Type 2, focusing on engagement level and sense of belonging. The ongoing work on a Decolonised and Diversified Curriculum and Inclusive Assessment will be evaluated at Type 2, using student consultation, academic performance data and feedback loops to assess inclusivity and impact on engagement and outcomes. Collectively these evaluations will offer a well-rounded insight into how the strategy supports Black and Mixed learners and guide future improvements to enhance its effectiveness. These evaluations will be shared across UA92 as part of our broader institutional work on Race Equity.

Intervention strategy 10: Addressing awarding gaps for Asian Learners.

Objectives and targets: UA92's tenth intervention strategy is focused on addressing the significant disparity in Good Honours outcomes between Asian learners and their White peers. Currently, Asian students at UA92 are awarded Good Honours degrees at a rate 18.3 percentage points lower than White students, this is a gap that reflects both UA92 specific and broader sector-wide challenges relating to equity and inclusion. Aligned with the Office for Students' (OfS) strategic objectives, UA92 is committed to eliminating this awarding gap by the 2029/30 academic year.

Risks to equality of opportunity: Risk 6 – Insufficient Academic Support (Success), Risk 7 – Insufficient Personal Support (Success) and Risk 8 – Mental Health and Wellbeing (Success)

Related objectives and targets: IS9 is partly related.

Intervention Strategy 10 - Addressing awarding gaps for Asian Learners.				
Activity	Description	Inputs	Outcomes	Cross strat.?
Staff Inclusivity Training	Roll-out anti-racist and inclusive teaching CPD: mandatory for all academics, focusing on unconscious bias, microaffirmations, and student-centred pedagogies.	Training preparation and delivery. Staff time at sessions.	Increased staff awareness of bias and inclusive practices. Improved student experience and sense of belonging. Reduction in awarding gaps.	Yes. IS9
Universal Design	Apply UDL principles across all modules, offer multiple means of engagement, expression, and representation	Additional software. Training for staff. Tools that support diverse learners, such as ThingLink and Panopto.	More accessible and engaging learning environments; improved academic outcomes for diverse learners; increased satisfaction and retention.	Yes. IS9
Alumni Mentors	Pair current students with diverse UA92 alumni mentors who have navigated structural barriers.	Time from mentors Staff time to recruit and support.	Increased student confidence and sense of belonging; improved completion and attainment.	No.
Institutional review	Involve students and staff in shaping UA92-level and institutional policy for equity and attainment, including the introduction of anonymous marking.	Staff and student time. Best practice from other HEI's.	More equitable assessment. Increased trust in institutional processes. Reduction in awarding gaps.	Yes. IS9.

Total cost of activities and evaluation for intervention strategy: £154,000

Summary of evidence base and rationale

UA92 has identified a notable attainment gap by ethnicity in the cohort of students who graduated in 2023/24, specifically in the proportion achieving “good honours”. While continuation rates for UK Asian students are strong at UA92, at 90%, this success is not mirrored in final degree outcomes. Only 45.1% of Asian students achieved good honours, compared to 63.4% of their White peers, resulting in a significant attainment gap of 18.3 percentage points. This disparity highlights a critical equality of opportunity concern, suggesting that while Asian students are persisting through their studies, they may not be receiving the same level of academic support, recognition, or outcomes as their peers of other ethnicities.

Evaluation: UA92 will apply a mixed-methods approach for evaluation. Staff Inclusivity Training and the Institutional Review will be evaluated using Type 1 evidence, through qualitative feedback from staff and students via reflective accounts, focus groups, and policy consultation sessions. This will capture perceptions of inclusivity, belonging and trust in our assessment processes.

Universal Design and Mentoring activities will be assessed using Type 2 evidence, including analysis of disaggregated engagement, continuation and attainment data. To generate Type 3 evidence, UA92 will apply pre/post comparisons and matched cohort analysis for the Mentoring and Staff Training interventions, to explore their causal impact on awarding gaps. This layered approach will help ensure a comprehensive understanding of what is most effective in improving outcomes for Asian learners.

Whole provider approach

As this plan takes effect in September 2026, UA92 will enter its seventh year of teaching. As outlined in Section One, our approach to access and participation is embedded across the entire institution. It is not confined to a single team or department, but instead it is a strategic priority that informs our delivery model, learning and teaching strategy, policies, and staffing structures. Our commitment to access, success, and progression is institution-wide, ensuring that every aspect of the student journey is designed to support our diverse learner population.

Our “deliberately different” whole provider approach is grounded in the principles of the Equality Act 2010 and driven by our mission to transform lives by making higher education accessible to all. This is underpinned by three core values:

- **Social Mobility** – tackling structural inequalities in higher education by levelling the playing field.
- **Inclusivity** – fostering a sense of belonging for all students and staff.

- **Accessibility** – removing barriers; whether physical, financial, emotional, or cultural; to ensure higher education is within reach for all.

As a purpose-built institution, UA92 has been designed to meet the needs of modern learners. Our distinctive model includes:

Small Class Sizes - enabling personalised academic support and reflected in our 91.4% NSS 2025 score for Academic Support.

One Module at a Time - allowing focused, intensive learning and timely feedback, with an 86.7% NSS score for Assessment and Feedback (3.3% above benchmark).

Multiple Entry Points - offering flexible access to higher education at five points throughout the year.

Industry-Led Education - with partners such as Microsoft, KPMG, Manchester United, and TalkTalk embedded into and enhancing curriculum delivery and graduate employability.

No End-of-Year Exams – instead UA92 has assessments built into each module.

Fixed Timetables – AM and PM timetabling to support the majority of our students who work alongside their studies and helping them to mitigate the cost-of-living pressures.

The 92 Programme, which integrates character development and personal growth into the curriculum, building resilience, leadership and communication skills in partnership with industry.

This integrated model ensures that access and participation are not standalone initiatives but are central to how UA92 operates, enabling us to deliver meaningful, measurable outcomes for our students. As detailed in section one we are proud of the impact that the institution has had on our students, graduates and the broader community.

Student consultation

UA92 is committed deeply committed to meaningful student engagement in the development, implementation and monitoring of our Access and Participation Plan. Formal student representation is embedded within our governance structures, including Academic Committee, which approved the strategic focus of this plan and will oversee progress against its objectives. Our “World of Reps” and “Identity Reps” will play a key role in evaluating the plan’s impact within each academic discipline, ensuring that student voice is central to our ongoing performance review.

Student feedback has directly shaped several interventions within this plan. For example, we surveyed all current recipients of the “Make It For Real” bursary, leading to enhancements in the support package and its expansion to include students on Accelerated degrees. In response to student requests, we have also ringfenced hardship funds specifically for travel and access to sport. Many of the initiatives outlined in this plan will be delivered in partnership with students; as mentors, ambassadors and society leaders; ensuring that

those with lived experience are actively involved in addressing the risks to equality of opportunity.

Evaluation of the plan

UA92's evaluation strategy is embedded within our whole-provider approach to both access and participation and student success. It is designed to:

- Measure impact across access, success, and progression.
- Inform continuous improvement of interventions.
- Support transparency and accountability to students, staff, and stakeholders.
- Contribute to sector-wide learning and innovation, particularly in under-researched areas such as accelerated degrees.

Evaluation is led by the Chief of Strategy and Student Life, in collaboration with the Registrar, Head of Student Success and the Data and Strategic Insights Manager and delivered in partnership with academics across all four worlds, professional services teams and our students.

UA92's Theory of Change is structured around the following logic model:

Inputs: Financial support (e.g. MIFR), staff time, outreach resources, partnerships.

Activities: Targeted outreach, financial support schemes, mentoring, curriculum reform.

Outputs: Increased awareness, improved application rates, enhanced student engagement.

Outcomes: Improved access, continuation, completion and outcomes for target groups.

Impact: Reduced gaps in both HE participation and success; enhancing social mobility.

This model is applied across all intervention strategies and is supported by the [TASO Core Theory of Change framework](#).

Each intervention strategy includes a tailored evaluation plan specific to that strategy in accordance with our Evaluation Framework outlined in the table below.

Evaluation Type	Application at UA92
Type 1: Narrative	Used to articulate the rationale and theory of change for each intervention strategy. Grounded in both sector and UA92's own data.
Type 2: Empirical Enquiry	Used across all intervention strategies to assess associations between interventions and outcomes (e.g. access, continuation, completion).
Type 3: Causality	Applied where feasible in strategies with control or comparison groups (e.g. MIFR recipients vs non-recipients).

Data Collection and Analysis - UA92 will collect and analyse:

Quantitative data: participation, application, enrolment, continuation, completion,

attainment, progression, disaggregated by demographic and intervention group.

Qualitative data: student feedback, focus groups findings, staff reflections, partner and employer insights.

Comparative data: internal benchmarking and sector-wide comparisons using data from UCAS, HESA, NSS and OfS dashboards.

Evaluation findings will be reviewed annually and used to refine interventions and inform strategic decisions that will enhance our support to students.

Dissemination and Sector Contribution: Our evaluation findings will be shared internally with the UA92 Board, our senior leadership team, academic and professional services teams and with student representatives. Published externally via UA92's website and relevant professional networks (e.g. NEON, AMOSSHE and Guild HE). Presented at sector conferences to contribute to national understanding of widening participation, especially in accelerated and non-traditional pathways in HE.

Student Involvement in Evaluation: Students will be involved in strengthening our evaluation by: helping to design evaluation tools (e.g. surveys, feedback mechanisms); participating in focus groups, consultation panels and via surveys and reviewing findings and shaping future interventions.

Provision of information to students

Details of UA92's fee levels are detailed below and [online](#). UA92's current annual fee levels for Home students in 2025/26 are £9535 for Cert HE's and 3-year degree programmes.

UA92's current fee levels for Accelerated Degrees in 2025/26 are £11,440. UA92 will review tuition fees each year. As agreed with the OfS for UK students if Parliament permits an increase in tuition fees, UA92, along with other HEIs in England, may increase fees each year using RPI-X, subject to the maximum fee limits set out in regulations.

Financial Support Packages

Details of UA92's financial support packages available detailed below and [online](#).

Bursaries			
Programme Name	Eligibility	Overall Value	How paid
"Make It For Real"	Free School Meals in last year of school or college and/or a Care Leaver and on 3-year degree.	Minimum of £5000	Phased as a package through our partnership with Aspire. Laptop at enrolment. All other aspects evenly spread

			with 3 payment points per level of study. (A degree contains 3 levels, levels 4,5 and 6.)
“Make it For Real” (Accelerated)	Free School Meals in last year of school/college and/or a Care Leaver and on Accelerated Degree.	Minimum of £5000	Phased as a package through our partnership with Aspire. Laptop at enrolment. All other aspects evenly spread with 3 payment points per level of study.
Accelerated Bursary	IMD2019 Quintile 1 (Deciles 1 and 2) and on an Accelerated Degree. Postcode check can be done by visiting https://imd-by-postcode.opendatacommunities.org/imd/2019	£3000	2x £500 instalments in blocks 2 and 4 for each level of study. (A degree contains 3 levels, levels 4,5 and 6.)
Care Leaver Transition	Care Leaver	£1000	Paid in one instalment ahead of enrolment.
Disability Transition	Declared disability and IMD 2019 Quintile 1.	£200	Paid in one instalment ahead of enrolment.
Fee Waivers			
Programme Name	Eligibility	Overall Value	How paid
Greatness Unlocked	3 Year Degree. Candidates must meet specific criteria, including: 1. Eligibility to receive a Full Time	£28,605.00	Full fee waiver for three years.

	<p>Maintenance Loan from SFE. 2. Hold an unconditional offer to study at UA92 starting September or November. 3.(a) Have been in receipt of free school meals in their most recent year of school or college and/or 3. (b) Live in a IMD2019 Quintile 1 area.</p> <p>Application form assessed by panel. Only one award per annum.</p>		
Greatness Unlocked	<p>Accelerated Degree. Candidates must meet specific criteria, including: 1. Eligibility to receive a Full Time Maintenance Loan from SFE. 2. Hold an unconditional offer to study at UA92 starting September or January 3.(a) Have been in receipt of free school meals in their most recent year of school or college and/or 3. (b) Live in a IMD2019 Quintile 1 area.</p> <p>Application form assessed by panel. Only one award per annum.</p>	£22,880.00	Full fee waiver for two years.
Hardship Funds			
Programme Name	Eligibility	Overall Value	How paid
Hardship Funds - General. (70% of Hardship funds.)	Demonstrated hardship.	Any	Bank Transfer
Hardship Funds - Student success. (10% of Hardship funds.)	Hardship related to student success e.g. travel to placements.	Any	Bank Transfer
Hardship Funds - Sport92 (10% of Hardship funds)	Hardship related to ability to access Sport.	Any	Bank Transfer
Hardship Funds - Disability (10% of Hardship funds)	Declared disability and demonstrated hardship.	Any	Bank Transfer

Fees, investments and targets

2026-27 to 2029-30

Provider name: University Academy 92 Limited

Provider UKPRN: 10067648

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	2026-27	2027-28	2028-29	2029-30
Access activity investment (£)	NA	£599,000	£786,000	£635,000	£817,000
Financial support (£)	NA	£492,000	£650,000	£720,000	£795,000
Research and evaluation (£)	NA	£58,000	£59,000	£61,000	£63,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2026-27	2027-28	2028-29	2029-30
Access activity investment	Pre-16 access activities (£)	£19,000	£190,000	£20,000	£184,000
Access activity investment	Post-16 access activities (£)	£561,000	£577,000	£595,000	£613,000
Access activity investment	Other access activities (£)	£19,000	£19,000	£20,000	£20,000
Access activity investment	Total access investment (£)	£599,000	£786,000	£635,000	£817,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	15.1%	17.7%	13.0%	15.1%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£748,000	£770,000	£793,000	£817,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£381,000	£533,000	£596,000	£664,000
Financial support investment	Fee waivers (£)	£51,000	£51,000	£51,000	£51,000
Financial support investment	Hardship funds (£)	£60,000	£66,000	£73,000	£80,000
Financial support investment	Total financial support investment (£)	£492,000	£650,000	£720,000	£795,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	12.4%	14.7%	14.7%	14.7%
Research and evaluation investment	Research and evaluation investment (£)	£58,000	£59,000	£61,000	£63,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	1.5%	1.3%	1.2%	1.2%

Fees, investments and targets

2026-27 to 2029-30

Provider name: University Academy 92 Limited

Provider UKPRN: 10067648

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	2026-27 milestone	2027-28 milestone	2028-29 milestone	2029-30 milestone
At UA92 the ratio of learners across our three year degree programmes from IMD2019 Q1 to IMD2019 Q5 is 2.5:1. At UA92 the ratio of accelerated learners from IMD2019 Q1 to IMD2019 Q5 is 1.6:1. Through a dedicated programme of activities including providing additional guidance to prospective learners and providing new bursaries to Accelerated learners from disadvantaged backgrounds UA92 hopes to improve the ratio on accelerated programmes to 2.5:1 by 29/30.	PTA_1	Access	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	TUNDRA quintile 5	Uses Ucas Data and UA92's internal data.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Ratio (X:1 format)	1.6:1	1.8:1	2.0:1	2.2:1	2.5:1
Across Higher Education there is a 20.8% gap between FSM eligible and non FSM eligible learners access to HE, with FSM learners making up just 17.7% of Undergraduate students. Through our dedicated outreach programmes and the expansion of our "Make It For Real" initiative, UA92 aims to increase the the number of FSM students from 18.4% to 20.0% by 2029/30.	PTA_2	Access	Eligibility for Free School Meals (FSM)	Eligible		Uses Ucas data.	No	UCAS data (please include details in commentary)	2023-24	Percentage	18.4%	18.8%	19.2%	19.6%	20.0%
The % of our UK learners enrolling at UA92 who are black is 10.0%. This is lower than the Manchester population which is 12% Black. Through a dedicated series of interventions across schools, colleges and throughout the local community, we aim to eliminate this gap by increasing the % of Home students who are black to 12.0% by 2029/30.	PTA_3	Access	Ethnicity	Black		Uses Ucas Data, HESA 23/24 data and 2021 Census data.	No	Other data source (please include details in commentary)	2022-23	Percentage	10.0%	10.5%	11.0%	11.5%	12.0%
At UA92 the % of our UK female learners enrolling on Sports and Exercise Science is lower than the sector average. Through dedicated outreach activities UA92 aims to increase the % of our UK learners enrolling on Sports and Exercise Science from 27.9% to the sector average of 34.2% by 2029/30.	PTA_4	Access	Sex	Female	Male	HESA 23/24 data	No	HESA publications (please include details in commentary)	2023-24	Percentage	27.9%	29.4%	30.9%	32.5%	34.2%

Table 5d: Success targets

Table 5e: Progression targets

