

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 of 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 a 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. |

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|---|--|--|---|-------------------|
| 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. |

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|------------------------------------|--|---|---|----------------|
| 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. |
|------------------------------------|--|---|---|----------------|

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 |

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

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 – Insufficient 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 – Insufficient 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) | <p>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.</p> <p>1:1 support, coordinating events and advocacy.</p> | <p>Salary for full-time officer. Training of staff and students.</p> <p>Collaborative and coordinated activity across academic and professional services departments.</p> | <p>Improved engagement, sense of belonging.</p> <p>Increased continuation and completion rates.</p> | Yes. IS3. |
| Afro-Caribbean Society (Existing) | <p>An existing student-led society that provides a cultural and social hub for Black students. Activities include events, peer support, and community building.</p> | <p>Society funding</p> <p>Event space and promotion.</p> <p>Staff time to support.</p> | <p>Strengthened peer networks, increased sense of belonging, and improved student satisfaction.</p> | Yes. IS3. |
| Coaching and Mentoring (New) | <p>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.</p> | <p>Staff time, mentor training, scheduling tools, feedback mechanisms.</p> | <p>Increased confidence, academic self-efficacy, and progression. Stronger cultural identity and institutional navigation skills.</p> | Yes. IS8. |
| Decolonised and Diversified Curriculum (Existing) | <p>Ongoing work to audit and redesign curriculum content to reflect global, plural and non-Eurocentric perspectives.</p> <p>Includes integration of critical business studies and ethics from marginalised viewpoints.</p> | <p>Academic staff time & External expertise.</p> <p>Review and revalidation panels.</p> <p>Student consultation.</p> | <p>More inclusive and representative curriculum. Improved engagement and academic outcomes for Black and Mixed students.</p> | 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. |
|--|---|---|--|------------------|

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 |

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

UA92 has identified a number of risks to equality of opportunity for a broad range of groups and student demographics across the sector as a whole, in Greater Manchester and specifically within our own provision. In this Annex we outline how we identified those indications of risk and how they relate to the Equality of Opportunity Risk Register (EORR).

The data used to identify this includes;

- UA92's own internal data
- UCAS data relating to both UA92 and the sector as a whole.
- Publicly available information including that from HESA and the OfS APP dashboard relating to the sector as a whole or other institutions.
- 2021 Census data.

As UA92's students are registered under Lancaster University, they form a small part of data shown under Lancaster on the OFS APP Dashboard and as such we have not been supplied with our own data set for this plan.

How have we chosen the gaps to focus on?

As a rapidly growing institution in some instances, we have been able to look at aggregate performance across multiple years, whilst in other areas we have focussed on a single year.

Wherever possible we have looked at intersectionality, however due to relatively small sample sizes this isn't always robust or usable. As such, this plan and the data analysis beneath predominantly focuses on single measures, or single measures relating to specific course types or World's within UA92.

As a general principal we have sought to target both the largest gaps that we have identified and those where we believe an intervention strategy could have the biggest impact in terms of the number of students impacted and/or the tangible outcomes that an intervention would have.

As a provider specifically set-up with a mission to make higher education more accessible many of our metrics are significantly above the sector average. However, as a provider we are not complacent and believe we should continue to strive to improve our performance further especially with regard to accelerated degrees and therefore we are continuing to prioritise access within our 2026-2030 plan.

Data Review

- 1. Students from socio economically deprived area or low participation neighbourhoods.**

IMD2019: UA92 has been successful with regard to recruiting significant numbers of our students from socio economically deprived areas. As an institution we have higher levels of new IMDQ1 learners than IMDQ5 learners across each of the last 5 years. It is worth noting that the volatility shown in the chart below is much higher in the earlier years due to the comparatively low numbers in the 2020 and 2021 cycles compared to those in more recent years.

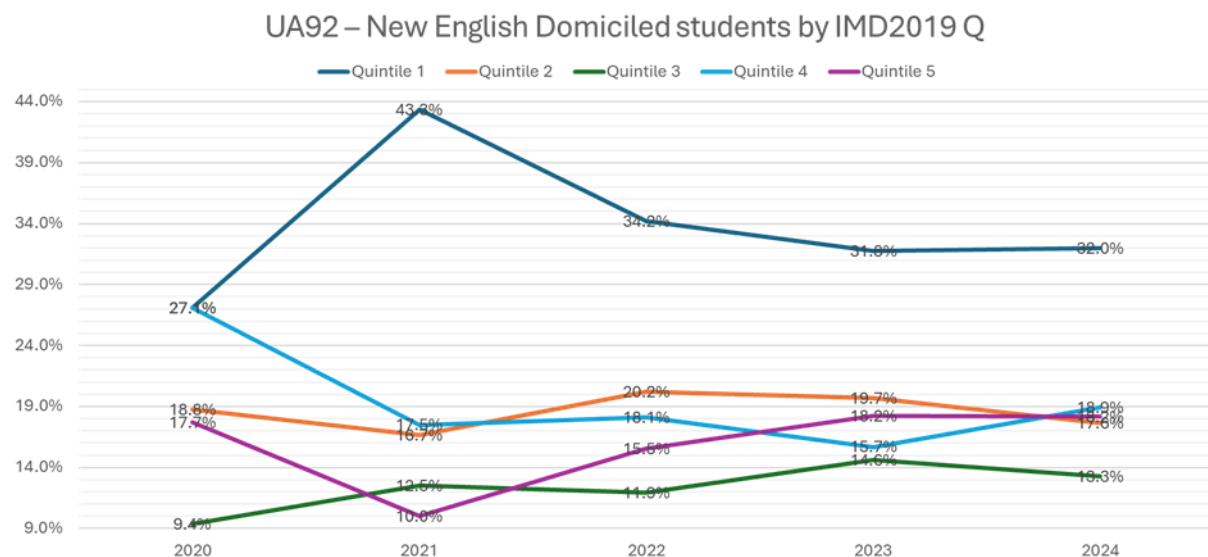


Fig. 1 - UA92 English Domicile students by IMD2019 Quintile from 2020 – 2024.

The proportion of UA92's students from IMDQ1 are considerably higher than the sector as a whole.

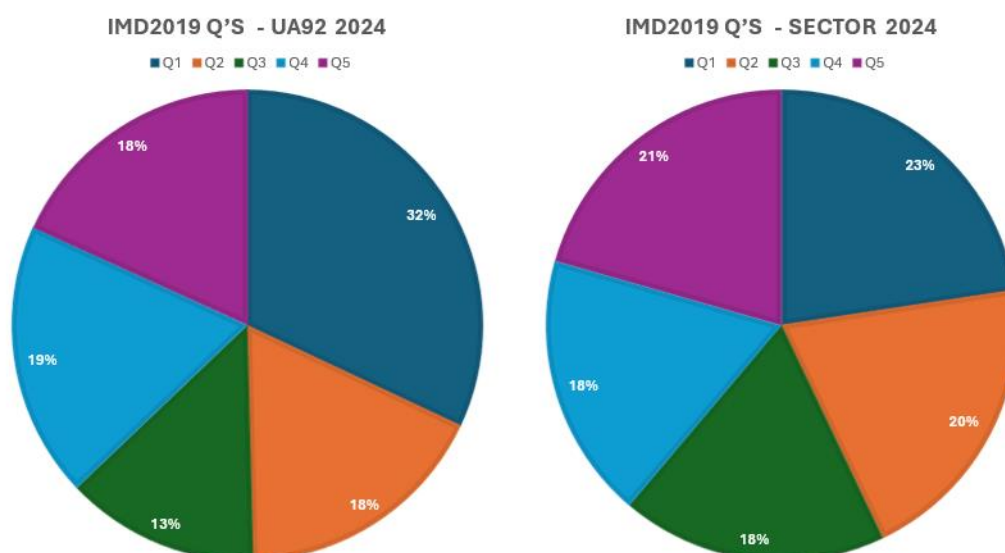


Fig. - 2 IMD2019 entry rates to HE by quintile for 23/24 academic year.

In our [previous APP](#) we set a number of ambitious targets with regard to access; including a target to reduce and then eliminate the gap in participation levels between students from POLAR 4 Quintile 5 and POLAR 4 Quintile 1. Reducing the gap from a ratio of 1.5:1.0, something UA92 achieved within the first year of the plan in [2021/22 with 21% of our students recruited from POLAR Quintile 4 and a ratio of 0.98 :1.](#)

[As our previous APP](#) set targets pertaining to the % of male learners from disadvantaged backgrounds, we specifically analysed data with regard to intersectionality by quintile and gender. The charts below show UA92's success in this area, outperforming the sector with regard to male learners from POLAR4 Q1 and TUNDRAQ1 in each of the past 5 years.

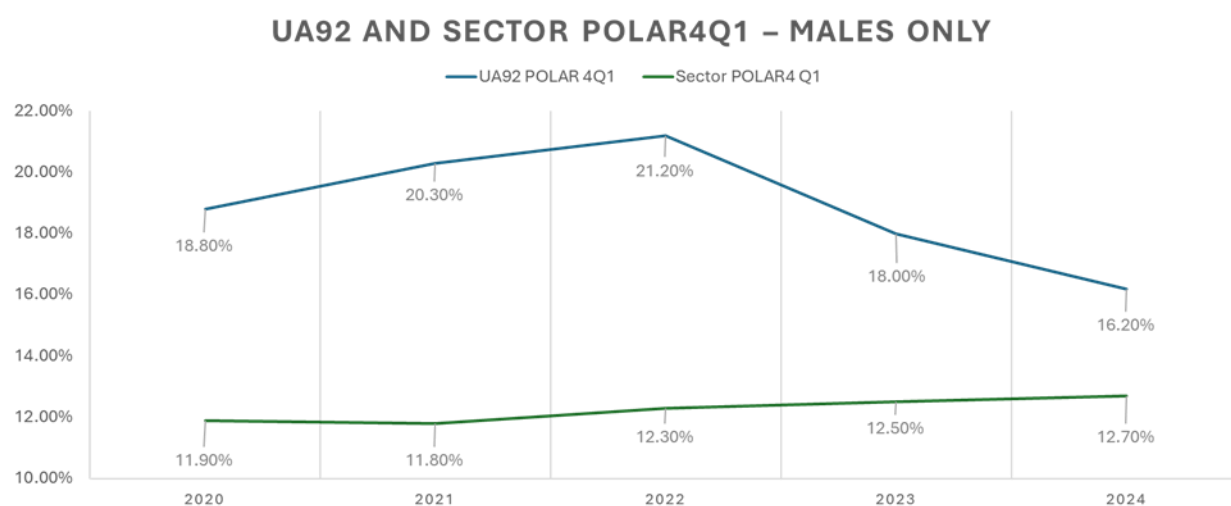


Fig 3. UA92 and Sector Access rates for Males Only POLAR4 Q1. (UCAS End of Cycle 2024)

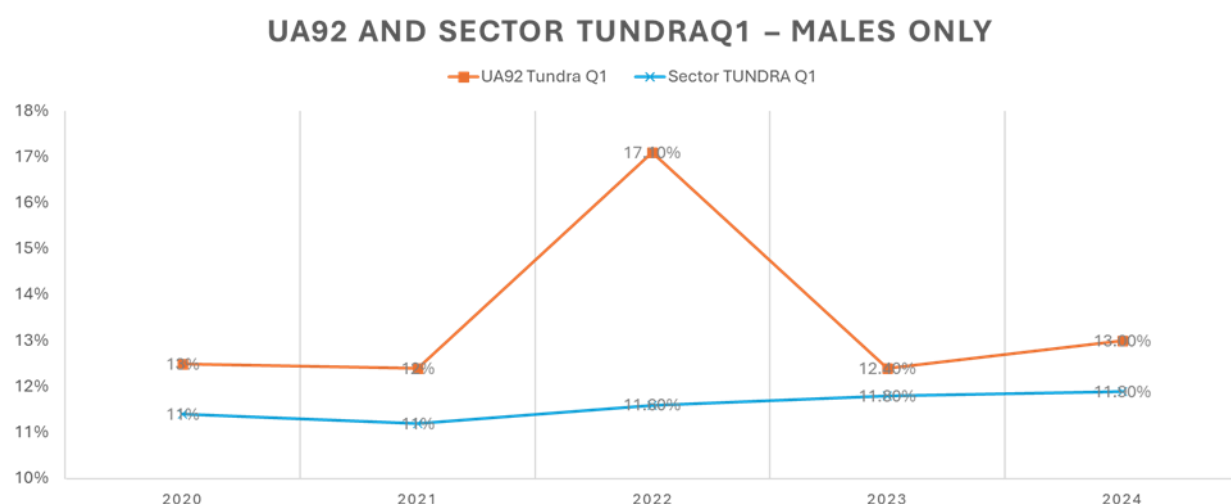


Fig. 4 UA92 and Sector Access rates for Males Only TUNDRA Q1 (UCAS End of Cycle 2024)

Due to our relative success in widening access to those socio-economic disadvantaged backgrounds we have not set any specific targets relating to increasing access to our three-

year programmes. However, UA92 uncovered there was a specific gap in relation to the demographics of our students applying for and enrolling on our Accelerated courses; this is detailed further in IS1 in Annex B and relates to EORR risks 2, 3, 5 and 10. With a particular focus on Risk 5: Limited Choice of Course and Delivery type, as historically just 0.2% of the UG population have been on Accelerated Degree ([Pollard Et. Al 2017](#)).

When assessing performance with regard to success on programmes, we found a correlation between POLAR4 Quintile and completion rates of Cert HE learners, with rates 13.8% lower for POLAR4 Q1 than POLAR4 Q5; however, our certainty about this data is limited due to the small sample size. As such, we have not set a specific target to address this gap, but it forms part of the work detailed in IS7.

UA92 has also identified a gap pertaining to the continuation rates of students from POLAR4 Q1 on degree programmes at UA92 with a gap of 3.3% compared to the rates from the other quintiles. We haven't historically tracked continuation by TUNDRA, but the target will be set by POLAR quintiles. We believe this primarily relates to EORR Risk 7: Insufficient personal support and addressing this is the priority for IS8.

2. Students eligible for free school meals.

Growing the % of UA92's learners from FSM backgrounds was a key focus of UA92's last Access and Participation Plan through our innovative "[Make it For Real](#)" scheme that provides learners with a £5000 package to support learners from FSM backgrounds in accessing higher education and unlocking the career of their dreams.

UA92 has been successful in growing the numbers of FSM learners who receive our Make it For Real (MIFR) scheme every year so that in the academic year 2024/25 it was supporting over 100 students. By 2023/24 the number of FSM learners enrolling at UA92 had grown to 18.4% ([0.7% above the sector](#)).

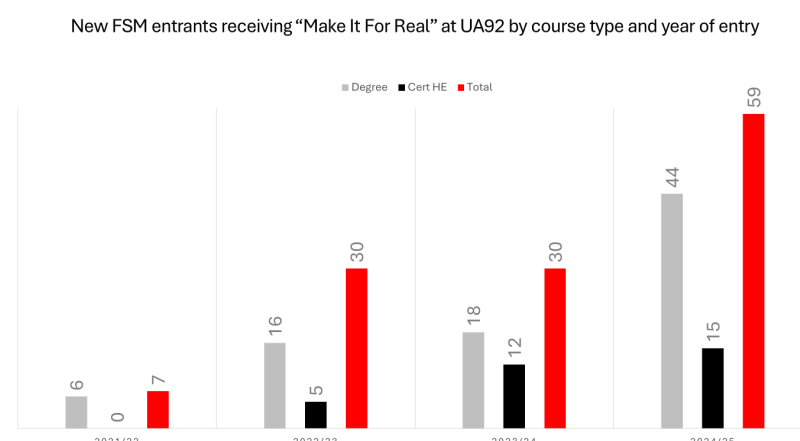


Fig. 5 - UA92 FSM entrants receiving MIFR by course type and year of entry. (Where the number of recipients is beneath 5 this has been rounded to the nearest 5).

UA92 does not yet have sufficiently robust data on the completion rates of MIFR recipients on degrees. However, in terms of continuation for the degree learners on MIFR we have continuation rates of 100% from those starting in both 22/23 and 23/24, albeit on a relatively small sample size.

Due to the cap on [Accelerated fees at 80% of the total for three year degrees](#), UA92 has previously not been able to afford to offer MIFR or other bursary packages for students on accelerated degrees. This absence of additional financial support has increased the cost pressures on FSM applicants for Accelerated courses as outlined in EORR Risk 10. As such addressing this risk and risks 1,2, 5, 6 and 7 is the focus of IS2 with further details in Annex B.

3. Cert HE learners.

Our standard entry requirements for UA92's Certificate in Higher Education are 64 UCAS points compared to 104 UCAS points for 3-year degree courses (Average Tariff on 114.9 pts in 2023/24). Those that begin on Cert HE's are typically students who; either applied for Cert HE courses as they didn't meet the requirements for the degree; or have Cert HE offered as a course change by UA92 at confirmation stage as they did not gain the required number of UCAS points to progress onto our degree programmes.

For learners who began a Cert HE between September 2022 and January 2024 UA92 had a completion rate of 83%. This compares to a continuation rate of 85.4% for learners on three year or accelerated degrees for the same period. We have identified this as a gap primarily driven by the entrance tariff and in line with EORR – Risk 6 around insufficient academic support for learners who did not have the same level of educational achievement prior to joining UA92. Addressing this is the focus of IS7 with further detail in Annex B.

4. Different entry points.

Until the 2024/25 academic year, UA92 operated six student entry points spread throughout the year. Following a comprehensive review, the June intake has been withdrawn ahead of the 2025/26 academic year due to; consistently low admissions, a reduced student experience and diminished continuation rates compared to other entry points.

UA92 has also identified a gap relating to the continuation rates of learners starting in November, compared to those who start in September. A November start date is very rare in UK Higher Education and UA92's November intake is principally comprised of students who apply late in the UCAS cycle or in clearing itself and who do not have student finance in place to start in September.

Due to the relatively small sample size and the desire to address transition more broadly as part of our strategies focussing on Access including IS6, we have chosen not to set a target directly relating to this gap. However, we will continue to monitor for any variance in continuation or completion rates by entry point and will intervene to provide further support as needed.

5. Gender

The UG population across the UK is 56.7% female (HESA 23/24), with male students underrepresented as a proportion of those studying in Higher Education.

UA92 has been very successful in widening access to male learners with the proportion of our students who are male at the institution being within the range of 70.8% and 76.4% every year between 2020 and 2024. (UCAS End of Cycle data 2024). As such despite the broader challenges across the sector, we are not setting a target relating to access for male learners in this plan.

Our focus with regard to gender in this is primarily targeted at female learners and looking at the intersection where they are underrepresented both at UA92 and across the sector as a whole.

We carefully examined data across each of UA92's four Worlds and have prioritised intervention strategies relating to female students in the Worlds of Digital and Sport where rates of female students are lower as outlined in EORR Risk 2: Information and Guidance; due to many female students not receiving sufficient information and guidance for them to develop the ambition to study Computer Science or Sports and Exercise Science. This gap is therefore a focus of our plan and further information is in IS4 and IS5 and Annex B.

UA92 has also identified a gap in relation to both Gender in relation to degree outcomes. Good honours, with a higher proportion of females receiving good honours in 3 of our 4 Worlds. Looking at intersectionality with ethnicity, we do however believe that ethnicity is the more pressing risk to equality of opportunity. As such we have focussed on addressing that gap; with further detail in IS10 and Annex B.

6. Age

Whilst UA92 has grown the absolute number of mature learners we are admitting each year, as a percentage it has remained relatively stable throughout the past 5 years (Ucas End of Cycle data 2024) and is consistently beneath the sector average. We, however, believe there are greater opportunities to address access risks relating to other demographics through this plan. As such, we have not set a specific target, but we believe that the work detailed in a number of our intervention strategies will help us in continuing to grow the numbers of mature students including the removal of the need to be under 21 at the point of entry to access UA92's MIFR package.

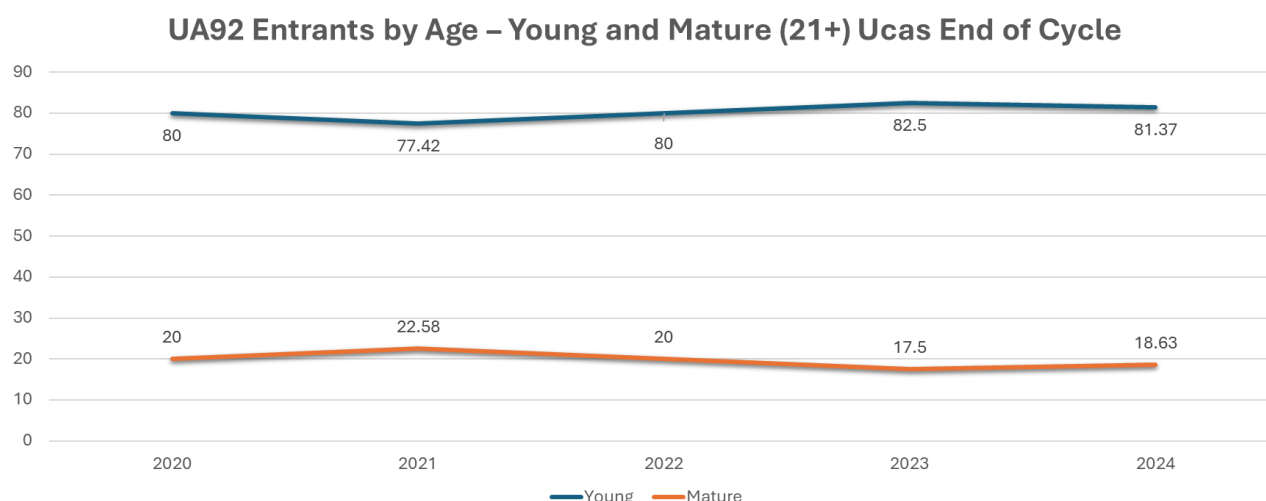


Fig 6. – UA92 Young and Mature Entrants by year (UCAS End of Cycle 2024)

When examining data relating to continuation, completion and good honours and looking at the intersection with the World of Study we noticed that continuation, completion rates and the % of learners achieving good honours was higher for mature students. The gaps with regard to good honours (UA92 graduating cohort 23/24) ranged from 7% in Media course to 40% in Digital course. Whilst not setting a specific target to address this gap in this plan; we will continue to monitor any discrepancy between young and mature students and address as needed.

7. Ethnicity.

UA92 has consistently tracked the ethnic diversity of its student intake and is proud to report a significant increase in the proportion of new Black learners; from 4.2% in 2020 to 10% in 2023. While this progress is encouraging, we remain committed to further improve this figure. Through our targeted intervention strategy, we aim to increase this figure to 12.0%, aligning it with the demographic profile of Manchester. We have identified a number of risks to equality of opportunity and highlighted Risk 3: Perception of Higher Education as the most pertinent to UA92. To address this, UA92 has outlined a clear plan to eliminate the disparity entirely by the 2029/30 academic year, as detailed in our IS3, with supporting data provided in Annex B.

In assessing performance of learners on course; we have uncovered a gap in relation to continuation rates; with both Black and Mixed learners being considerably less likely to continue into level 5 than their White counterparts. As such we have identified (EORR Risk 6's and 7 amongst others and addressing these is the focus of IS9, with further data relating to this in Annex B.

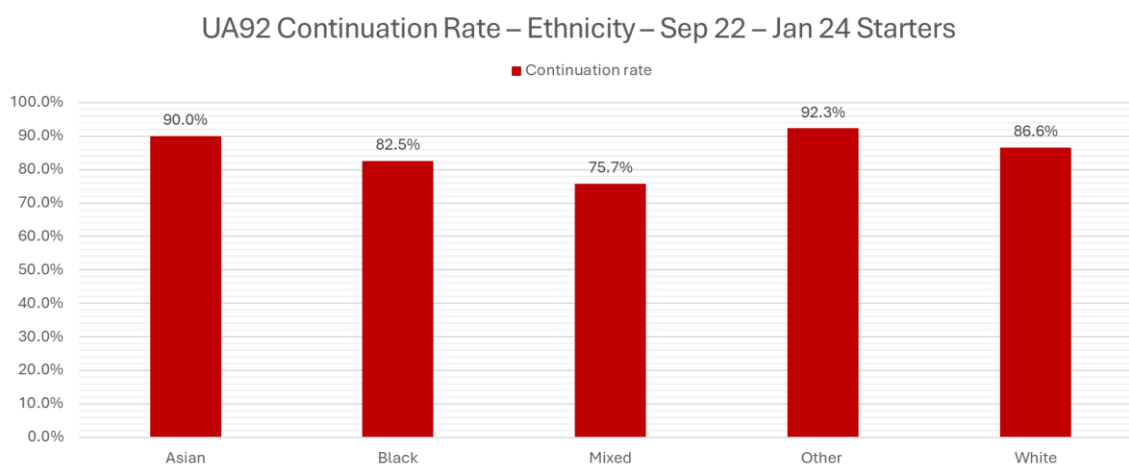


Fig. 7 – UA92 continuation rate by ethnicity for degree students starting between Sep. 22 and Jan 2024.

Finally, we have examined data in relation to “Good Honours”. Whilst the most significant continuation issue related to the gap faced by Black and Mixed learners, our Black learners were the most likely to achieve a 2:1 or First in terms of degree outcomes, with 78.57% receiving Good Honours in 23/24.” However, there was an awarding gap of 18.2% gap between Asian Learners and their White Counterparts. We believe this gap is indicative of EORR risks 6, 7 and 8 at UA92 and addressing these are the focus of IS10 with further detail in Annex B.

8. Disability

In line with the recent data relating to the sector as a whole; the continuation rates for students with a declared disability at UA92 were higher than those without a declared disability and as such no target has been set. UA92 did however identify a small but significant gap in relation to the conversion rate from firm acceptance to enrolment. Addressing this risk to equality of opportunity in the primary focus of IS6.

9. Progression

Due to UA92’s relatively recent establishment and historically small graduating cohorts, setting robust progression targets beyond course completion presents a challenge. At the time of writing this plan, progression data was available for only one graduating cohort, from the institution’s first intake in 2019/20: with just 33 responses, albeit on a response rate above the national average. Given the limited sample size, particularly when disaggregated by demographic characteristics, meaningful intersectional analysis is not currently feasible. As a result, we have not set specific progression-related targets within this plan.

However, as with our first set of results from the Graduate Outcome survey where UA92 had 91% of graduates engaged in employment or further study within 15-months of graduation, we hope to continue to exceed the performance of the sector and will be carefully analyse future outcomes and will build plans to address any gaps that become apparent during the

lifecycle of this plan. We will consider making a variation request to this plan to add specific progression targets once more robust evidence is available.

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

IS1 Accelerating Access

Accelerated degrees are a relatively rare phenomenon in Higher Education; with nearly all UG degrees taking three full years to complete. There is relatively little research into this area, and they have not been offered by many Higher Education institutions in the UK.

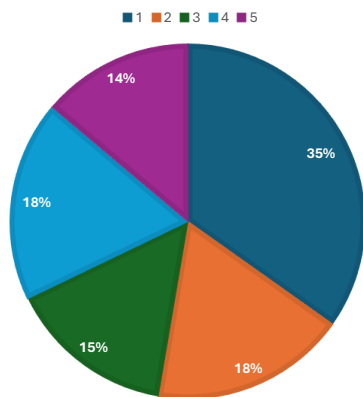
University Academy 92 offers Accelerated options for all degree pathways; this unique approach opens up Higher Education to a number of disadvantaged groups particularly mature learners and those concerned about the financial implications of Higher Education. Therefore, despite being a small provider, UA92 believes upon scrutinising OfS funding allocations, that we are the second highest number of Accelerated students in the sector behind the University of Buckingham. With just 0.2% of students in the sector undertaking accelerated study. ([Pollard Et. Al 2017](#)).

Accelerated Degrees help minimise debt and allow entry into the Labour Market a year faster. UA92 wants to ensure equal access to this accelerated route regardless of background.

The introduction of the [Lifelong Learning Entitlement “Learners will be able to draw down loans to study up to 180 credits per year. This includes credits taken across multiple courses or modules within the same year.”](#) As such it is likely that Accelerated degrees will significantly grow within the sector as the cap on fees at just 20% higher per annum overall will be lifted.

UA92's model means Accelerated students still only study one module at a time, but they study for 50% longer each year, leaving fewer weeks for work to supplement income, as such they often face greater financial challenges than those on three-year degrees. These challenges are illustrated both by the ratio of students from the least advantaged (IMD2015 Q1) to the most advantaged (IMD2019 Q5) backgrounds. Across three year degree programmes at UA92, the ratio stands at 2.5:1. However, within accelerated degrees, this is much lower at 1.6:1, indicating a significant equity gap in access to this mode of study.

IMD2019 QUINTILE 3 YEAR ENTRANTS
UA92



IMD2019 QUINTILE ACCELERATED ONLY
UA92

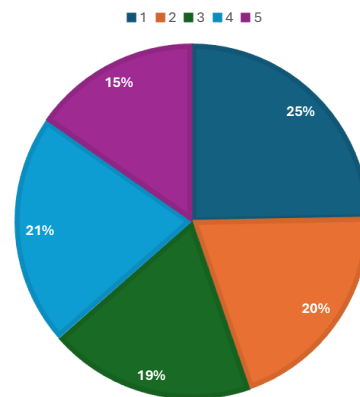


FIG 1: New entrants for IMD2019 Quintile 2025 by course type (UA92)

Given UA92's leadership in accelerated provision and its mission to drive social mobility, addressing this imbalance is a strategic priority. UA92 will be using the opportunity LLE creates to Accelerate Access through the expansion of our Make It For Real package alongside the other measures detailed in IS1; recognising that equitable access to accelerated pathways is essential to ensuring that all learners; regardless of background, can benefit from flexible, career-focused higher education.

IS2 Strengthening Free School Meals participation levels

Our second intervention strategy (IS2) looks to address gaps relating to the percentage of students joining UA92 who were in receipt of FSM.

Across the Higher Education sector 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. ([DFE 23/24](#)) In the North West on England this gap is bigger still with HE progression for FSM learners at just 26.4% (a 21.1% gap).

Whilst UA92 outperforms the sector with 18.4% of our 2024 intake (UCAS data) being from FSM backgrounds, we are ambitious to increase this to 20% further as part of the contribution of UA92's contribution to addressing the hugely significant gap. The benefits of UA92's work with regard to FSM participation are already impacting in our home Borough of Trafford. As highlighted in [RISE's Coast and Country Report](#) progression to HE for FSM learners in Trafford is 31.8%, the highest rate for any "small/medium town" in the country.

Borough and FSM participation rate by %

| |
|-----------------------|
| 1. Trafford 31.8 |
| 2. Hertfordshire 28.5 |
| 3. Sandwell 28.5 |
| 4. Walsall 26.8 |
| 5. Surrey 24.8 |

Fig. 2: The 5 small/medium towns with the highest HE participation rates for FSM learners in 2022/23

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. This limited choice of course type and delivery mode highlighted in the EORR Risk 5. In the data relating to Firm acceptances for 25/26 UA92 has uncovered an 8.8% gap between the % of our firm accepts from FSM background on 3-year degrees and those on 2 year accelerated degrees. The gap exists in all World's across UA92 and ranges from a 40% gap in the World of Digital to a more modest gap of 3.5% in the World of Sport.

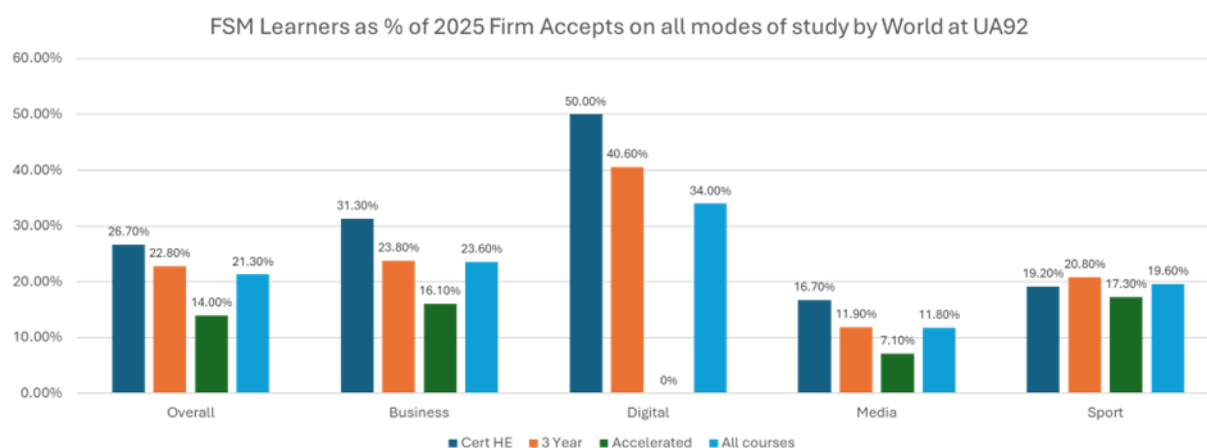


Fig. 3: FSM Learners as a % of 2025 Firm Accepts across Cert HE, 3-year degree, Accelerated and All Modes of study across each UA92 World.

Through the Lifelong Learning Entitlement proposals as also detailed in relation to IS1, UA92 can extend the MIFR programme to students studying on accelerated programmes as part of our activities outlined in IS2 and this change forms a key part of plans for raising FSM participation levels to 20% as outlined in PTA_2.

IS3 Increasing the participation Rates of Black Learners

Whilst the percentage of black learners accepted into higher education as a whole has grown from 21.6% in 2006 to 4.0% in 2024, there is significant regional disparity with London significantly outperforming other areas of the country. [UCAS end of cycle data](#) shows that the proportion of black learners studying at UA92 and each of the Manchester Universities (UoM, MMU, Salford and UoGM) still falls beneath the 12% of the Manchester population who are black as identified by the 2021 census.

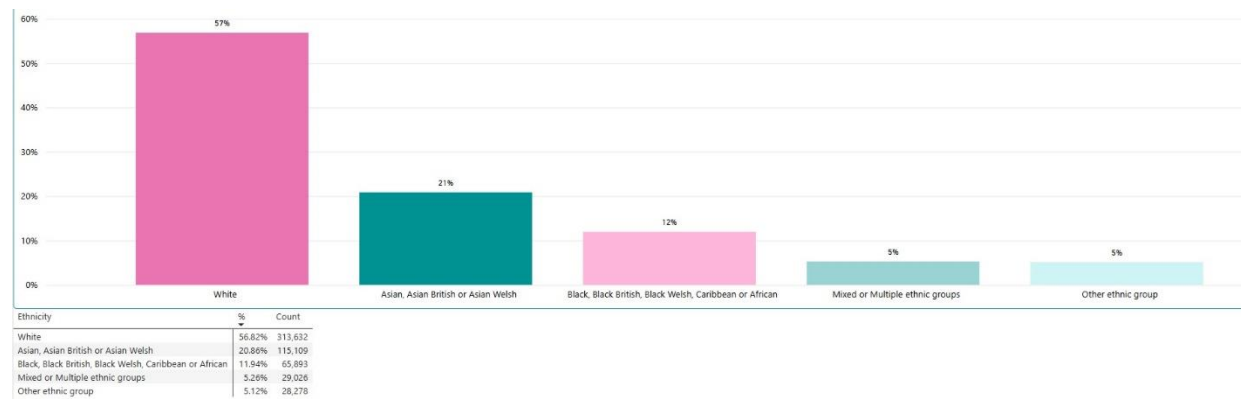


Fig. 4: Manchester 2021 census results by ethnicity.

UA92 has grown the proportion of its learners who are black from 4.2% in 2020 to 10% in 2023, however through our intervention strategy we hope to raise the to 12.0% in line with population of Manchester. Therefore, UA92 has set out plans to eliminate this gap by 2029/30 as outlined in PTA_3 through this intervention strategy.

Across the sector there is a significant disparity between access rates for Black African and Black Caribbean learners, when intersected with gender the issue becomes starker still with DFE data showing just 34.4% of Black Caribbean Male Learners and just 30.4% of Mixed White and Black Caribbean learners from state schools progressing to HE by age 19, in 2021/22. The gap between female and male participation rates for Black Caribbean young people is larger than that for any other ethnic group at 22%.

The gap in access to higher access for Black Caribbean learners is an increasing problem with the proportion of new entrants to the sector who are Black Caribbean falling from 1.66% in 2015 to 1.41% in 2024 as detailed in the chart below.

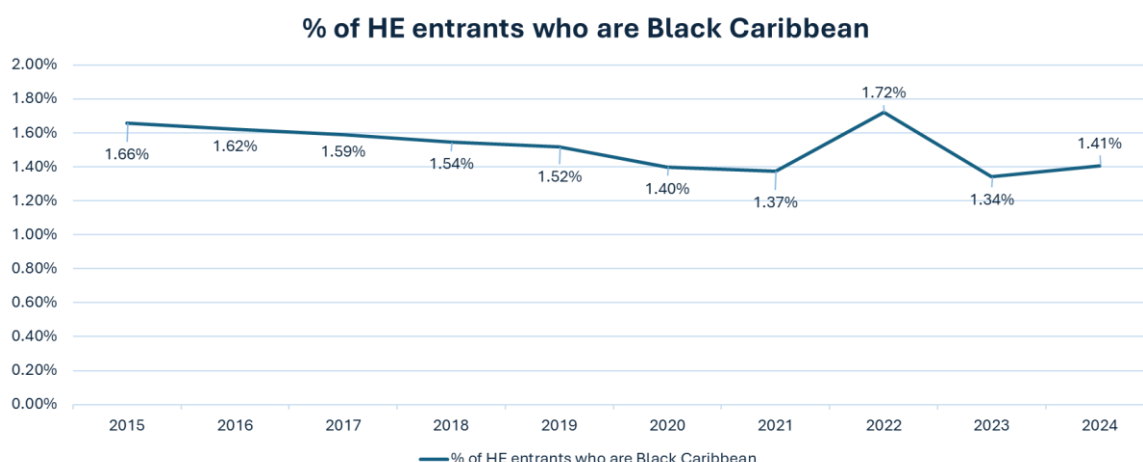


Fig 5 - % of HE Entrants who are Black Caribbean by year of entry ([UCAS End of Cycle](#))

Whilst UA92 is not setting a specific target with regard to Black Caribbean learners, due to this data set being too small, our ongoing work in partnership with the Manchester Caribbean carnival which forms part of IS3 is a key part of our commitment to participation rates amongst this community.

IS4 and IS5 Boosting the participation rates of female students on Sports and Exercise Science and Boosting the participation rates of female students on Computer Science

As an institution who largely very successfully recruits males; our focus with regard to gender is primarily targeted at female learners and looking at the intersection where they are underrepresented both at UA92 and across the sector as a whole. We carefully examined data across each of UA92's four Worlds and have prioritized interventions strategies relating to female students in the Worlds of Digital and Sport where rates of female students are lower as outlined in EORR Risk 2 : Information and Guidance due to female students not receiving sufficient information and guidance for them to develop the ambition to study Computer Science or Sports and Exercise Science.

When analysing both UCAS and [HESA data](#) pertaining to female students on Sports and Exercise Science (CAH-03-02-01) courses we have identified a specific risk due to the proportion of UA92's students falling from 36.6% in 2020 (5.6% above sector) to 24.7% in 2024 (9.5% below the sector) as detailed in the chart below. Therefore, UA92 has set out plans to eliminate this gap by 2029/30 as outlined in PTA_4.

UA92 AND SECTOR FEMALES ON SPORTS AND EXERCISE SCIENCE

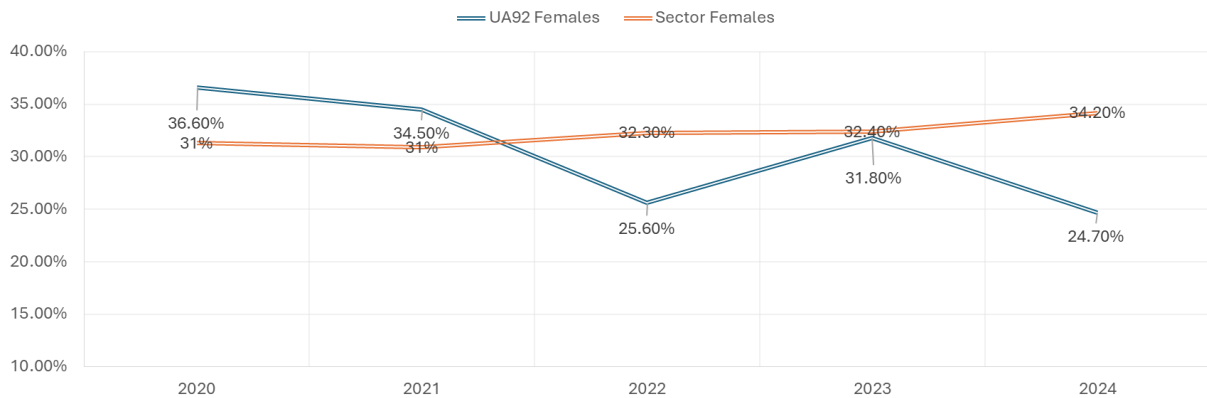


Fig. 6: UA92 and Sector data on Females on Sports and Exercise Science

When analysing UCAS and [HESA 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. Therefore, UA92 has set out plans to eliminate this gap by 2029/30 as outlined in PTA_5.

UA92 AND SECTOR FEMALES ON COMPUTER SCIENCE

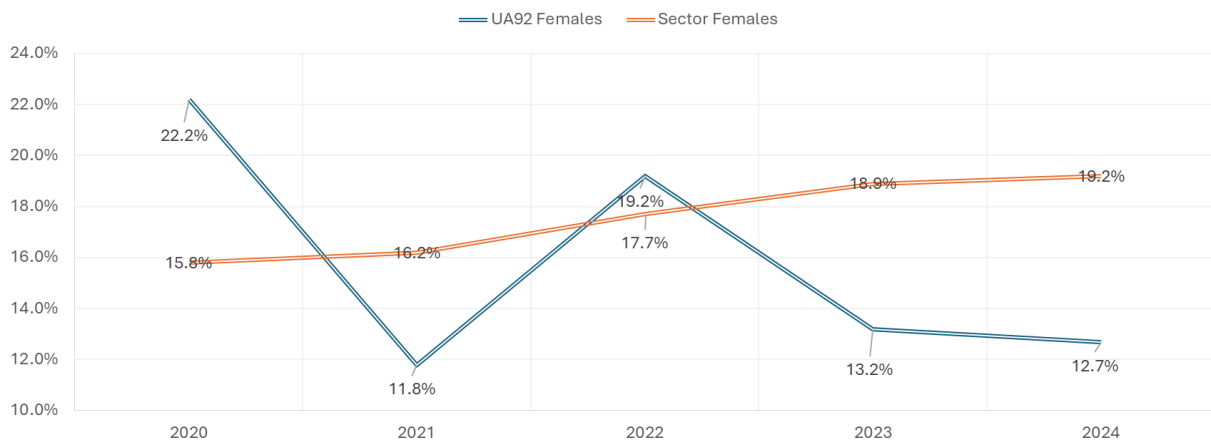


Fig. 7: – UA92 and Sector data on Females on Computer Science

IS6 Improving conversion to enrolment of Disabled learners

At UA92, our Inclusive Support service is currently assisting 18.75% of our learners who have disclosed a disability, be that at the point of application or subsequently. This figure places us broadly in line with sector averages.

However, disabled students often face unequal access to information and guidance before enrolling at university. In particular, they encounter challenges related to student finance and the process of applying for Disabled Students' Allowances (DSA). These barriers contribute to a higher deferral rate among disabled applicants across the sector; with 8.2% deferring compared to 6.4% for non-disabled learners, as highlighted in [UCAS's report *Next Steps: What is the experience of disabled students in education?*](#)

The report underscores the importance of early engagement, which is why our IS6 initiative prioritises activities such as Welcome Days and Applicant Visit Days. We also provide targeted financial support, including a £200 bursary per eligible IMDQ1 disabled learner and ringfenced Hardship Funds related to disability.

Through these interventions, we aim to close the 1.5% gap in conversion from firm acceptance to enrolment by the end of this plan in 2029/30.

IS7 Improving the completion rates of Cert HE learners

As outlined in our whole-provider approach, Certificates in Higher Education (Cert HE, Level 4) are a central component of UA92's strategy to widen access to higher education.

UA92's standard entry requirements for the Cert HE are 64 UCAS points, compared to 104 UCAS points for our three-year degree programmes. Among learners who commenced a Cert HE between September 2022 and January 2024, the completion rate was 83%, compared to a continuation rate of 85.4% for those enrolled on three-year or accelerated degree programmes during the same period. This represents a 2.4% gap for learners studying in the same classroom.

We attribute this gap primarily to EORR Risk 6: Insufficient Academic Support, particularly for learners entering with lower prior educational attainment. The elimination of this gap is a key objective of target PTS_1.

To address this, our intervention strategy includes a suite of tailored measures designed to support Cert HE learners in keeping pace with their peers on degree programmes. These measures include: Personalised success coaching, Enhanced learner analytics to identify and respond to emerging needs and dedicated transition workshops to support the majority of Cert HE learners who intend to progress to Level 5 upon completion

Although the Cert HE cohort is relatively small, we have also examined intersectional factors within this population and therefore where this strategy most interact with others.

Ethnicity: A gap was identified among Black Cert HE learners, with a completion rate of 73.9%, compared to 84.7% for White learners. However, due to the small sample size (23 learners) we have not established a specific target for this gap. Instead, it is addressed through broader measures within this strategy and IS8.

POLAR4 Quintile: Completion rates for Cert HE learners from POLAR4 Quintile 1 were 13.8% lower than those from Quintile 5. While this suggests a concerning trend, the limited sample size constrains our confidence in the data. As such, no standalone target has been set; however, this issue is being addressed through interventions outlined in both this strategy and IS8.

IS8 Closing the continuation gap for learners from low participation neighbourhoods

UA92 scrutinised our data with regard to continuation rates on our 3-year degree and accelerated degrees. One of the most pertinent gaps and risks to equality of opportunity that we uncovered were the continuation rates by POLAR 4 Quintile.

Across the sector there have been consistent gaps between TUNDRA Quintile 5 and quintile 1 students and between IMD 2019 quintile 5 students as shown in the chart beneath.

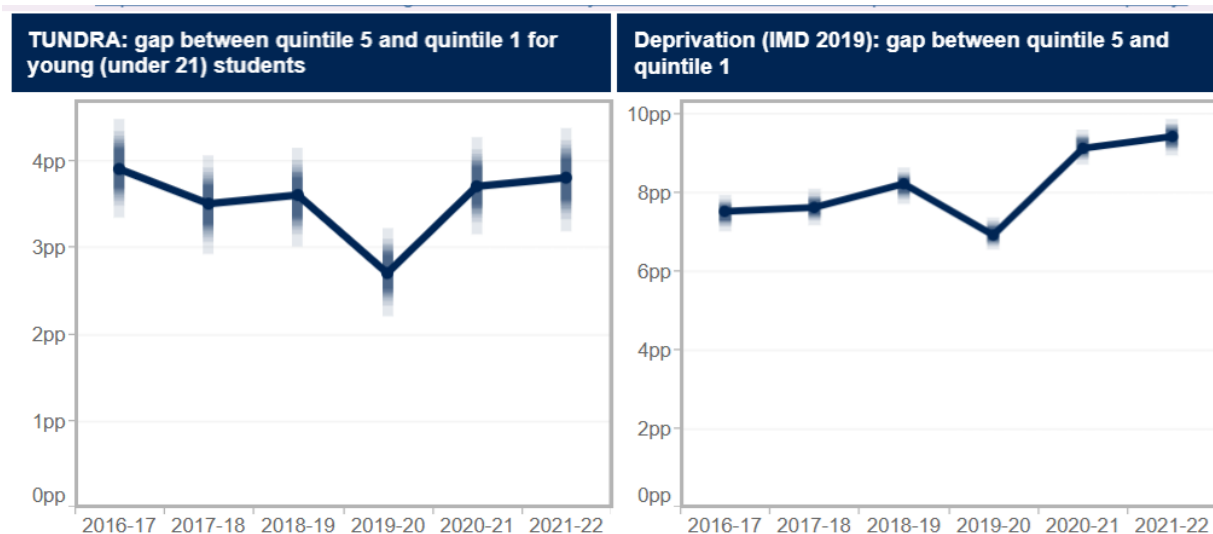


Fig. 8: Continuation rate gaps for the sector OFS Access and Participation Dashboard.

UA92 has identified a continuation gap affecting students from POLAR4 Q1 backgrounds. Among students who enrolled in degree programmes between September 2022 and January 2024, the continuation rate for POLAR4 Q1 students was 82.8%, compared to 86.1% for students from all other quintiles, 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 often face barriers to engaging in extracurricular activities, including the Sport92 programme at UA92. These activities are vital for building community, resilience, and a sense of belonging.

Additionally, while UA92 has not previously tracked POLAR4 data in relation to access to our Student Well-being Service, there are concerning indicators. Over 72% of our POLAR4 Q1 learners are male, yet only 58% of those accessing well-being support in 2024/25 were male. This suggests a potential underutilisation of mental health services among this group, prompting a parallel focus on EORR Risk: Mental Health, particularly for male learners from POLAR4 Q1.

Addressing and ultimately eliminating this 3.3% continuation gap is the central aim of IS8 and the target outlined in PTS_2.

IS9 Eliminating the continuation gap for Black and Mixed learners

Continuation rates at UA92 for Black and Mixed learners of accelerated and three-year degree programmes beginning between September 2022 and January 2024 were noticeably lower than those of other ethnicities; with a gap of 7.4% compared to the continuation rates of White learners. As such through IS9 UA92 has prioritized eliminating this gap by 29/30. (See Fig7. in Annex A)

UA92 also notes the intersection with Black students eligible for free school meals in the past six years more likely to be affected by this risk than students from Black groups not from FSM backgrounds across the sector as a whole.

The actions proposed in IS9 are informed by best practice in the sector and include the research of Campbell Et. Al in '[Evaluating the Racially Inclusive Curricula Toolkit in HE](#)' including our strategy to audit and redesign our curriculum content to reflect global, plural and non-Eurocentric perspectives as part of our works to address EORR Risk 6.

UA92 already has an Afro-Caribbean Society which will now receive dedicated support and funding to help strengthen the peer networks of our Black learners. We are also proposing the introduction of dedicated coaching and mentoring for our black and mixed learners. Then arguably most significantly is the creation of a "Black Student Success Officer" which will be part of our recently established Student Success team to ensure we have a coordinated approach to delivering support to our Black and Mixed learners throughout their journey as part of eliminating the continuation gap by 29/30.

IS10 Addressing awarding gaps for Asian Learners

UA92 has identified a gap in relation to attainment and the % of students who receive "good honours" by ethnicity in the student cohort who graduated in 2023-24. Whilst continuation rates at UA92 for UK Asian learners are 90%, higher than the 86.6% for White learners (Fig

7. Annex A) there is a significant gap of 18.3% between the 63.4% of our White Students who received a 1st or Upper Second-class degree and the 45.1% of their Asian Counterparts who did. Even when examining specifically just the UK domiciled Asian learners there remains a gap of 11.0% compared to UK domiciled White learners.

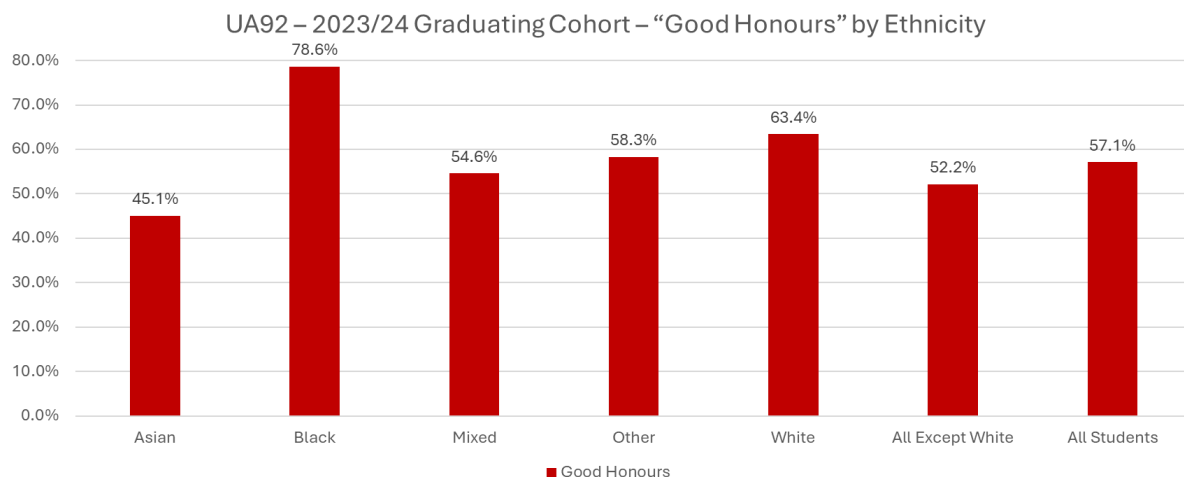


FIG 9: Good Honours rates by ethnicity for UA92's 2023/24 graduating cohort.

We have also looked at the intersection between ethnicity and the World within which learners have studied at UA92; the gap is largest in our World of Business where it is 26.2%, but it must be noted this is a significantly smaller sample size which includes just 60 graduating students across the World.

There is also a gap between learners with a Mixed or Other ethnicity compared to white learners. The sample size is significantly smaller than that for Asian learners and as such we have chosen to prioritize the elimination of the gap for Asian learners in PTS_4, whilst having an overarching aspiration to remove any awarding gaps by ethnicity by the end of this plan in 2029/30.

In devising the strategy for how to address this Gap we looked carefully at best practice across the sector detailed in [Andrews ET Al “Approaches to addressing the ethnicity awarding gap”](#) report for TASO.

As part of the measures outlined in IS10 UA92 will be conducting a full institutional review of our approach including the introduction of anonymous marking 12 months ahead of this plan from September 2025.

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% |

[illegible]

Table 5e: Progression targets

[illegible]