

Academy of Live Technology

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

The Academy of Live Technology (formerly Backstage Academy) is an independent specialist higher education provider that offers undergraduate and postgraduate degrees, short courses, and bespoke training programs to support the next generation of live event and creative industry professionals. The Academy of Live Technology (ALT) currently delivers HE provision to approximately 185 students on undergraduate and postgraduate degree programmes.

ALT's distinct educational offering aims to bridge the gap between technical, experience-led teaching, industry and advancing innovation. Enabling all students to experience the best possible specialist training and higher education experience, our goal is to promote, prepare and progress our students' careers in the live events and creative industries by working with a diverse community of professionals, collaborating with the industry, building world-leading campuses for the training of new talent and skills, and enabling advancement through research and innovation.

A key institutional strategy is to become a fully independent and autonomous institution, which will allow us to grow student numbers, diversify our portfolio, and respond swiftly to industry developments. ALT currently operates under a validation agreement with the University of Bolton. Our ambition is to be successfully awarded New Degree Awarding Powers [NDAPS] following the submission of our application to OfS in 2023, successful acknowledgement and subsequent probationary period.

In 2023, ALT partnered with Pennsylvania College of Art & Design (PCA&D) and Rock Lititz to offer a Bachelor of Fine Arts in Live Experience Design and Production, emulating our model of teaching delivery in the UK. Students majoring in Live Experience Design and Production will take courses at PCA&D's downtown Lancaster classrooms and will create in the digital labs and production spaces of our ALT building on the Rock Lititz campus.

Students experience learning and teaching on unique industry-integrated campuses on Production Park in Wakefield, West Yorkshire and Rock Lititz, Pennsylvania USA, where many of the world's biggest stars, shows, and brands come to create, innovate, experiment and rehearse.

ALT's respective campuses boast the latest technology and equipment, commercial and educational state-of-the-art studios and house some of the largest global businesses in the industry. Our campuses' commercial activities provide students with distinct practical engagement and employment opportunities with industry experts and leading professionals.

It is ALT's purposeful positioning at the heart of the industry that offers students the ability to study, learn and seek further employment opportunities by supporting national and international industry partners. Bringing industry expertise, networks and work experience and embedding it within our higher education curriculum.

ALT UK graduates have thus progressed into employment with leading industry companies such as disguise, Disney, 4Wall & TAIT. Graduates continue to operate as freelance professionals on cruise lines, in the West End and touring theatre, on Hollywood film productions such as the Barbie movie and on global tours with artists such as Beyonce, Ed Sheeran & Stormzy.

More recently in 2024, ALT was awarded International Student Status and will offer international student

sponsorship for September 2025 entry. This development underscores ALT's commitment to providing high-quality education and training to a global audience, bringing us closer to achieving our key strategic aim to be the leading centre of excellence for study and education in the live event and creative industries, both in the UK and globally.

Based on our key strategic aims and mission, ALT seeks to ensure that all students, and in particular those most recognised within this plan as being underrepresented during the student lifecycle, benefit from its advancements of opportunity.

Risks to equality of opportunity

The assessment of performance undertaken (using a variety of relevant data sources to strengthen the basis of determinations made with a small number of data such as the OfS Data Dashboard, Internal Data sets, UCAS, HESA, Graduate Outcomes Survey, and prevalent live events industry insight research) has indicated nine underlying risks to equality of opportunity. ALT's independent status, industry sector specialism and current franchise agreement with the University of Bolton have been taken into consideration when reviewing the national sector risks within the OfS Equality of Opportunity Risk Register (EORR). This has provided evidential insight and reasoning as to why each of the risks identified may be occurring at ALT. A literature review has provided additional information into the context as to why identified underlying risks may also be occurring and the challenges they present; see Annex B for this review.

Being an independent specialist provider with limited student numbers has meant the making of accurate determinations and valid judgements has been a challenge. Aggregated yearly data (where available) and the use of confidence intervals have been utilised to recognise the challenge of analysing information with greater chances of experiencing variation, and thus statistical uncertainty throughout the assessment (see Annex A for further detail). Nonetheless, analysis of intersections of characteristics and disaggregated data of identified student groups with underlying risks of equality of opportunity at ALT has been conducted where there is confidence in the data to make positive inferences. Furthermore, ALT is committed to expanding its evaluation practices of interventions devised through the lifecycle of this plan, in tackling underrepresentation of student groups, whilst acknowledging this as a new developmental area for ALT.

The table below has been created to summarise the indications of risk at each stage of the student lifecycle for the underrepresented student group that has been identified by the assessment of performance. Identified indications of risk have been considered alongside the EORR to consider potential reasons for equality of opportunity risks, using national evidence gathered. Rationale for the selection of the identified student groups to be targeted by an intervention strategy will also be clearly illustrated in the table below. Any identified risks from the assessment of performance, that will not be addressed within this plan from the table below, will have a full rationale for the decision within Annex A.

Access	Risk 1	Description		EORR identified potential risks		Evidence based rationale
		Ethnic minority students entering HE at ALT (Asian, Black, Mixed and Other), are underrepresented compared to entrant White students	1	<i>Knowledge and skills</i>	1	Internal Data
			2	<i>Information and guidance</i>	2	OfS Access and Participation Data Dashboard
			3	<i>Perception of Higher Education</i>	3	OfS Student Characteristics Data: Population Data
			4	<i>Limited choice of course type and delivery</i>	4	UCAS Applications Data
Access	Risk 2	Description		EORR identified potential risks		OfS Equality of Opportunity Risk Register
		Mature students entering HE at ALT (aged 21+), are underrepresented compared to entrant young students (Under 21)	1	<i>Knowledge and skills</i>		
			2	<i>Information and guidance</i>		
			3	<i>Perception of Higher Education</i>		
			4	<i>Limited choice of course type and delivery</i>		
			5	<i>Cost pressures</i>	5	

Continuation	Risk 1	Description		EORR identified potential risks		Evidence based rationale
		Disabled students are less likely to continue beyond their first year of study, compared to non-disabled students	1	<i>Insufficient academic support</i>	1	Internal Data
			2	<i>Insufficient personal support</i>	2	OfS Access and Participation Data Dashboard
			3	<i>Ongoing impacts of Coronavirus</i>	3	OfS Equality of Opportunity Risk Register
			4	<i>Cost pressures</i>		
			5	<i>Capacity issues</i>		
Continuation	Risk 2	Description		EORR identified potential risks		
		Students residing in high deprivation areas (IMD Q1 & Q2), are less likely to continue beyond their first year of	1	<i>Insufficient academic support</i>		
			2	<i>Insufficient personal support</i>		

		study, compared with students from low areas of deprivation (IMD Q4 & Q5)	3	<i>Ongoing impacts of Coronavirus</i>		
			4	<i>Cost pressures</i>		
			5	<i>Capacity issues</i>		

Completion	Risk 1	Description		EORR identified potential risks		Evidence based rationale
		Disabled students are less likely to complete their HE studies at ALT, compared to non-disabled students	1	<i>Insufficient academic support</i>	1	Internal Data
			2	<i>Insufficient personal support</i>	2	OfS Access and Participation Data Dashboard
			3	<i>Ongoing impacts of Coronavirus</i>	3	OfS Equality of Opportunity Risk Register
			4	<i>Mental health</i>	4	Graduate Outcomes Survey Data
			5	<i>Cost pressures</i>		

Attainment	Risk 1	Description		EORR identified potential risks		Evidence based rationale
		Mature students are less likely to achieve good degree outcomes (aged 21+), compared to young students (under 21)	1	<i>Knowledge and skills</i>	1	Internal Data
			2	<i>Information and guidance</i>	2	OfS Access and Participation Data Dashboard
			3	<i>Insufficient academic support</i>	3	OfS Equality of Opportunity Risk Register
			4	<i>Insufficient personal support</i>	4	Graduate Outcomes Survey Data
			5	<i>Mental health</i>	5	National Student Survey
			6	<i>Cost pressures</i>		
	Risk 2	Description		EORR identified potential risks		
		Students residing in high deprivation areas (IMD Q1 & Q2), are less likely to achieve good degree outcomes, compared with students from low areas of deprivation (IMD Q4 & Q5)	1	<i>Information and guidance</i>		
			2	<i>Perception of Higher Education</i>		
			3	<i>Insufficient academic support</i>		
			4	<i>Insufficient personal support</i>		
			5	<i>Mental health</i>		
			6	<i>Cost pressures</i>		

Progression	Risk 1	Description		EORR identified potential risks		Evidence based rationale
		Disabled students are less likely to progress into positive outcomes in professional/managerial employment and further study compared to non-disabled students	1	<i>Progression from Higher Education</i>	1	OfS Equality of Opportunity Risk Register
					2	Internal Data
	Risk 2	Mature students are less likely to progress into positive outcomes in professional/managerial employment and further study compared to non-disabled students	1	<i>Progression from Higher Education</i>	3	Graduate Outcomes Survey Data
			2	<i>Mental health</i>	4	OfS Access and Participation Data Dashboard
					5	National Student Survey

Objectives

The assessment of performance (see Annex A) derived underlying indications of risks, which after analysis and comparisons with national data sources, have been prioritised for immediate action within this plan with the illustrated objectives, highlighted in the table below.

Student Lifecycle Stage	Indication of Risk	Risks to Equality of Opportunity	Objective	Target	Ref Number
Access	ALT is experiencing a very low proportion of ethnic minority student entrants (Asian, Black, Mixed and Other) compared to entrant White students.	Knowledge and skills, information and guidance, perception of higher education, limited course choice and delivery.	To increase and double the proportion of ethnic minority students studying at ALT by the academic year 2028-29.	For ALT to double its representation of ethnic minority students, by 2028-29. An increase from 16% to 32%.	PTA_1
	ALT is experiencing a very low proportion of mature students entering HE (aged 21+) compared to entrant young students (under 21).	Knowledge and skills, information and guidance, perception of higher education, limited course choice and delivery, and cost pressures.	To increase the proportion of mature students studying at ALT, in line with the national average across the HE sector in England by the academic year 2028-29.	For ALT to match the representation of mature students within the HE sector in England, by 2028-29. An increase from 16% to 29%.	PTA_2
Continuation	Assessment of performance shows at ALT that disabled students are less likely to continue beyond their first year of study, compared to non-disabled students.	Insufficient academic support, insufficient personal support, ongoing impact of coronavirus, cost pressures, capacity issues and mental health.	To eliminate the continuation gap at ALT of disabled students progressing from their first year of study, compared with non-disabled students by the academic year 2028-29.	To reduce and eliminate the continuation gap between disabled and non-disabled students by 8pp by 2028-29.	PTS_1

	Assessment of performance shows at ALT that students residing in high deprivation areas are less likely to continue beyond their first year of study, compared with students from low areas of deprivation. This is evidentially based on the geometric IMD measure.	Insufficient academic support, insufficient personal support, ongoing impact of coronavirus, cost pressures, capacity issues and mental health.	To eliminate the continuation gap of students from high areas of deprivation progressing from their first year of study, compared with students from low deprivation areas by the academic year 2028-29.	To reduce and eliminate the continuation gap between IMD Q1 & Q2 students and IMD Q4 & Q5 students by 10pp by 2029-30.	PTS_2
Completion	ALT is experiencing differing completion rates of undergraduate courses - its disabled students are less likely to complete their studies compared to their non-disabled peers.	Insufficient academic support, insufficient personal support, ongoing impact of coronavirus, cost pressures and mental health.	To ensure disabled students at ALT have equal opportunity to complete their undergraduate courses and be on parity with non-disabled students by the academic year 2028-29.	To reduce and eliminate the completion rate difference between disabled and non-disabled students by 17pp by 2029-30.	PTS_3
Attainment	Mature students (aged 21+) are less likely to achieve good degree outcomes, compared to young students (under 21) at ALT.	Knowledge and skills, information and guidance, insufficient academic support, insufficient personal support, mental health and cost pressures.	To ensure mature students at ALT have equal opportunity to show their capabilities, to achieve good degree outcomes and be on parity with young students by the academic year 2028-29.	To reduce and eliminate the differences in attainment between mature and young students by 17pp by 2028-29.	PTS_4
	Students residing in high deprivation areas are less likely to achieve good degree outcomes, compared with students from low areas of deprivation. This is evidentially based on the geometric IMD measure.	Information and guidance, insufficient academic support, insufficient personal support, mental health, cost pressures and perception of higher education.	To ensure students who reside in high deprivation areas, have the equal opportunity to show their capabilities, to achieve good degree outcomes and be on parity with students from low deprivation areas by the academic year 2028-29.	To reduce and eliminate the differences in attainment between students from high deprivation areas (IMD 1 & 2) and low deprivation areas (IMD 4 & 5) by 22pp by 2028-29.	PTS_5

Progression	Disabled students, progressing from ALT are less likely to enter professional/ managerial employment, further study or other positive outcomes compared to non-disabled students, fifteen months after they graduate.	Progression into higher education.	To increase the proportion of disabled students progressing into positive professional or management employment, further study or other outcomes, 15 months after the completion of their course in comparison with non-disabled students by the academic year 2034-35.	Increase the proportion of declared disabled students who are engaged in positive professional or management employment, further study or other outcomes, 15 months after the completion of their course from 38% to 60% by the academic year 2034-35 (50% by the academic year 2028-29).	PTP_1
	Mature students (aged 21+), progressing from ALT, are less likely to enter professional/ managerial employment, further study or positive outcomes compared to young students (under 21), fifteen months after they graduate.	Progression into higher education and mental health.	To increase the proportion of mature students progressing into positive professional or management employment, further study or other outcomes, 15 months after the completion of their course to achieve, in comparison with young students also progressing into positive employment, further study or other positive outcomes by the academic year 2034-35.	Increase the proportion of mature students who are engaged in positive professional or management employment, further study or other outcomes, 15 months after the completion of their course from 50% to 70% by the academic year 2034-35 (62% by the academic year 2028-29).	PTP_2

Intervention strategies and expected outcomes

Intervention Strategy 1: Enhancing Access

Objectives and targets

To increase the representation of identified underrepresented student groups, ethnic minority students and mature students accessing and enrolling onto ALT undergraduate courses. The desired impact; a more diverse student body contributing to a richness of educational experience for all students and improved equality within the live events and creative industries job sectors. Primary Targets (PTA_1; PTA_2).

Risks to equality of opportunity

Knowledge and skills; information and guidance; perception of higher education; limited course choice and delivery; cost pressures

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Financial Support (FS)	<p>Bursaries</p> <p><u>XPLOR Your Future Bursary</u> - £400 over the course of first academic year for declared and identified ethnic minority students (Level 5 & 6 awards at discretion of ALT). Awarded after enrolment. <i>Existing</i>.</p> <p><u>Brooks Bursary</u> - £300 over the course of first academic year for identified mature students (Level 5 & 6 awards at discretion of ALT). Awarded after enrolment. <i>Existing</i>.</p> <p>Automatic eligibility determined by Student Loans Company (SLC) HEP Bursary Administration System removing barriers to application. Bursaries will help support with travel costs, PPE equipment needed for practical elements of the course, support acquisition of software/hardware for respective courses.</p> <p>Scholarship</p> <p><u>Production Park Scholarship</u> – Fee waiver of tuition fee for a</p>	<p><u>Bursary & Scholarship for students</u>. 16 hours of staff administrative costs per academic year.</p> <p><u>Application Support for students</u>. 24 hours of staff administrative costs per academic year.</p>	<p>Increased application rates; Increased enrolment rates; Improved conversion of applications to enrolments; Lessen financial burden of HE academic start-up; Increased financial security; Increased continuation and completion rates for targeted students; Improved emotional and student wellbeing related to less pressure of financial hardship.</p>	

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	<p>maximum 3 years. One recipient of award each year, selected by ALT SLT. Eligibility subject to awarding of Independent Status by Student Finance England (SFE). <i>Existing.</i></p> <p>Application Support</p> <p><u>Open Day Travel Support</u> – reduce the financial burden for students attending Open Days that meet eligibility criteria matched with APP targets. Values will vary depending on eligibility criteria and distance from campus. <i>New.</i></p> <p><u>Financial Support to Interview</u> - reduce the cost of attending an on-campus interview as part of the application process. Values vary between £0-£50 depending on eligibility criteria and distance from campus. <i>New.</i></p>			
Information, Advice and Guidance (IAG)	<p>Flexible Information, Advice and Guidance Delivery</p> <p><u>Virtual Open Days</u> – providing flexible online Open Day events, to meet academics, current students, student support etc. that occur in the evenings during the academic year. Supporting mature and ethnic minority students with greater flexibility to learn about HE at ALT (approx. 5-6 per academic year). <i>Existing.</i></p> <p>Upskilling ALT Staff</p> <p><u>Development and Review of Policy</u> - to ensure representation of ethnic minority and mature students are reflected within ALT policy – ensuring inclusivity and equitability amongst its</p>	<p><u>Virtual Open Days</u>.0.2 FTE Student Recruitment Officer, 12 hours of academic, student support, student ambassador staff, plus administrative costs.</p> <p><u>Review & New Policy</u>. 0.2 FTE plus administrative costs.</p>	<p>Improved knowledge of HE courses, student support etc.; Increased confidence of requirements to study; Improved sense of belongingness; Improved perception of ALT to meet the needs of students in HE as an institution; Increased sense of belonging for current students undertaking ambassador role; Increased engagement of pre-access activity; Increased</p>	

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	<p>procedures (including Faith & Quiet Space Policy, EDI Policy etc.). <i>Existing.</i></p> <p><u>Training for academic, admissions and support staff on increased knowledge of targeted underrepresented groups</u> – dedicated training delivered to student front-facing staff who are equipped with the knowledge to address the needs of a wider, diverse student cohort (especially if support services need to be accessed). <i>Existing.</i></p> <p>Targeted Recruitment</p> <p><u>Develop marketing materials/campaigns that resonate with ethnic minority and mature students</u> – sharing of success stories, case studies of role models/influencers and alumni working in the industry, to support with input and creation of promotional activities and events. Use social media popular with ethnic minority communities/mature students, to raise ALT awareness. <i>New.</i></p> <p><u>Prioritised Geographic Recruitment</u>– expanding recruitment activities with Student Ambassadors delivering (training provided) to areas not previously visited by ALT, with higher populations of ethnic minority and mature students. <i>New.</i></p>	<p><u>Training for staff.</u> Administrative costs, associated training costs.</p> <p><u>Marketing Campaign.</u> 0.2FTE in Marketing Department, plus administrative and material development/ research/cost, social media content creation.</p> <p><u>Prioritised Geographic Recruitment.</u> 0.2 FTE Student Recruitment Officer, plus associated costs for Student Ambassadors (approx. 10 currently), training for Student Ambassadors, plus expenses.</p>	<p>knowledge of creative industry career options; Increased knowledge of student support available; Increased knowledge of financial support available; Increased knowledge of HE pathways to study.</p>	
Aspiration Raising (AR)	<p>Outreach Activity</p> <p><u>Progression Package</u> - involving Industry Insight Day, Campus Tour and aspirational workshops both onsite and at institution location, course resource content pack, interactive industry video -</p>	<p><u>Progression Package Outreach Activity.</u> 0.2 FTE Outreach Officer, plus training of staff, plus resources such as learning</p>	<p>Increased exposure to creative industries career options; Increased knowledge of Higher Education courses; Increased awareness among</p>	

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	<p>aimed at 11-17 aged students collaborating with school/college/third party educational and employer organisations. Delivery to approx. 25 institutions per year. <i>Existing.</i></p> <p><u>Applicant Days</u> – taster sessions available on campus to experience course content, and networking with academics, current students and industry partners. Approx 3 per academic year. <i>Existing.</i></p>	<p>materials, tablets, plus administrative costs.</p> <p><u>Applicant Days.</u> 0.2 FTE Student Recruitment Officer, plus costs of content and administrative costs. 12 hours support of academic staff and Student Ambassadors per academic year.</p>	<p>ethnic minority and mature students about ALT; Increased applications amongst ethnic minority and mature students.</p>	
Mentoring and Role Model Interventions (MR/MI)	<p>Mentoring</p> <p><u>ALT Buddy Scheme</u> – including ethnic minority and mature current undergrad mentors as role models across all courses. Availability to network prior to enrolment. <i>New.</i></p> <p>Role Model Interventions</p> <p><u>Student Ambassadors</u> – delivering course and HE-styled workshops collaborating with educational/third party organisations, student influencers from current student body representing underrepresented students. <i>Existing.</i></p>	<p><u>Mentoring.</u> 0.2 FTE, plus training of ALT Mentor, learning materials, content creation, graphic design, plus expenses.</p> <p><u>Student Ambassadors.</u> Training, learning materials, plus expenses (travel) and administrative costs.</p>	<p>Increase in % of students being referred to student support/academic and reducing risk of non-continuation; Increased sense of belonging; Greater self-esteem and self-actualisation; Increase in completion of studies; Improved attainment rates.</p>	IS2, IS3, IS4

Total cost of activities and evaluation for intervention strategy: £386,000 over four years

Summary of evidence base and rationale: A literature review has been conducted of the activities listed within this intervention strategy, providing the evidence base and rationale for how it is felt this will address the underlying risks. Additionally, internal feedback from student consultation mechanisms and anecdotal conversations from stakeholders have been used as an evidence base for the design of individual activities within this intervention. Rationale and evidence can be found in more detail in Annex B.

Evaluation

The activities of Financial Support and Aspiration Raising within this intervention strategy will be evaluated in full. Some of the elements of the Information, Advice and Guidance and activities will be evaluated (these are listed below). Mentoring and Role Model Intervention activities will be evaluated as part of IS2 and cross-referenced with IS1. Therefore, the overall strategy will not be evaluated in full. OfS Type 1 (T1) and Type 2 (T2) standards of evidence will be generated within this intervention strategy. Outcomes of the evaluation are viewable within the description of the activities of the Intervention Strategy. Please see the below table for more details of this evaluation strategy:

Activity	Method(s) of evaluation	Summary of publication plan
FS - Bursaries/Scholarship/Applicant Support	<p>Process Evaluation</p> <p>Data Analysis: Number and % of pupils receiving bursaries, scholarship and applicant support, analysed by student characteristics/identified underrepresented student groups (T1).</p> <p>Output Analysis: Total spend on bursaries, scholarships and applicant support uptake, by targeted student groups (T1).</p> <p>Impact Evaluation</p> <p>Using applicable elements for ALT of the OfS Evaluating the Impact of Financial Support Toolkit (Survey and Interview Tools) to understand associated beneficial results (T2).</p>	<p>Reporting to be provided for Process Evaluation on an annual basis from 2025-26 and for each year of the plan.</p> <p>Impact evaluation to be reported from 2026-27 after one full academic year completed using guidance of OfS Evaluating Financial Support Toolkit.</p> <p>Internal evaluation reports created and shared with committees/working groups.</p> <p>Evidence shared when appropriate with IHE calls for evidence.</p>
IAG – Targeted Recruitment	<p>Process Evaluation</p> <p>Output Analysis: Number and % of targeted students enrolling from target regions (T1).</p> <p>Number and % of schools/colleges visited from targeted regions (T1).</p> <p>Impact Evaluation</p> <p>Focus Groups with targeted students to learn about impact of a more diverse marketing portfolio, further opportunities and gain deeper insight into access barriers (T2).</p>	<p>Reporting to be provided for Process Evaluation on an annual basis from 2025-26 and for each year of the plan.</p> <p>Impact evaluation to be reported from 2026-27 after one full academic year once the recruitment campaigns have been created.</p> <p>Internal evaluation reports generated.</p> <p>Appropriate publications on ALT website via blog/news posts and network meetings.</p>

AR – Outreach Activity	<p>Process Evaluation</p> <p>Data analysis: Number and % of students attending with targeted characteristics (T1). Number of schools/colleges attending by region (T1). Output analysis: Number of programmes delivered per academic year (T1). Annual end of year survey to School/Colleges to ensure content is aligned with subject curriculum and Gatsby Benchmarks (T1). Post-activity survey to gather staff/student experience and perception (T2).</p> <p>Impact Evaluation</p> <p>Using the Toolkit for Access and Participation Evaluation (TAPE) survey to measure HE knowledge, attitudes, and expectations of student recipients (T2). 1 x Focus Group per academic term with targeted students to explore key themes gathered from TAPE. (T2)</p>	<p>Reporting to be provided for Process Evaluation on an annual basis from 2025-26 and for each year of the plan. Impact evaluation to be reported from 2026-27 after one full academic year completed. Findings to be published via internal committees/working groups, any calls for evidence and student services networks.</p>
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Intervention Strategy 2: Improving Continuation

Objectives and targets

To reduce the continuation rate that exists for students who declare a disability, as well as students from low socio-economic (IMD 1 & 2), progressing beyond their first year, in comparison with students who do not have a disability and are from high socio-economic backgrounds (IMD 9 & 10). The desired impact; to achieve parity for disabled and low socio-economic background students by eliminating the continuation gap currently experienced by these identified groups. Primary Targets (PTS_1; PTS_2).

Risks to equality of opportunity

Insufficient academic support; insufficient personal support; ongoing impacts of Coronavirus; cost pressures; capacity issues; mental health

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Financial Support (FS)	<p>Bursaries</p> <p><u>Production Park Bursary</u> - £300 over the course of first academic year, for diagnosed disabled students (Level 5 & 6 awards at discretion of ALT). Awarded after enrolment and paid instalments throughout academic year. Subject to eligibility. Automatic application through SFE. Bursary will help support with travel costs, PPE equipment needed for practical elements of the course, support</p>	<p><u>Bursary for students</u>. 8 hours of staff administrative costs per academic year.</p> <p><u>Oncourse support</u>. 16 hours of staff administrative costs per academic year.</p>	<p>Lessen financial burden of HE resources needed for course; Increased financial security on course; Improved social and emotional wellbeing for</p>	IS3, IS4

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	<p>acquisition of assisting technologies for software/hardware. <i>Existing.</i></p> <p>Oncourse support</p> <p><u>Hardship Fund</u> – emergency funding open to all students throughout the academic year for unplanned financial difficulties. Funding is provided direct to the student and is not to be paid back. An application process is required with evidence criteria. <i>Existing.</i></p> <p>‘In-Kind Support’</p> <p><u>Non-cash support</u> co-created with students which includes termly food bank (basic essentials including hygiene products.), supermarket vouchers etc. To alleviate cost of living. Open access. End of each term. <i>New.</i></p>	<p><u>In-Kind support.</u> 8 hours of staff costs, travel, essential food and hygiene product items, marketing materials.</p>	<p>students enabling participation with social aspects of HE – increasing sense of belonging; job income pressure is decreased; Improved continuation rates; Improved attainment rates for targeted underrepresented groups.</p>	
Programmes of Student Support (PSS)	<p>Student Wellbeing</p> <p><u>Internal Wellbeing Support</u> – Named and trained Student Support Officer who offers bookable 1-2-1 on-campus/virtual support (communicated via student communications – online, presentation, advertising in student spaces etc.). Advertised and dedicated room/space for Wellbeing Drop-Ins without the need to book also available. <i>Existing.</i></p> <p><u>External Wellbeing Support</u> – collaborating with more local and national organisations and charities where greater expertise and support for referred intervention is required. <i>New.</i></p> <p>Disability Support</p> <p><u>DSA Assessment & Support</u> – Tailored 1-2-1 support with information, advice and guidance on the process of application support with named Student Support Officer. Collaborating with external qualified assessor to reduce waiting time through public services for students to access DSA study-related support costs and support mechanisms such as</p>	<p><u>Internal Wellbeing Support.</u> 0.5 FTE Student Support Officer, plus staff training.</p> <p><u>External Wellbeing Support.</u> 0.1 FTE Student Support Officer, plus research and development costs, printing materials, graphic design.</p> <p><u>DSA Assessment & Support.</u> 0.1 FTE Student Support Officer, 0.5 x External Assessor, plus administrative costs.</p> <p><u>AHD/ADD Assessment & Support.</u> 0.1 FTE</p>	<p>Increased knowledge and understanding of the themes of student wellbeing challenges amongst staff; Increased engagement of students with ALT support services; Increased awareness and signposting of local and national external support services available for students; Increased</p>	IS1, IS3, IS4

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	<p>assistive technology packages, study skills tutoring, and specialist mentor support. <i>Existing.</i></p> <p><u>ADHD/ADD Assessment & Support</u> – Tailored 1-2-1 support with application process with named Student Support Officer. Collaborating with external qualified assessor to reduce waiting time through public services for students to benefit from study-related support costs, assistive technologies, mentors and academic writing support. <i>New.</i></p>	Student Support Officer, 0.5 x External Assessor, plus administrative costs.	<p>completion of students accessing wellbeing and disability services; Effective partnerships that benefit students; Increased continuation rates for targeted students; Increased attainment rates.</p>	
Work Experience (WE)	<p><u>Networking Activities</u> – embedded curriculum programme; ‘Industry Practice’ brings industry experts onto campus and gives insight into career opportunities and employment options. Additional industry roadshows, working with industry partners working on existing projects in studio spaces also allows career option exploration and job opportunities, in line with skills taught. <i>Existing.</i></p> <p><u>Online Industry-Related Job Board</u> – dedicated industry-related careers platform with named contacts and opportunities available, removing barriers of visibility and accessibility through current networking methods and practice and as a practical resource. <i>New.</i></p>	<p><u>Networking Activities.</u> Travel, Materials, 0.1 FTE admin.</p> <p><u>Online Industry-Related Job Board.</u> 0.2 FTE, plus content, graphic, design of online platform, plus administrative costs.</p>	<p>Increased knowledge of career pathways; Increased level of networks and contacts of employment; Better understanding of the creative sector labour market; Reduction of cost pressures by accessing employment; Utilising skills taught within industry-related work experience; Improved employability ; Improved completion rates; Greater progression prospects.</p>	IS1, IS3, IS5

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Mentoring (M)	<u>ALT Buddy Scheme</u> – Access to currently enrolled students in Level 5 & 6 with representation from targeted underrepresented groups. <i>New.</i>	<u>Mentoring.</u> 0.2 FTE, plus training of ALT Mentors, learning materials, content creation, graphic design, plus expenses.	Increase in % of students being referred to student support/academic support and reducing risk of non-continuation; Increase in completion of studies; Improved attainment rates.	IS1, IS3, IS4
Information, Advice & Guidance (IAG)	<u>Upskilling ALT Staff</u> – Collaborate with external specialist training providers to increase confidence and knowledge base for Academic and ALT student-facing roles on the themes that disabled and low socioeconomic students experience. Providing 'low level' pastoral support which will enable more effective support for Student Services. Invested training to be embedded within induction for new staff. <i>New.</i>	<u>Training for staff.</u> Administrative costs, travel, learning materials, associated training costs.	Knowledge gaining of the understanding and insight of targeted groups, for staff, building confidence in addressing support.	IS1

Total cost of activities and evaluation for intervention strategy: £249,000 over four years

Summary of evidence base and rationale: A literature review has been conducted of the activities within this intervention strategy, providing the evidence base and rationale for how it is felt this will address the underlying risks. Rationale and evidence can be found in more detail in Annex B.

Evaluation

The activities of Financial Support, Programmes of Student Support and Mentoring Aspiration within this intervention strategy will be evaluated in full. Information, Advice and Guidance activities will not be evaluated. Work Experience activities will be evaluated as part of IS5 and cross-referenced with IS2. Therefore, the overall strategy will not be evaluated in full. OfS Type 1 (T1) and Type 2 (T2) standards of evidence will be generated. Outcomes of the evaluation are viewable within the description of the activities of the Intervention Strategy. Please see below table for more details of this evaluation strategy:

Activity	Method(s) of evaluation	Summary of publication plan
FS - Bursaries/Hardship Fund/On-Course Support/In-Kind Support	<p>Process Evaluation</p> <p>Data Analysis: Number and % of pupils receiving bursaries, on-course support and in-kind support, analysed by student characteristics/identified underrepresented student groups (T1).</p> <p>Output Analysis: Total spend on bursaries, on-course support and in-kind support analysing uptake, by targeted student groups (T1).</p> <p>Survey to gather financial support recipients' experience/perception of process and distribution (T2).</p> <p>Impact Evaluation</p> <p>Using applicable elements for ALT of the OfS Evaluating the Impact of Financial Support Toolkit (Survey and Interview Tools) to understand associated beneficial results (T2).</p>	<p>Reporting to be provided for Process Evaluation on an annual basis from 2025-26 and for each year of the plan.</p> <p>Impact evaluation to be reported from 2026-27 after one full academic year completed to enable complete analysis of activity.</p> <p>Internal evaluation reports shared with working groups and student committees. Evidence shared for any calls of evidence by relevant networks (TASO/IHE).</p>
PSS – Student Wellbeing & Disability Support	<p>Process Evaluation</p> <p>Data Analysis: Number and % of targeted students engaging with Wellbeing (Internal/External) and DSA/ADHD support sessions (T1).</p> <p>Output Analysis: Number of sessions facilitated (T1).</p> <p>Post-activity survey exploring experience/insights (T2).</p> <p>Impact Evaluation</p> <p>Data Analysis: Attendance rates during course, pre and post-intervention (T1).</p> <p>Focus Groups x 2 per year to explore themes from data evaluation and surveys (T2).</p>	<p>Reporting to be provided for Process Evaluation on an annual basis from 2025-26 and for each year of the plan.</p> <p>Impact evaluation to be reported from 2026-27 after one full academic year completed to enable complete analysis of activity.</p> <p>Internal evaluation reports shared with working groups and student committees. Evidence shared for any calls of evidence by relevant networks (TASO/IHE).</p>
M - Mentoring	<p>Process Evaluation</p> <p>Data Analysis: Number of targeted students accessing program (T1).</p> <p>Output Analysis: Number of Mentoring sessions taken place per academic term-feeding into annual report (T1).</p> <p>Experience surveys per academic term feeding into annual report (T2).</p> <p>Impact Evaluation</p> <p>1 x Focus Group with targeted service users post activity to explore themes from surveys (T2).</p>	<p>Reporting to be provided for Process Evaluation on an annual basis from 2025-26 and for each year of the plan.</p> <p>Impact evaluation to be reported from 2026-27 after one full academic year completed to enable complete analysis of activity.</p> <p>Internal evaluation reports shared with working groups and student committees. Evidence supplied for any calls of evidence by relevant networks (TASO/IHE).</p>

	Data Analysis: Continuation and completion rates by target groups (T20).	
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Intervention Strategy 3: Ensuring Completion

Objectives and targets

To ensure declared disabled students have equal opportunity to complete their undergraduate courses and be on parity with non-disabled students. Primary Targets (PTS_3). Secondary objectives (PTS_1, IS2)

Risks to equality of opportunity

Insufficient academic support; insufficient personal support; ongoing impacts of Coronavirus; cost pressures; mental health.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Financial Support (FS)	<p>Oncourse support</p> <p><u>DSA/ADHD & ADD Assessment Contribution Support</u> – Financial contribution by ALT to reduce the cost of assessment for DSA with extra provision to include SpLD assessments. Financial contribution of £445 per student application. <i>New.</i></p> <p><u>DSA Hardware Contribution</u> – Financial contribution of £200 per approved student with DSA funding, to remove financial barrier to accessing laptop/computer hardware. <i>New.</i></p>	<p><u>Oncourse support.</u> 16 hours of staff administrative costs per academic year.</p>	<p>Lessen financial burden of HE resources needed for course; Increased financial security on course; Improved social and emotional wellbeing for students enabling participation with social aspects of HE – increasing sense of belonging; Improved completion rates; Improved attainment rates for targeted underrepresented groups.</p>	IS2
Programmes of Student Support (PSS)	<p>Wellbeing</p> <p><u>'Action-Orientated' Student Wellbeing Service</u> – Increase of existing resource base, research and creating partnerships with organisations able to enhance disabled students support offer. <i>New.</i></p> <p><u>Third-Party Collaboration</u> – Broadening support with identified and developing working partnerships with</p>	<p><u>Action-Orientated Wellbeing Service.</u> 0.2 FTE Student Support Officer, plus expenses (travel etc.), research time, material development.</p> <p><u>Third-Party Collaboration.</u> 0.1 FTE Student Support Officer, plus expenses</p>	<p>Increased utilisation of support services by disabled students; Increased awareness and signposting of local and national external support services available for students; Increased physical and digital resources; Effective partnerships that benefit students; Increased continuation rates for</p>	IS1, IS2, IS4

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	local organisations, national programs and schemes to benefit student mental health and wellbeing. E.g., new chaplaincy service. <i>New.</i>	(travel), research and development costs, printing materials, graphic design.	targeted students; Increased satisfaction amongst disabled students; Reduction of extension requests; Reduction of mitigating circumstances applications.	
Information, Advice & Guidance (IAG)	<u>Communications Platform</u> – development of an online central location, advertised/communicated to students, to access information on support services available for targeted underrepresented groups. Including internal/external partnerships. <i>New.</i>	<u>Communications Platform.</u> 0.1FTE plus content creation, social media, research and administrative costs.	Enhanced communication channels for disabled students accessing support; Increased knowledge and awareness of the specific needs of disabled students.	IS2, IS4
Reasonable Adjustments (RA)	<u>Development and Review of Policy</u> - to ensure representation of disabled students are reflected within ALT policy. Ensuring inclusivity and equitability amongst its procedures, including the development of a Reasonable Adjustments Policy with clear procedures in place. <i>Existing/New.</i> <u>Individual Learning Plans</u> – greater awareness amongst staff of individual learning plans and procedures, co-working between students, student support services and academic team to triangulate coordinated responses and strategies to identify learning risks and personal wellbeing to academic learning. <i>New.</i>	<u>Review & New Policy.</u> 0.2 FTE plus administrative costs. <u>Individual Learning Plans.</u> Student Support Services input, staff training plus administrative costs.	More inclusive practice amongst staff; Greater awareness and knowledge of student wellbeing, mental health and disability challenges; Improved completion rates; Increased attainment rates.	

Total cost of activities and evaluation for intervention strategy: £152,000 over four years

Summary of evidence base and rationale: A literature review has been conducted of the activities listed within this intervention strategy, providing the evidence base and rationale for how it is felt this will address the underlying risks. This can be found in Annex B.

Evaluation

The activities of Financial Support and Information, Advice and Guidance within this intervention strategy will be evaluated in full. Programmes of Support activities will be evaluated as part of IS2 and cross-referenced. Individual Learning Plans, within the broader header of Reasonable Adjustments, will be the only activity evaluated within this activity. Therefore, the overall strategy will not be evaluated in full. OfS Type 1 (T1) and Type 2 (T2) standards of evidence will be generated. Outcomes of the evaluation are viewable within the description of the activities of the Intervention Strategy. Please see below table for more details of this evaluation strategy:

Activity	Method(s) of evaluation	Summary of publication plan
FS – Oncourse Support	<p>Process Evaluation</p> <p>Data Analysis: Number of DSA assessments/eligible students for DSA equipment contribution (T1).</p> <p>Output Analysis: Total spend of DSA contribution spend (T1).</p> <p>Impact Evaluation</p> <p>Focus Groups on impact of access to DSA contribution (T2).</p> <p>Data Analysis: Continuation outcomes for targeted students against peers (T2).</p>	<p>Process evaluation to be reported each academic year from 2025-26.</p> <p>Impact evaluation to be reported from 2026-27 after one full academic year completed to enable complete analysis of activity.</p> <p>Internal evaluation reports shared with working groups and student committees.</p> <p>Evidence supplied for any calls of evidence by relevant networks and also conference contributions (TASO/IHE).</p>
IAG – Communication Platform	<p>Process Evaluation</p> <p>Data Analysis: Analytic evaluation of interaction with communications platform, focussing on targeted students (T1).</p> <p>Impact Evaluation</p> <p>Focus group with targeted students to learn about effectiveness of content (T2).</p>	<p>Process evaluation to be reported each academic year from 2025-26.</p> <p>Impact evaluation to be reported from 2026-27 after one full academic year completed to enable complete analysis of activity.</p> <p>Internal evaluation reports shared with working groups and student committees.</p>
RA – Individual Learning Plans (ILP)	<p>Process Evaluation</p> <p>Data Analysis: Engagement levels of targeted students through the ILP process (T1).</p> <p>Output Analysis: Number of ILP's sessions (T1)</p>	<p>Process evaluation to be reported each academic year from 2025-26.</p> <p>Impact evaluation to be reported from 2026-27 after one full</p>

	Impact Evaluation Data Analysis: Completion rates for target students (T1). 2 semi-structured interviews with targeted students in receipt of ILP (T2).	academic year completed to enable complete analysis of activity. Internal evaluation reports shared with working groups and student committees. Case studies to be published via blogs on ALT website.
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Intervention Strategy 4: Raising Attainment

Objectives and targets

To ensure underlying risks of the identified student groups - mature students, as well as students residing from areas of high deprivations (IMD 1 & 2), can succeed and show their capabilities by achieving good degree outcomes. This involves eliminating the current attainment difference between the identified student groups and their respective peers. Primary Targets (PTS_4; PTS_5).

Risks to equality of opportunity

Knowledge and skills; information and guidance; insufficient academic support; insufficient personal support; cost pressures; mental health.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Programmes of Student Support (PSS)	Academic Support <u>Tailored 1-2-1 sessions</u> – Bookable in-person/online academic sessions with dedicated academic tutor. Content included such as study and research skills, understanding assignment briefs, academic writing, organising/management of workloads. <i>Existing</i> . <u>Group Tutoring</u> – Bookable sessions involving targeted students/students identified by ALT staff requiring additional course and career support/academic knowledge support/development of cognitive and metacognitive skills. Made available during the day of timetabled sessions to avoid additional cost pressures travelling to campus/avoiding adjustments needed to outside employment/personal commitments. <i>New</i> .	<u>Academic Support</u> . 0.4FTE Academic Support Tutor, plus learning materials, additional training and administrative costs.	Increased utilisation of support services; Increased awareness of support services available for students; Increased continuation rates for targeted students; Improved attainment rates; Improved study skills; Increased satisfaction amongst mature and high deprivation residing students;	IS2, IS3

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	Above content is to be imbedded within the curriculum and extra-curricular activities.			
Information, Guidance and Advice (IAG)	<u>Enhancement of Academic & Careers Resource</u> – Easily accessible and flexible academic support tools which are well communicated via designated student interaction platforms/locations. Signposting to external partnerships, content and trusted support mechanisms. To develop time management, project management skills and organisation. <i>New.</i>	<u>Enhancement of Academic & Careers Resource</u> – Student Support Services staff time and Academic Tutor time/research, content creation.	Increased awareness of academic and careers support services; Increased awareness of external reputable support organisations; Improved resilience; Enhanced employability.	
Learning Analytics (LA)	<u>Enhancement of Monitoring and Evaluation</u> – Data generation, tracking, analysis and targeted feedback to targeted students facing learning challenges to provide tailored, personalised support in collaboration with academic staff. This involves greater evaluation and research with ALT's VLEs, Student Information Systems, and metric analysis of resources such as the on-campus/online library. <i>New.</i>	<u>Monitoring and Evaluation.</u> 0.2 FTE APP Officer/Student Support Officer, training, administrative time and costs.	Professional Development; Improved student engagement; Increased motivation; Improved attainment rates; Increased informed decisions by staff.	IS2, IS3
Mentoring (M)	<u>ALT Buddy Scheme</u> – Access to student peers throughout the student lifecycle who can provide, academic, employability and social support with mentors also identified from underrepresented groups. <i>New.</i>	<u>Mentoring.</u> 0.2 FTE, plus training of ALT Mentors, learning materials, content creation, graphic design, plus expenses.	Increase in % of students being referred to student support/academic and reducing risk of non-continuation; Increased sense of belonging; Greater self-esteem and self-actualisation; Increase in completion of studies; Improved attainment rates; Improved mental	IS1, IS2, IS3

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
			health.; Greater knowledge of ALT operations and procedure; Increased academic knowledge of course content; Stronger support networks.	

Total cost of activities and evaluation for intervention strategy: £120,000 over four years

Summary of evidence base and rationale: A literature review has been conducted of the activities listed within this intervention strategy, providing evidence base and rationale for how it is felt this will address the underlying risks. This can be found in Annex B.

Evaluation

The activities of Programmes of Student Support (cross referenced with evaluation activities in IS2, IS3 and IS5) and Learning Analytics, within this intervention strategy, will be evaluated in full. Mentoring and Information, Advice and Guidance activities are evaluated across intervention strategies IS1, IS2 and IS3. Therefore, the overall strategy will not be evaluated in full. OfS Type 1 (T1) and Type 2 (T2) standards of evidence will be generated. Outcomes of the evaluation are viewable within the description of the activities of the Intervention Strategy. Please see below table for more details of this evaluation strategy:

Activity	Method(s) of evaluation	Summary of publication plan
PSS – Academic Support	<p>Process Evaluation Data Analysis: Number and % of pupils engaged in both 1-2-1 sessions/Group Tutoring and % of pupils with target characteristics (T1). Output Analysis: Sessions run (T1). Survey gathering student experience and perceptions (T2).</p> <p>Impact Evaluation Pre/Post survey to understand academic writing skill confidence (T2). 2-3 semi structured interviews to evaluate impact of academic support sessions (T2). Data Analysis: Completion and attainment rate by target groups (T2).</p>	<p>Process evaluation to be reported each academic year from 2025-26.</p> <p>Impact evaluation to be reported towards end of 2025-26 enable complete analysis of activity and its impact.</p> <p>Internal evaluation reports shared with working groups and student committees.</p> <p>Evidence shared where applicable to network communication channels (TASO/IHE) and any calls for evidence.</p>
LA - Enhancement of Monitoring	<p>Process Evaluation Data Analysis: Number and % engagement levels of targeted students using ALT VLE's (T1).</p>	<p>Process evaluation to be reported each academic year from 2025-26.</p>

and Evaluation	<p>Output: Number of logins/portal access by student target characteristics (T1).</p> <p>Impact Evaluation</p> <p>Data Analysis: Attainment rate by target groups (T2).</p> <p>Focus Groups with target characteristic students to explore themes of experience/barriers/perception (T2).</p>	<p>Impact evaluation to be reported from 2026-27 to enable complete analysis of activity and its impact. Internal evaluation reports shared with working groups and student committees.</p> <p>Evidence shared where applicable to network communication channels.</p>
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Intervention Strategy 5: Driving Positive Progression

Objectives and targets

To increase the proportion of the identified student groups - declared disabled and mature – who are at risk of being disadvantaged in progressing into constructive employment, further study or other positive outcomes, reflective of their skills and capabilities gained during academic study. Primary Targets (PTP_1; PTP_2). Secondary targets: (PTS_1, IS2, PTS_3, IS3, PTS_4, IS4).

Risks to equality of opportunity

Progression from Higher Education; mental health

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Programmes of Student Support (PSS)	<p>Careers Support</p> <p><u>Careers Support Sessions</u> – 1-2-1, group tutorials and lectures that include content such as CV writing, interview preparation, self-employed regulations and taxation sessions etc. Embedded within the curriculum. Utilising staff expertise at ALT. <i>Existing.</i></p> <p><u>Extra-Curricular Careers Counselling Support</u> – Program of sessions to deliver more frequent, student feedback content involving employability, ensuring accessibility and provisions in place for identified groups. Content to include budget management, networking, self-promotion utilising</p>	<p><u>Careers Support Sessions.</u> Academic staff, training, content creation costs for materials.</p> <p><u>Extra-Curricular Careers Counselling Support.</u> Collaboration with Student Support and in-house Careers Support, content creation, materials for learning, training, technology for assistive learning and support.</p>	<p>Enhanced employability; Increased attainment; Improved retention; Increase of cognitive and metacognitive skills; Increased knowledge and awareness of freelance/self-employment operations, regulations and legislation; Increased capabilities; Enhanced awareness of industry-related expectations and standards; Improved mental health.</p>	IS2, IS3

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	social media, freelance operations etc. <i>New.</i>			
Financial Support (FS)	<u>Work Opportunities Fund</u> – Funding for mature/declared disabled students to access industry-related work opportunities. This financial support would contribute towards travel, work-related expenses, PPE, insurance, public liability etc. <i>New.</i>	<u>Work Opportunities Fund.</u> 24 hours of administrative costs per academic year.	Lessen cost of living/financial burden on student; Improved mental health linked to financial security; Increased continuation and completion rates; Increased skills and work base knowledge.	IS2, IS3
Information, Guidance and Advice (IAG)	<u>Partnership/Networking with Industry</u> – Collaboration with industry partners to provide students with employment opportunities/additional qualification networks to enhance skills/certification to build portfolios to increase employability. Student communication platform provides instant updates on opportunities with application details. Discounts with preferential rates for students. <i>Existing.</i> <u>Accessible Resources</u> – Making available resources, such as communication platforms with alumni peers, access to industry-related information such as up and coming industry roadshows, conferences,	<u>Enhancement of Academic & Careers Resource</u> – Student Support Services staff time and Academic Tutor time/research, content creation. <u>Accessible resources</u> – Student Support Services time, content creation, marketing materials.	Increased employability leading to positive progression outcomes; Greater awareness of industry networks; Improved sense of belonging through peer support and community partnerships; Improved confidence.	IS2, IS3, IS4

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
	experiences etc. <i>Existing.</i>			
Teaching Employability Skills (TES)	<u>Additional Certification Enhancing CPD</u> – Additional industry-recognised qualification, ‘Event Safety Passport’ to ensure employers can be confident students are competent and comply with industry safety and regulation. Collaboration with external third-party industry recognised provider. Certificate provided. <i>Existing.</i>	<u>Additional Certification.</u> Third Party provider cost, training, administrative costs, academic team support, certification materials.	Increased employability through additional certification; Improved student engagement; Increased motivation; Improved self-perception and confidence; Increased knowledge of industry standards and regulations.	IS2, IS3
Work Experience (WE)	<u>Building Strategic Relationships</u> – Working with industry/career-related partners to provide various paid and voluntary work opportunities throughout the student lifecycle to utilise skills taught and allow students to show capabilities. Ensuring target populations are considered and targeted when arranging programs of work. <i>Existing.</i>	<u>Strategic Partnerships</u> Staff time, plus expenses (travel etc.)	Increased employability through the application of skills taught academically within the industry; Improved student engagement; Increased motivation; Improved self-perception and confidence; Improved mental health through securing work opportunities – building self-esteem/financial security.	IS1, IS2, IS3

Total cost of activities and evaluation for intervention strategy: £91,000 over four years

Summary of evidence base and rationale: A literature review has been conducted of the activities listed within this intervention strategy, providing the evidence base and rationale for how it is felt this will address the underlying risks. This can be found in Annex B.

Evaluation

The activities of Programmes of Student Support (cross-referenced with evaluation activities in IS2 and IS3), Financial Support, Teaching Employability Skills, and Work Experience within this intervention strategy, will be evaluated in full. Information, Advice and Guidance will not be evaluated within this strategy. Therefore, the overall strategy will not be evaluated in full. OfS Type 1 (T1) and Type 2 (T2) standards of evidence will be generated. Outcomes of the evaluation are viewable within the description of the activities of the Intervention Strategy. Please see below table for more details of this evaluation strategy:

Activity	Method(s) of evaluation	Summary of publication plan
PSS – Careers Support	<p>Process Evaluation</p> <p>Data Analysis: Number and % engagement levels of targeted students (T1).</p> <p>Output Analysis: Number of sessions run (T1).</p> <p>Surveys post-activity to gauge student experience and perceptions (T2).</p> <p>Staff Survey to gather feedback on appropriateness of content and explore challenges/areas for development (T1).</p> <p>Impact Evaluation</p> <p>Data Analysis: Continuation, Completion and Attainment rate by target groups (T2).</p> <p>Data Analysis: Progression into positive employment, further study or other positive outcomes for target students.</p> <p>Focus Groups with target characteristic students to explore themes of experience/barriers/perception from feedback generated (T2).</p>	<p>Process evaluation to be reported each academic year from end of 2025-26.</p> <p>Impact evaluation to be reported towards end of 2025-26 to enable complete analysis of activity and its impact.</p> <p>Internal evaluation reports shared with working groups and student committees.</p> <p>Evidence shared where applicable to network communication channels (TASO/IHE) and any calls for evidence.</p>

<p>FS – Work Opportunities Fund</p>	<p>Process Evaluation Data Analysis: Number and % of target students accessing work opportunities fund (T1). Output Analysis: Total spend of Work Opportunity Fund contribution (T1). Survey on experience and perceptions and the impact of funds on target groups (T2). Impact Evaluation Semi-structured interviews with target students to understand effectiveness whether it lessened financial burden/increased skills/work based knowledge etc. (T2). Data Analysis: Continuation, Completion, Attainment and Progression rate outcomes for targeted students against peers (T2).</p>	<p>Process evaluation to be reported at the end of each academic year from 2025-26 (interval reporting termly will also be reviewed). Impact evaluation to be reported from 2026-27 after one full academic year completed to enable complete analysis of activity. Internal evaluation reports shared with working groups and student committees. Evidence supplied for any calls of evidence by relevant networks and also conference contributions (TASO/IHE).</p>
<p>TES – Enhancing CPD</p>	<p>Process Evaluation Data Analysis: Number and % of target students completing Enhanced Safety Passport (T1). Survey on experience, removal of barriers to work and the impact of completing additional certification (T2). Impact Evaluation Data Analysis: Continuation, Completion, Attainment and Progression rate outcomes for targeted students against peers (T2).</p>	<p>Evaluation to be reported at the end of each academic year from 2025-26. Internal evaluation reports shared with working groups and student committees. Evidence supplied for any calls of evidence by relevant networks.</p>
<p>WE – Building Strategic Partnerships</p>	<p>Process Evaluation Data Analysis: Number and % of target students enrolled/signed-up with industry offering work partners against peers (T1). Output Analysis: Number of relationships with industry partners offering work experience (T1). Impact Evaluation Focus Groups with target students to identify further opportunities, draw out deeper understanding of what works and challenges accessing work opportunities with strategic industry partners (T2).</p>	<p>Evaluation of Focus Groups to be undertaken from 2026-27 (2-3 to be held every 2 years). Process evaluation will be reported each academic year from 2025-26. Findings published on webpages through blogs and news highlights of success stories. Internal evaluation report distributed through internal committees and working groups.</p>

Whole provider approach

ALT recognises its duties within the Equality Act 2010 and its own internal equality, diversity and inclusion policies, to ensure that all students, regardless of their background, should have equal access to Higher Education course pathways, industry networks, physical and digital facilities and support services at their

disposal. Students should feel safe, respected and confident to approach any ALT staff member with the knowledge that staff have been trained with the most up-to-date training available, to meet their needs, in all aspects relating to equality, diversity and inclusion.

Intervention strategies devised are recognised by students, staff and stakeholders as looking to advance equality of opportunity between people who share a protected characteristic and those who do not. To promote a whole provider approach culture, ALT encourages the fostering of good relations between those who share a protected characteristic and those who do not by organising events and campaigns throughout the academic year to celebrate diversity and to ensure an inclusive curriculum. Teaching practices are designed to be accessible to all students, with content that respects and represents a variety of perspectives and experiences.

The addition of ALT having a designated Access, Participation & Progression Officer, that is positioned and embedded within the Student Support & Experience team, allows access and broad engagement with wide-ranging stakeholder roles, such as the Senior Leadership Team, administration, student wellbeing, recruitment, registration, academic staff and industry partners. This enables awareness raising, increased engagement and timely reporting on widening participation activities that are captured within ALT's strategic mission and aims. It also enables a greater understanding of the activities being undertaken within various operational activities that address equality of opportunity risks across the student lifecycle, ensuring prompt evaluation in line with the *OfS standards of evidence*¹. While providing regular reporting on intervention strategies and their impacts to the Senior Leadership Team, enabling responsive decision-making.

ALT staff, across all departments and functions, have been consulted as part of formalising this plan through consultative exercises in Staff Development Weeks and have an understanding of how their individual roles contribute to addressing the risks to the equality of opportunity targets identified. This is ensured through the design of the intervention strategy activities within this plan, involving staff across academic, technical, administration, registration, student support etc. in the entire student lifecycle, undertaking one or more of the activities listed. These activities extend from outreach activity at pre-16 to post-graduation progression. The Senior Leadership Team (which involves leadership from Student Support & Experience, Registry, Academic Quality and Standards and Head of Institution) have regularly been involved in the developmental process of this plan and have provided management direction to ensure that intervention strategies created are aligned with the equality, diversity and inclusion policies in place, as well as ensuring ALT meets its obligations and duties under the Equality Act 2010, through the content of this plan.

Student consultation

As part of the creation of this Access and Participation Plan, student consultation has been central to the development of its content and activities at each stage of the student lifecycle. It is to be acknowledged, however, that with a student cohort of approx.185 students, and a newly developed Students' Union early in its consultation practices, existing feedback mechanisms have been heavily depended on to gauge student participation. These are explored in more detail below. Recognised within the student submission, ALT is looking to expand its consultation exercises to ensure staff are equipped with the knowledge and skills to run focus groups and forums to mitigate risks of low participation and self-selection of highly engaged students participating in consultation activities. Ensuring the student body as a whole has had a greater opportunity for their voices to be heard – particularly underrepresented groups.

The first of these student consultation mechanisms used in developing this Access and Participation Plan ALT is through a formalised Student Representation system across all levels and courses. This includes an elected Student President, the lead representative of all ALT students and supports the development of the fledgling Students' Union. Student Representatives are empowered with the knowledge and skills to meaningfully consult the student body and provide conversant contributions to the Committee structure, through a training package delivered by the Student Support & Experience team. Student Representatives

¹ OfS, (2024), *Standards of Evidence and evaluation self-assessment tool*, Available at: [Standards of evidence and evaluation self-assessment tool - Office for Students](#)

are provided with a training and support programme to ensure continuity, upkeep and development of knowledge and skills gained are maintained.

Student Representative membership on the ALT Committee structure includes - Student Support & Experience Committee, Equality, Diversity & Experience Committee, Health & Safety Committee, LVDP Course Committee, LEP Course Committee, SPM Course Committee, ALT Council and Prevent Committee.

All listed Committees with Student Representative membership are formally held a minimum of once per term in the academic year. Student Representatives are prompted to gather feedback from their respective cohorts, have the opportunity to present agenda items and papers for constructive discussion and review outstanding actions with the ability to hold institution staff members to account on the progression of projects and student experience improvements. All Committee minutes are made available and are approved at the next meeting by Student Representatives and Committee members for accuracy.

Student Representatives on these Committees are actively encouraged to consult with the student body and present feedback to the ALT's Senior Leadership Team and Academic teams represented. This is to ensure the student voice is central to the decision-making process of activities undertaken within the institution based on, but not limited to, academic content, operational delivery and positive cultural change. As part of our whole provider strategic approach, Student Representation at the senior decision-making level within the Academy of Live Technology Council, attended by the Student President, ensures student involvement and influence in operational decision-making, but also, for the context of the Access and Participation Plan, ensures senior leadership oversight and involvement of the plan's content, objectives, targets and intervention strategies.

Student Representatives within the Student Experience Committee and Equality, Diversity & Inclusion Committee were provided with the assessment of performance data provided within this plan. Prior to this information being provided, students were given a briefing and explanation on how to interpret the assessment data to allow an opportunity for the cementation of understanding and to assist in an informed discussion. The information was provided in an easy-to-read format where visual graphs and tables were utilised to make understanding of the data analysis coherent. All Student Representatives were enabled to suggest and comment on its appropriateness in terms of the identified risks, and the corresponding activities identified to action their reduction and propose other activity measures to facilitate the meeting of these targets. Feedback from Student Representatives on the monitoring, evaluation and proposed activities have been incorporated into this plan.

Utilising the findings in NUS and Universities UK (2021) report on breaking down barriers to student opportunities² and putting this into the context of our small specialist institution, with limited resources and a unique campus location in South Kirby, West Yorkshire; has identified that the use of competing student spaces with operational and industry partnerships, financial capabilities to be present on campus for consultation activities in addition to time limitations with timetabled academia and employment; presents a significant barrier to student engagement on this plan. Therefore, the institution developed a second consultation mechanism which provided students with the facility to be involved with the design, implementation and evaluation of the plan through a social media and communication platform known as the 'Student Hub' on a mobile application tool. The 'Student Hub' is marketed to students at the start of the academic year during registration and induction periods, with termly reminders communicated throughout the year on its access and usage. This channel of communication allows greater flexibility, in a time that suits students, to engage with consultation activities and provide feedback in a relaxed and alternative format, in comparison, to the more formal Student Representation system. Feedback gathered on this platform is collected, analysed and disseminated back into the formal Committees for discussion and action, before being communicated back to the student body.

² Universities UK & NUS (2021), *Breaking down the barriers to student opportunities and youth social action*, Available at: <https://thelinkingnetwork.org.uk/wp-content/uploads/2019/06/Breaking-down-the-barriers-to-Student-Opportunities-and-Youth-Social-Action-2015.pdf>, Accessed: 04.09.2024

Student involvement in the delivery of the plan's activities is essential to its success and meeting its ambitious targets. Student Ambassadors are involved in a variety of widening participation and outreach activities at all stages of the student life cycle. An example is the delivery of our 'Backstage Pass – Access All Areas', an activity within the outreach delivery package known as the 'Progression Package'. This activity provides industry-relevant workshops to further education schools/colleges to raise aspiration, knowledge and awareness of career prospects within the live events and entertainment industry. Ambassadors are provided full training and resources to deliver the workshop externally at school provision, to a high and efficient standard providing meaningful and relevant content. Monitoring and evaluation of this plan will continue through various mechanisms of student feedback such as surveys, focus groups and consultation activities which will be disseminated to Student Representatives Committees. In the development of this plan, students have been involved with the evaluation of its content and activities and have provided a student submission on its validity from their perspective.

Following these consultation exercises with the student body, staff members and industry partners, this plan was presented and approved by the Academy of Live Technology Senior Leadership Team.

Evaluation of the plan

Based on the evaluation strategy that ALT is looking to strengthen and deliver throughout this plan; it is relevant to add contextual reasoning for the types of evaluation to be undertaken and evidence generated. Evidence types to be generated, and used to inform, from the activities of individual intervention strategies specifically within this plan are robust narrative (Type 1) and empirical (Type 2) forms. Both quantitative and qualitative triangulation of data collection techniques will be used to provide robust evidence at pre/post-intervention change or a difference. Due to the low student sample size based on our institutional size, across all courses and levels, generating causal evidence (Type 3), from either quantitative or qualitative methods, does not allow us to evaluate whether our designed interventions provide causal effect, which can be demonstrated by measuring the difference using a comparator group. Additionally, due to our limited resources (financial, facilities, personnel undertaking many roles, time etc.), the majority of the activities within our interventions do not focus on in-depth and broad multi-intervention programmes – limiting the opportunity to obtain quality causal evidence. The limitations of resources also mean ALT currently cannot source the skillset to conduct experimental or quasi-experimental evaluation. However, in the institutional strategic alignment and whole provider approach, ALT is committed to ensuring staff skill development continues to aspire to deliver this type of evidence as part of future activity creation.

Staff across the institution have various skills and knowledge to facilitate the delivery of the activities of this plan, and as such, recognise their individual contribution to the overall evaluation of intervention strategies. An example is our outreach and student recruitment staff members being aware and recognising the importance of generating credible evidence to ensure activities aimed at pre-16 and post-16 age ranges are delivering on access targets within this plan. Thus, ensuring their effectiveness of aspiration raising and information and knowledge—evaluation is embedded within their delivery and role to report on their findings to senior leadership. As part of our whole provider approach, we will continue to build on collaborations with organisations such as IHE and TASO. Contributing to calls for evidence, training and collaborative workshops to deepen our evaluation understanding and develop our practice.

The above corroborates that ALT's evaluation implementation is the area highlighted for most improvement (a category of evaluation practice being below minimum) based on the completion of the *OfS evaluation self-assessment tool*³. This has allowed ALT to self-reflect on its current evaluation practice and demonstrate key areas for improvement, particularly within evaluation implementation specifically. For example, ensuring access and success activities evaluation is obtained using validated or sector-standard tools and techniques consistently across all applicable activities to be evaluated, such as the Access and Success Questionnaire

³ OfS (2024), *Standards of evidence and evaluation self-assessment tool*, Available at: [Standards of evidence and evaluation self-assessment tool - Office for Students](#)

(ASQ)⁴ developed by TASO, where appropriate. The *OfS Financial Support Evaluation Toolkit*⁵ has been identified as an important resource to assess the impact and outcomes of the financial support that ALT provides its identified and underrepresented students. It should be noted that due to student numbers, the survey and interview tools can only be utilised to generate T2 empirical evidence. A key target for the end of the academic year 2024-25 is to improve evaluation implementation capabilities to be graded as a score of 'emerging' (based on the scoring parameters of the OfS evaluation self-assessment tool) to be ready for the implementation of this APP. The other four areas of the five-point framework – strategic context, programme design, evaluation design and learning - were given a score of 'emerging' and provided highlights of current strength but vitally, areas of evaluation practice to continuously aspire to improve: to generate higher quality evidence and the impact this plan's activities within its intervention strategies. The self-assessment has highlighted a need for greater learning and understanding of good evaluation practice at ALT as a whole, especially with ensuring consistency of evaluation against all existing and new activities that contribute to intervention strategies, to understand the impact combined activities have on addressing equality gaps within this APP.

Utilising the Mapping Outcomes and Activities Tool (MOAT)⁶ by developing the Theory of Change Model produced by TASO⁷; ALT has used this template to build its evaluation plans when constructing each of its Intervention Strategies and the respective activities. Activity design has been selected and drawn on the use of existing evidence on approaches to widening participation and student success, compiled by TASO's *Evidence Toolkit*⁸. Using this framework will enable the Access, Participation and Progression Officer, and other stakeholders involved with the delivery and support of activities to test the assumptions it has made with the input, delivery type and outputs of the work included within its intervention strategies.

ALT is committed to sharing its evidential findings of this plan with both external and internal partners. Externally, ALT is excited to develop its evaluation practice and intellect, and in turn, share its own findings with already established local small specialist providers networks. Seeking to expand these networks, both within region and across the UK, to gain greater insight, expertise and platforms to showcase its findings. Being a member of Independent Higher Education (IHE) allows ALT to continually ensure its evaluation practices are updated and relevant by learning from other member providers. This membership also provides a platform for ALT to disseminate our findings, where applicable, and contribute to discussions and workshops. ALT will also contribute to networking events and conferences, such as working with our local Uni Connect partnership, Go Higher West Yorkshire, and other networking organisations such as WONKHE.

The overall responsibility for the monitoring of this APP within ALT will reside with the Head of Institution. The Access, Participation & Progression Officer (APP Officer) will be responsible for its implementation and ensuring that reporting of its progress towards its milestones and objectives is provided frequently as detailed in each respective Evaluation Strategy. This will allow for frequent monitoring ensuring a whole provider approach. Additionally, an annual APP progress report will be created by the APP Officer and reviewed by the EDI Committee and will be submitted to the ALT Senior Leadership Team and Academy of Live Technology Council for comment and review.

Provision of information to students

The published Access and Participation Plan, along with the summary will be made available on the ALT website under the 'Governance' webpage. Additionally, all widening participation and outreach activities which refer to the higher education courses on offer will be directed to the dedicated 'fees and funding' landing page, showing transparency of course tuition fees. Open Days (both on campus and virtual), will

⁴ TASO (2024), *Access and Success Questionnaire (ASQ)*, Available at: [Access and Success Questionnaire \(ASQ\) - TASO](#)

⁵ OfS (2024), *Financial support evaluation toolkit*, Available at: [Financial support evaluation toolkit - Office for Students](#)

⁶ TASO (2024), *Mapping Outcomes and Activities Tool (MOAT) Resources*, Available at: [Mapping Outcomes and Activities Tool \(MOAT\) Resources - TASO](#)

⁷ TASO (2024), *Theory of Change*, Available at: [Theory of Change - TASO](#)

⁸ TASO (2024), *Evidence Toolkit*, Available at: [Evidence toolkit - TASO](#)

provide clear information on the tuition fees, financial support available and the eligibility and application process – this is supplemented with all attending participants receiving an 'Access All Area' pass and lanyard with a QR code directing prospective students to the detailed information covered during the event. Enrolled students are updated on a regular occurrence throughout the academic year about the financial support available to them, including ALT's Hardship Fund, through the dedicated student communication channels and via student email addresses. Additionally, students are provided this information through the undergraduate Student Handbook at the start of the academic year. The Student Support & Experience team also deliver induction and re-induction sessions with all students during the registration and enrolment period to ensure support mechanisms and services are understood, with the opportunity for students to ask questions and garner clarification on any aspect of the student experience.

Financial support in the form of bursaries and scholarships is available to identified underrepresented groups highlighted within this plan – subject to the continued fulfilment of the terms and conditions of any financial support awarded. Financial support information is accessible through the dedicated 'bursaries and scholarships' webpage page on the ALT website. Information on eligibility information, application process and monetary contribution values are clearly visible. The bursaries and scholarships offered are targeted at first year undergraduate students, across all courses, who are at an underlying risk of not receiving equality of opportunity as an activity within the respective intervention strategies set out in this plan. Returning students in their second or third year, who still meet eligibility criteria, and have been previously been in receipt of one of the bursaries or scholarships available, may be awarded the financial award applicable at the discretion of the Senior Leadership Team, subject to remaining funding availability. Hardship Fund financial support which is available to all fully registered students, across all courses and levels, can also be found on the ALT website and in the Student Handbook. Termly reminders are sent via student communications channels about this support and the Student Support and Experience team are available to have direct meetings with students to discuss the requirements and support in applying.

ALT remains committed to ensuring that any financial support advertised to eligible students at application, will continue throughout their studies – subject to any decisions to increase support offered or inflationary increases.

All subsequent analysis and evaluation of the usage and effectiveness of the financial support offered by ALT will be compiled into monitoring reports and findings and will be reviewed by the Senior Leadership Team. Stakeholders associated with the institution will be updated on an annual basis on the impact this financial support has on the access of higher education to targeted underrepresented groups, identified within this plan.

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

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Context to Assessment Performance Review

The initial assessment of performance in identifying risks to equality of opportunity was undertaken and led by the Access, Participation and Progression Officer. Having a dedicated member of staff in place to conduct quality evaluation practices, as identified in our previous Access and Participation Plan, has enabled an expansion to the evaluation of intervention activities currently in place with greater access to rich data sources that can be utilised to measure success rates of intervention practices.

The initial assessment findings were first presented to members of the Student Experience Committee and EDI Committee, respectfully, to allow for student feedback on the initial findings and allow discussion for priority target groups to be considered. Secondly, once the Committee members commented on the initial findings and discussed potential priority targets, a summary of the assessment of performance was presented to the ALT staff team during 'Staff Development Week' in July 2024. This provided an opportunity for all ALT staff to review the assessment of performance, discuss the identified targets of inequalities amongst underrepresented bodies of the student cohort, discuss the assessment and rationally consider suggestions for improvement that could be part of considered intervention activities within an overall Theory of Change strategy. Following the consideration of all feedback, made following student consultation to ensure that underrepresented groups' related targets were conferred and included, the assessment of performance was reviewed by the Senior Leadership Team and presented to the Academy of Live Technology Council.

The *Office for Students (OfS) Access and Participation Data Dashboard* has been referred to within the assessment of performance where applicable, however, it is noted that the data on the dashboard for the ALT is limited and suppressed in most instances due to the low student population. This means that the potential for students to be recognised within the analysis is greater and therefore, in conflict with GDPR legislation.

The introduction of a student records management system in 2020, has improved our data collection and enabled ALT to have access to readily available data for analysis. As such, the assessment of performance has primarily relied upon using the internal databases with data extrapolated from the student records system up to and including the academic year 2023/24 (dependent on the student lifestyle stage where full data is available and can be confidently analysed with confidence intervals adopted). This has resulted in less reliance on the University of Bolton to provide ALT information. Previously all data was supplied to ALT by the University of Bolton as part of the franchise agreement in place to support the assessment of performance.

This has enabled data to be provided, with guidance and induction training into the terminology and methodology used, in an easy to read and digestible format using graphs and tables for students, staff and industry partners to understand the targets associated with the plan and thus, its purpose.

Utilising internal data sets has enabled a more comprehensive assessment to be undertaken and to investigate interactions/disaggregated data, where possible given the low intersectional student numbers when multiple factors are analysed, which could not be provided by the *OfS Access and participation data dashboard*⁹ from an institutional perspective. It has enabled ALT to develop a greater understanding and picture of the equality of opportunity concerns amongst its student cohort. Due to the low student population, disaggregating data and a combination of student characteristics resulted in low subsections of student groups and as such, low confidence levels in its statistical certainty and identifying risk indicators. Therefore, given the total student numbers are approx. 185 full-time undergraduate students, across all levels and courses within the ALT, confidence intervals of 75% have been used in the analysis to account for variation, given the statistical uncertainty when analysing low student population numbers. To further support the analysis conducted, comparisons have been drawn against the national data, where possible, alongside the data produced from internal data sets on the indicators of risk with a priority concern. These will be explored in further detail within this Annex following the presentation of summary data.

Based on the above and in the interest of ensuring that students at ALT are not recognised with the small number of data generated from internal analysis, a RAG (Red, Amber and Green) table of analysis has been produced to show the full assessment conducted, without running the risk of disclosure of student protected and perceptible characteristic data.

Please note, the guidance for reviewing the summary assessment table will highlight:

- Metrics: Red = A PP difference of 10 or more and a priority concern, Amber = A PP between 0-9.9 and an indicator of risk to be monitored but not an immediate priority, Green = 0 and below = no identified risk or gap;
- The analysis conducted at each stage of the student lifecycle where data is complete and available for the identified indicators of risk;
- The percentage points difference between nationally recognised underrepresented groups. Internal data has then been compared with national data from the OfS Data Dashboard, in percentage points difference;
- Confidence intervals will be presented in brackets to identify indications of risk;
- 2 and 4-year aggregates from internal data sets, will be based on the last completed academic year, will be compared to national data where applicable (dependent on the student lifecycle stage, 4-year aggregated internal data may not be yet available at the time of writing).

Identified risk to equality of opportunity within this assessment of performance table will then be explored further. Linking each risk to equality of opportunity identified to the *OfS Equality of opportunity Risk Register (EORR)*¹⁰ sector-wide risks that may affect a student's ability to access, succeed and progress from higher education. These sector-wide risks have been adopted and utilised in each intervention strategy to tackle the ALT's contextual equality of opportunity risks.

Priority areas, which are the areas this plan will focus on addressing the equality of opportunity gaps, have been determined based on the assessment of performance where the most improvement is required. These areas have been identified by comparing underrepresentation amongst nationally identified student groups with each other using internal data, and then how they compare against the national level data. The robustness of data collection has also been a detrimental factor in selecting the targets for the plan, mainly as assumptions can be made with more rigour and reliability. It must be emphasised that there have been several indications of risk identified within the assessment of performance table that have not been selected

⁹ Office for Students. 2024, Access and Participation Data Dashboard, [Data dashboard - Office for Students](#)

¹⁰ Office for Students. 2024, Equality of Opportunity Risk Register, [Equality of Opportunity Risk Register - Office for Students](#)

as strategic targets within this plan; a rationale and context for each of these indications of risk will be provided for their non-selection within this assessment of performance summary.

Objectives at the progression stage of the student lifecycle within this plan have a longer timeframe to be met than the four-year period this APP is applicable. This is due to the lead time for interventions illustrated within this plan to have the beneficial impact on underrepresented students indicated, as well as ensuring effective evaluation is conducted. However, within the period of this plan, milestone targets have been set to be reviewed towards the end of this plan. It is also important to note that objective percentages have been rounded to the nearest whole figure.

Assessment of Performance Summary Table

Access

Access	Academic Year				ALT Aggregated Data (pp)		OfS Data (pp)			ALT - OfS Data (pp)		
	2020-21	2021-22	2022-23	2023-24	2 years	4 years	Last complete academic year	2 Years	4 years	Last complete academic year	2 Years	4 years
White - All ethnicities except White (pp)	94.6	85.3	85.2	67.2	76.2	83	35.8	35.3	34.4	31.4	40.9	49
Young - Mature(pp)	80.9	54.5	81.4	67.3	74.4	71.0	42.6	42.2	43	24.7	32.2	28
Gender M-F (pp)	53.3	55.8	24.6	1.8	13.2	33.9	-12.8	-13.2	-13.8	14.6	26.4	48
Non-Care Experienced - Care Experienced (pp)	No Data Available	97	96.3	92.8	94.6	95.4	97.6	97.7	97.8	-4.8	-3.2	-2
Non-Disability - Disability reported (pp)	28.2	10.2	14.8	63.6	39.2	29.2	63.4	64.2	65.2	0.2	-25	-36
IMD Q5 - Q1 (pp)	-5.5	6.3	-3.7	-2	-2.9	-1.2	-4.5	-3.8	-2.8	2.5	1	2
TUNDRA Q5 - Q1 (pp)	-4.1	4.4	-14.6	-7.2	-10.9	-5.4	17.2	17.6	18	-24.4	-25.1	-20
POLAR4 Q5 - Q1 (pp)	5.5	2	-8.2	-7.3	-7.7	-2	16.9	17.4	17.7	-24.2	-25.1	-20

FSM Non-eligible – Eligible (pp)	No Data Available	67.6	64.4	67.2	65.8		64.6	64	62.4	3	1.8	
Hetro - LGBTQ+ (pp)	41.1	38.2	33.3	38.2	35.8	37.7	75.7	77.1	79.9	-37.5	-41.4	-42

Continuation

Continuation	Academic Year				ALT Aggregated Data (pp)		OfS Data (pp)			ALT - OfS Data (pp)		
	2020-21	2021-22	2022-23	2023-24	2 years	4 years	Last complete academic year	2 Years	4 years	Last complete academic year	2 Years	4 years
White - All ethnicities except White (pp)	34.5	10.5	-6.3		2.1		3.1	2.6	2.6	-9.1	-0.5	
Young - Mature (pp)	8.1	3.6	12.4		8.0		9.3	9.5	9	3.1	-1.5	
Gender M - F (pp)	18.5	3.9	6		5		-3.7	-3.7	-2.3	9.7	8.7	
Non-Disability - Disability reported (pp)	13.9	8	8		8		-0.2	0	0.6	8.2	8	
No Dis x IMD Q1/Q2 - Disability x IMD Q1& Q2	16.7	23.1	12.5		17.8		7.4	7.2	6.6	5.1	10.6	
IMD Q5/Q4 - Q1/2 (pp)	12.8	20	9.1		14.6		7.2	7.2	6.6	1.9	7.4	
TUNDRA Q5/Q 4- Q1/Q2 (pp)	-14.6	2.5	2.1		2.3		2.7	2.6	2.4	-0.6	-0.3	
POLAR4 Q5/Q4 - Q1/Q2 (pp)	-7.4	5.7	2.8		4.3		3.4	3.3	3.1	-0.6	1	

Completion

Completion	Academic Year				ALT Aggregated Data (pp)		OfS Data (pp)			ALT - OfS Data (pp)		
	2020-21	2021-22	2022-23	2023-24	2 years	4 years	Last complete academic year	2 Years	4 years	Last complete academic year	2 Years	4 years
White - All ethnicities except White (pp)	-1.7	-9	82.1		36.6		3.4	3.7	3.8	78.7	32.9	
Young - Mature (pp)	3.3	8.1	-14.3		-3.1		10.1	10.3	10	-24.4	-13.4	
Gender M-F (pp)	-2.3	-3.1	-7.1		-5.1		-5	-5.4	-5.2	-2.1	0.3	
Non-Disability - Disability reported (pp)	-2	-5.5	16.5		5.5		2.2	2.1	2.1	14.3	3.4	
All Dis except Cog and Learning Diff - Cognitive and Learning Difficulties (pp)	0	16.7	-6.1		5.3		-4.7	-4.7		-1.4	10	
IMD Q5/Q4 - Q1/2 (pp)	2.4	9	7.6		8.3		8.2	8.4	8.3	-0.6	-0.1	
TUNDRA Q5/Q4 - Q1/Q2 (pp)	2.7	2.9	7.4		5.2		3.3	3.3	3.3	4.1	1.9	
POLAR4 Q5/Q4 - Q1/Q2 (pp)	2.6	9.7	7.6		8.7		4.4	4.3	4.4	3.2	4.4	

Attainment

Attainment	Academic Year				ALT Aggregated Data (pp)		OfS Data (pp)			ALT - OfS Data (pp)		
	2020-21	2021-22	2022-23	2023-24	2 years	4 years	Last complete academic year	2 Years	4 years	Last complete academic year	2 Years	4 years
White - All ethnicities except White (pp)	21.2	-2.3	44.6		21.2		12.6	11.8	11.1	32	9.4	
Young - Mature (pp)	-7.7	32	16.2		24.1		8.9	9.2	10	7.3	14.9	
Gender M - F (pp)	-27.5	-0.7	-7.2		-4		-3.4	-3.5	-3	-3.8	-0.5	
Non-Disability - Disability reported (pp)	25.8	0	10		5		-1.5	-1	0.2	11.5	6	
Non-disability - Cognitive and Learning Difficulties (pp)	9.1	22.4	24		23.2		-1.2	-0.4	1	25.2	23.6	
IMD Q5/Q4 - Q1/2 (pp)	-1.6	11.5	21.5		16.5		13.8	13.7	12.9	7.7	2.8	
TUNDRA Q5/Q4 - Q1/Q2 (pp)	-20.3	6.5	2.1		4.3		4.2	4.1	3.8	-2.1	0.2	
POLAR4 Q5/Q4 - Q1/Q2 (pp)	-9.6	10.5	-11.0		-0.3		7	6.7	6.2	-18	-7	

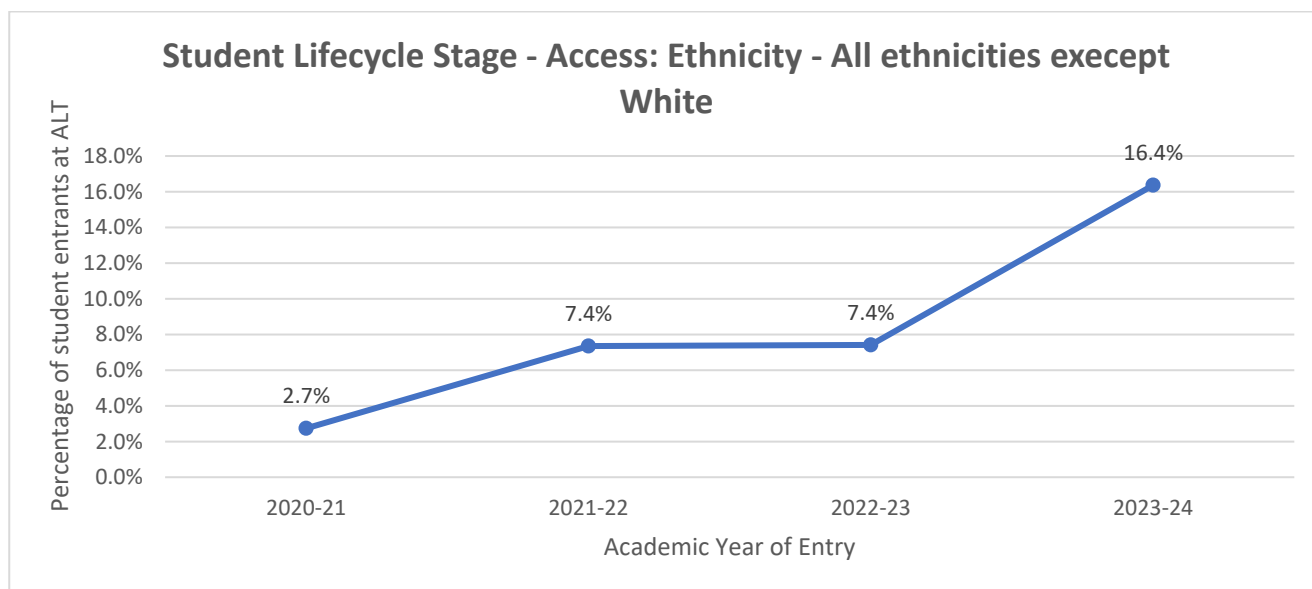
Progression

Progression	Academic Year				ALT Aggregated Data (pp)		OfS Data (pp)			ALT - OfS Data (pp)		
	2020-21	2021-22	2022-23	2023-24	2 years	4 years	Last complete academic year	2 Years	4 years	Last complete academic year	2 Years	4 years
White - All ethnicities except White (pp)	No Data Available	2.4					2.4	2.5	2.9	0		
Young - Mature (pp)	No Data Available	17.6					1.1	1.9	0.3	16.5		
Gender M - F (pp)	No Data Available	46					2.2	2.2	1.8	43.8		
Non-Disability - Disability reported (pp)	No Data Available	16					1.6	1.9	1.8	14.4		
IMD Q5/Q4 - Q1/2 (pp)	No Data Available	-21.2					8.1	8.2	7.9	-29.3		
TUNDRA Q5/Q4 - Q1/Q2 (pp)	No Data Available	-16.6					4	4.2	4.2	-20.6		
POLAR4 Q5/Q4 - Q1/Q2 (pp)	No Data Available	-21.4					4.9	5.3	3.9	-26.3		

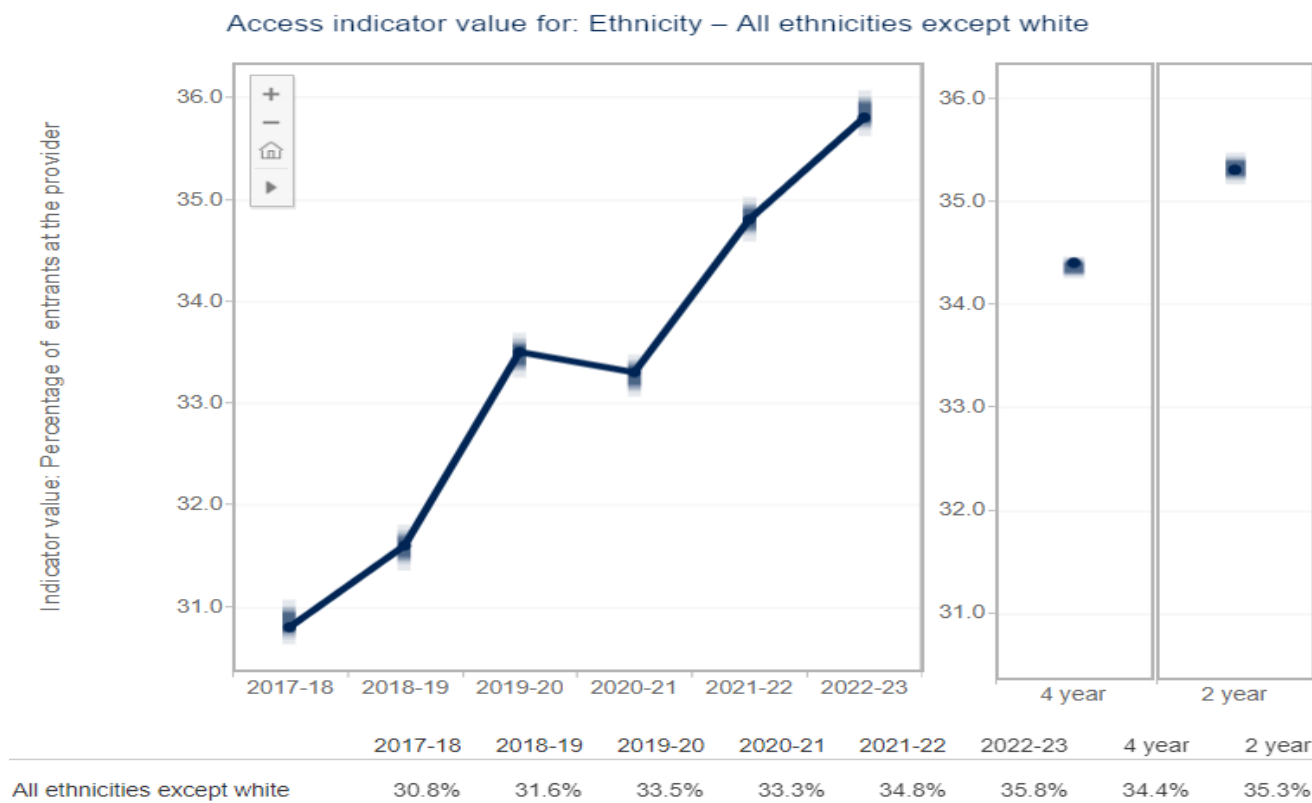
The identified risks to equality of opportunity highlighted, based on the assessment of performance summary table, will now be addressed in further detail within each stage of the student lifecycle and drawing comparisons with national data sources. Risks that are not addressed within the main body of the plan will be indicated at this point with a rationale for their non-inclusion.

Student Life Cycle Stage – Access

Ethnic Minority



Source: ALT Internal Data set



Source: OfS Access and participation data dashboard

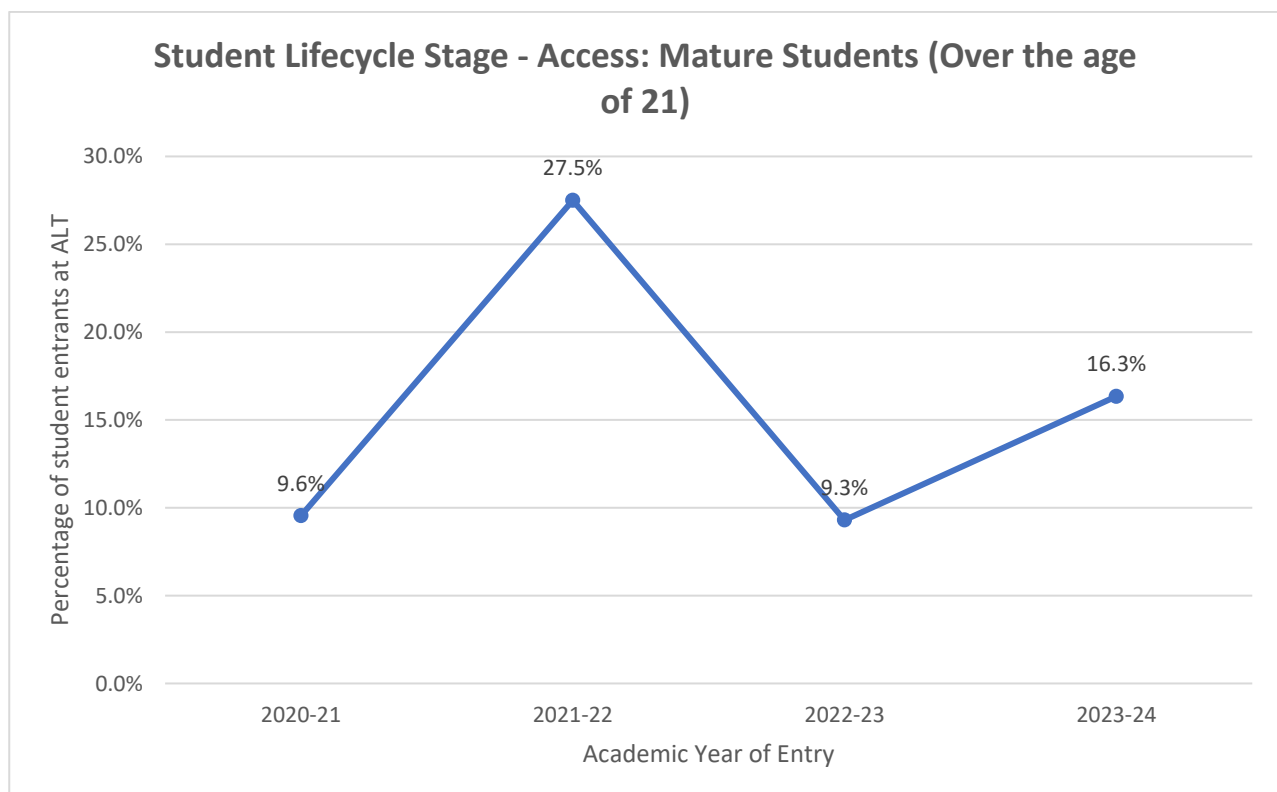
Ethnic minority students accessing ALT higher education courses are underrepresented in comparison with the latest national data across all registered higher education providers. In 2023-24, ethnic minority students represented 16.4% (with a 75% confidence interval of 12.3% to 20.5%) of new entrants, compared to the latest national data in 2022-23 of 35.8%. A review of 2 and 4-year aggregate of internal data shows ethnic minority entrants represent 11.9% and 8.5% respectively – a large percentage point gap in comparison with the national data (23.4pp – 2 years / 25.9pp – 4 years). It must be stated that there has been a significant improvement and work undertaken by ALT to increase access opportunities for ethnic minority students and this can be seen from the 13.7% increase in new entrants since the academic year 2020-21.

It must be noted that due to the very low numbers of entrant ethnic minority students (less than 20 students per academic year), disaggregated data to look at individual ethnic groups such as Asian, Black, Mixed etc. was assessed, but not considered further, due to the high variations present within the data of each academic year. Resulting in large statistical uncertainty, as well as the greater possibility of students becoming identified within the data sets created.

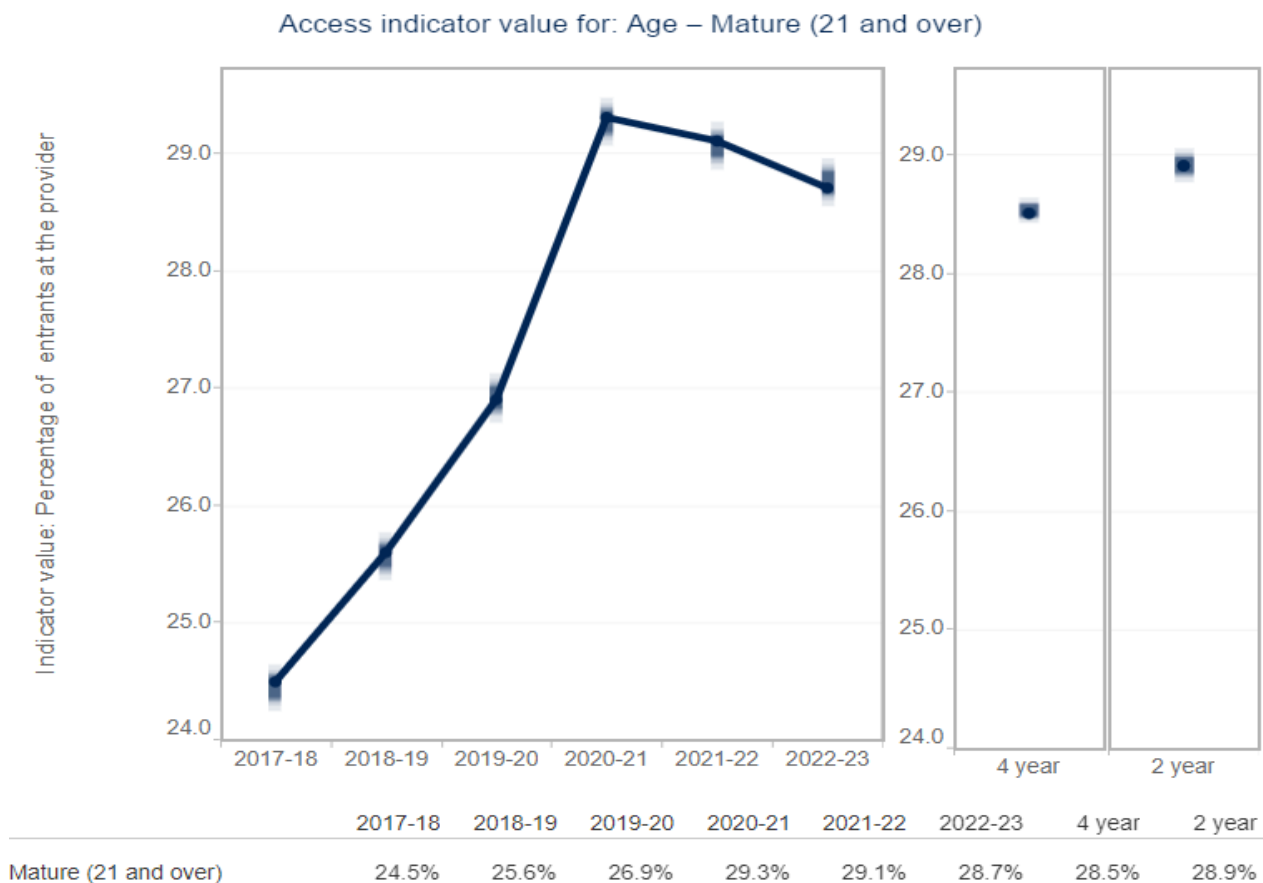
Reviewing the EORR, based on the assessment undertaken and in the context of ALT, the following identified risks at national level are applicable in that ethnic minority students are likely to be affected by the following:

- Risk 1: Knowledge and Skills
- Risk 2: Information and Guidance
- Risk 3: Perception of Higher Education
- Risk 5: Limited choice of course type and delivery

Mature



Source: ALT Internal Data set



Source: OfS Access and participation data dashboard

Mature students (aged 21 and over) accessing ALT higher education courses are underrepresented, in comparison with the latest national data across all registered higher education providers. In 2023-24, mature students represented 16.3% (with a 75% confidence interval of 12.2% to 20.3%) of new entrants compared to the latest national data in 2022-23 of 28.7%. A review of 2 and 4-year aggregate of internal data shows mature entrants represent 12.8% and 15.7% respectively – a percentage point gap in comparison with the national data (16.1pp – 2 years/ 12.8pp – 4 years). As you can see from ALT's internal data set, there has been significant variation each academic year, especially since the academic year 2020-21. However, there has been an increase in access opportunities for mature students and this can be seen from the 6.7% rise in new entrants since the academic year 2020-21.

Reviewing the EORR, based on the assessment undertaken and the context of ALT, the following identified risks at national level are applicable in that mature students are likely to be affected by the following:

- Risk 1: Knowledge and Skills
- Risk 2: Information and Guidance
- Risk 3: Perception of Higher Education
- Risk 5: Limited choice of course type and delivery
- Risk 10: Cost Pressures

Access - Underlying Risks at ALT, not part of the plan

The following student groups have been identified within the internal data summary assessment table as being at risk of equality of opportunity but have not been included as a target within the plan.

Care Experienced

Care Experienced students across all registered HE providers are a small, underrepresented group. This is highlighted in the most up-to-date national data on the *Student Characteristics Data: Population data*

*dashboard*¹¹ where in the latest data release, 5,050 care experienced students represented 1.2% of all students entering higher education in 2021-22. More specifically, within the Design, Creative and Performing Arts sectors in which ALT resides, only 400 students declared they are care experienced, as shown below.

Study characteristic	Student characteristic	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Design, and creative and performing arts	Care experienced	0.9% (310)	0.9% (320)	1.2% (430)	1.4% (490)	1.1% (380)	1.1% (380)	1.3% (440)	1.2% (400)
	Not care experienced	99.1% (35,660)	99.1% (35,090)	98.8% (34,780)	98.6% (33,970)	98.9% (34,150)	98.9% (33,780)	98.7% (34,480)	98.8% (33,330)
	No response	15,220	16,100	15,930	15,260	14,190	14,170	14,570	14,510
	Not applicable	390	380	540	590	430	800	530	[DPL]
	Total	51,580	51,900	51,680	50,310	49,140	49,130	50,010	48,250

Source: Office for Students Student Characteristics Data: Population Data Dashboard

The 2-year and 4-year aggregate data of new entrants who are care experienced at ALT is 2.8% and 1.8% respectively. This is above the national data of care experienced students by 1.6pp (2-year aggregate) and 0.7pp (4-year aggregate). Therefore, the rationale for not making care experienced students an access target is due to the limited impact ALT can make to change the national representation landscape. Nonetheless, even with limited impact, considerations to ensure that care experienced students throughout the student lifecycle and through a whole provider approach – with financial, academic and personal support - will continue to improve the accessibility chances for care experienced students to achieve and succeed in higher education. According to the UCAS Report *Next Steps: What is the experience of students from a care background in education*¹², 69% of care experienced students are more likely to apply aged 21 to higher education and over 23% more likely to be accepted at a lower tariff provider. Therefore, the focus on mature access targets as a priority concern for ALT is likely to have intervention activity that is also applicable for care experienced students – using our limited resources more strategically.

Free Schools Meals (FSM)

There is a 67.2pp difference between students who are not eligible for Free School Meals, compared with those students who are eligible (2-year aggregate – 65.8pp) – showing an underlying risk that students accessing Free School Meals are at a disadvantage of accessing higher education courses at ALT, compared to their peers. In comparison with the most recent national data available, the summary of assessment data table has indicated a small underlying risk for student entrants who are eligible for Free School Meals with a 3pp difference between ALT's internal data and the latest national data available. The rationale for no targeted intervention within this plan at present, to address the small underlying risk of equality to students eligible for Free School Meals, is that other underrepresented groups have been identified at access as a priority concern both at provider and at national sector level when comparing the data available. It is deemed that with limited resources, a fully focussed targeted approach on priority concerns will have greater benefit and impact on the overall improvement of equality of opportunity identified. Nonetheless, monitoring of data will continue and a variation may be requested during this plan if the data shows a concern that the underlying risk for eligible students and receipt of Free School Meals is widening.

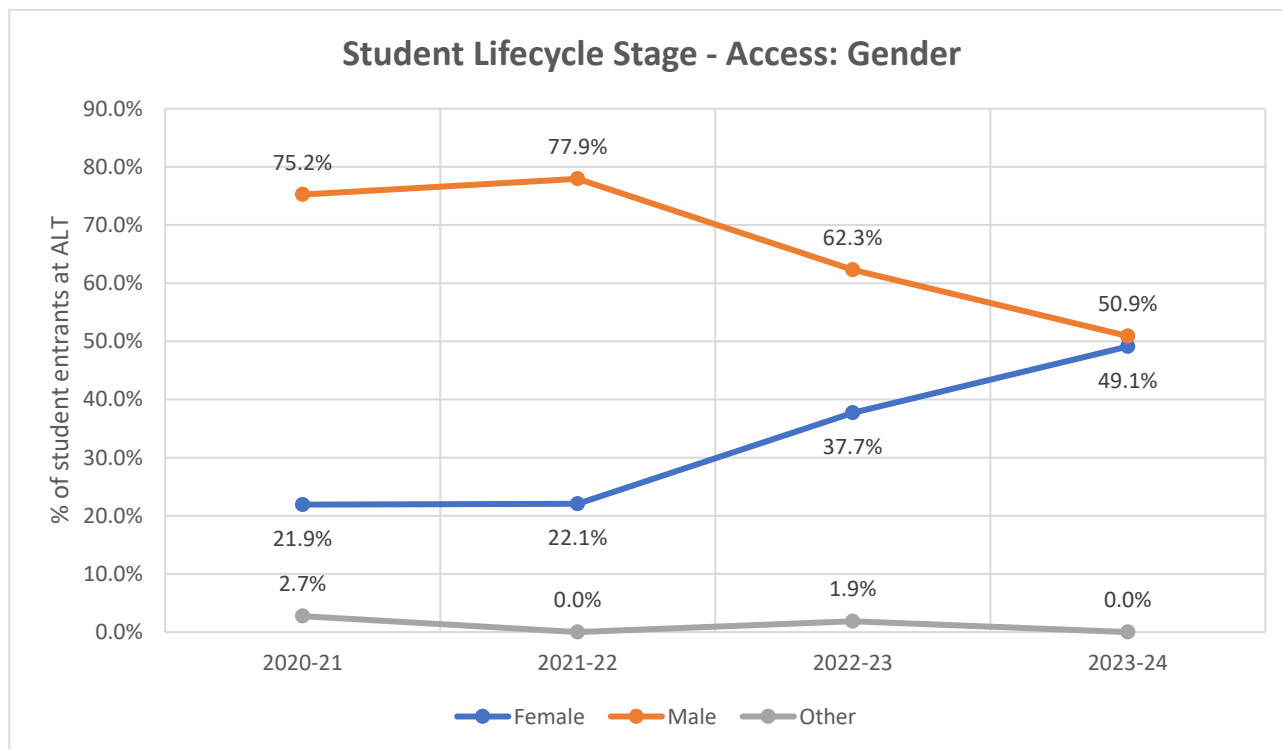
Female Students

The latest internal data set shows a 1.8pp difference in underrepresentation of female to male students accessing higher education courses at the ALT. There has been a significant improvement from ALT to address its underrepresentation of female students accessing its higher education courses. Since the start of 2020-21, there has been a 27.2% rise in female entrants since the academic year 2020-21. When comparing against the national data provided, female students accessing ALT higher education courses are underrepresented in comparison. In 2023-24, female students represented 49.1% (with a 75% confidence

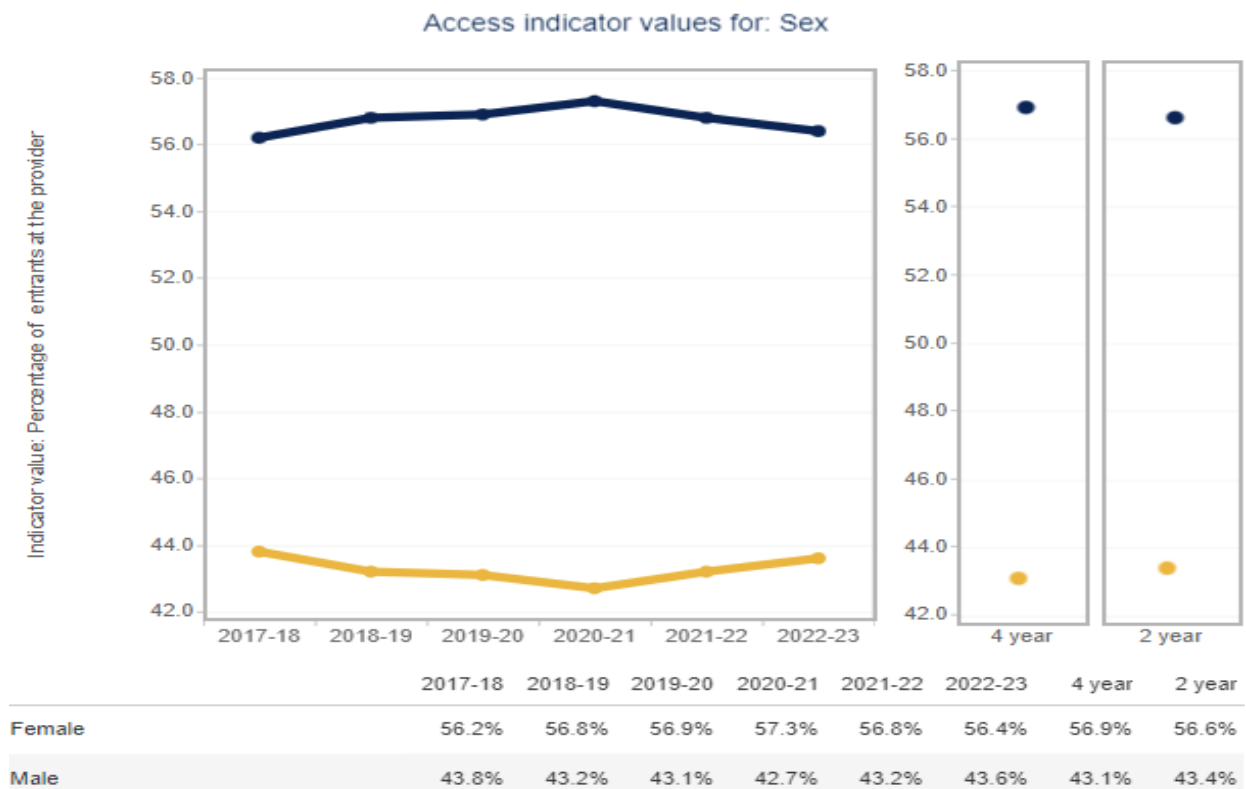
¹¹ Office for Students, 2024. Student characteristics data: Population data dashboard, [Student characteristics data: Population data dashboard - Office for Students](#)

¹² UCAS, 2022. *Next Steps: What is the experience of students from a care background in education*, [Next Steps: What is the experience of students from a care background in education? report | Undergraduate | UCAS](#)

interval of 36.8% to 61.4%) of new entrants, compared to the latest national data in 2022-23 of 56.4%. A review of 2 and 4-year aggregate of internal data shows female entrants represent 43.4% and 32.7% respectively – a percentage point gap in comparison with the national data (14.6pp – 2 years/ 26.4pp – 4 years). However, based on the evidential data that a steady increase of female representation is occurring, and with the identification of underrepresented student groups with much larger gaps to equality of opportunity being a more priority concern; based on the finite resources of ALT, the rationale to not include female students as a target within this plan is justified. Monitoring will occur each academic year and should the underrepresentation of females accessing ALT's courses widen, a variation to the current plan will be explored.



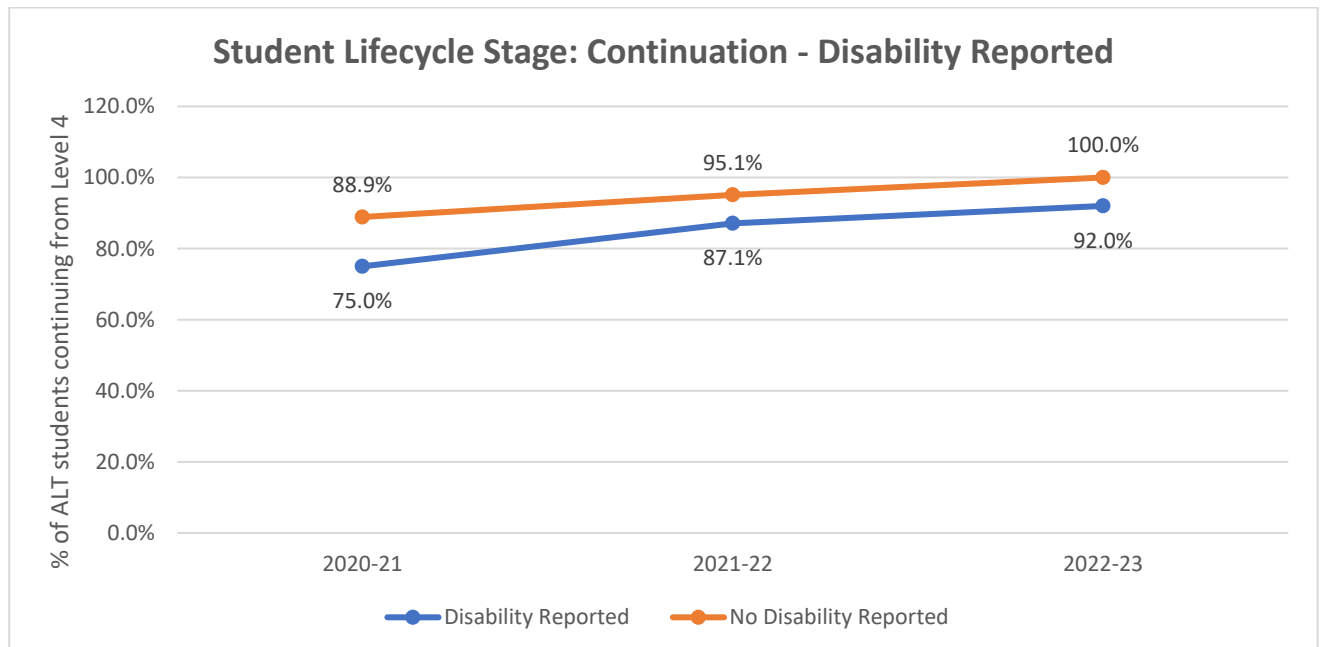
Source: ALT Internal Data set



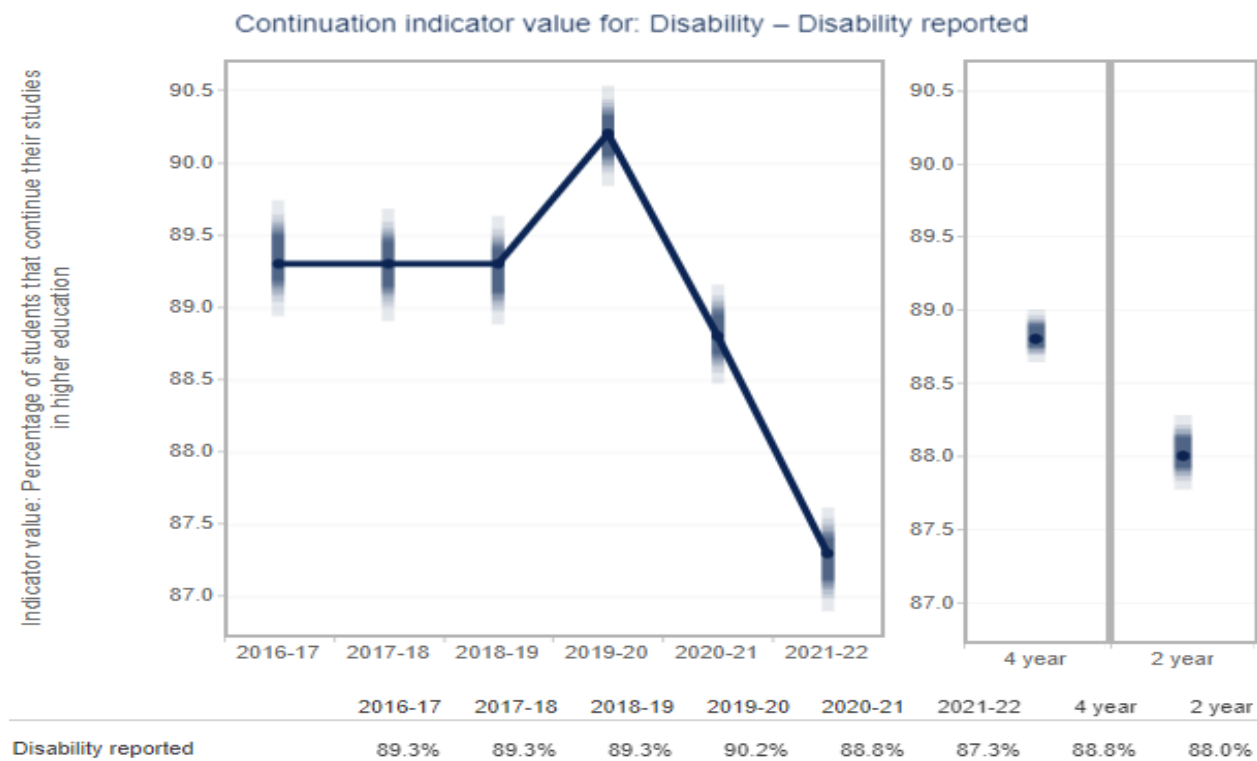
Source: OfS Access and participation data dashboard

Student Life Cycle Stage – Continuation

Disability



Source: ALT Internal Data set



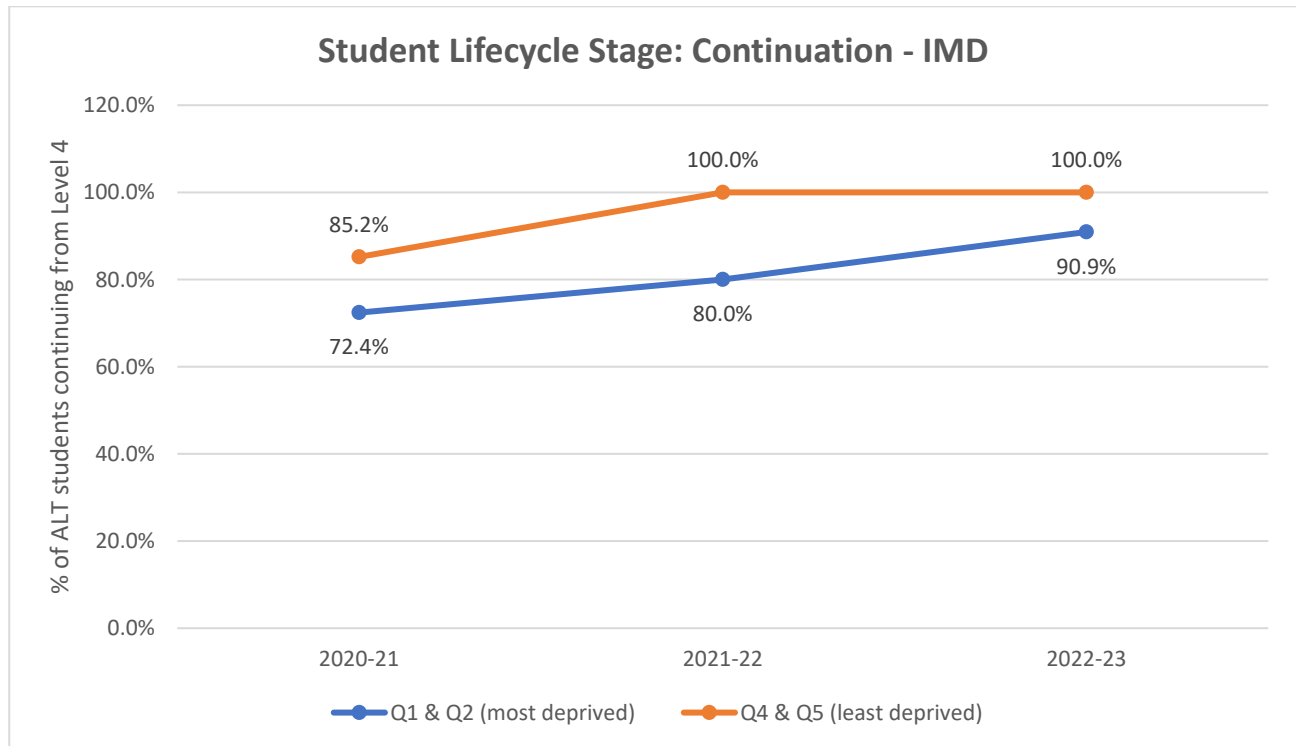
Source: OfS Access and participation data dashboard

At the continuation stage of the student lifecycle, the indications of risk highlighted from the performance assessment summary table indicate that students who report they have a disability at ALT are less likely to continue beyond their first year than those students who do not declare a disability. Students with a disability reported within ALT, in comparison with the latest national data across all registered higher education providers, are also less likely to continue beyond their first year. In 2022-23, 92% of disabled students completed their first year (with a 75% confidence interval of 69% to 100%), compared to the latest national data in 2021-22 of 87.3%. Analysis of available 2-year aggregated internal data percentage points difference against the national data, between non-disability and disabled students represents an 8pp difference. As highlighted in the internal data above, continuation rates of students with reported disabilities are increasing but maintain a consistent gap with that of students who do not report a disability (2020-21 - 13.9pp difference, 2021-22 – 8pp difference, 2022-23 – 8pp difference).

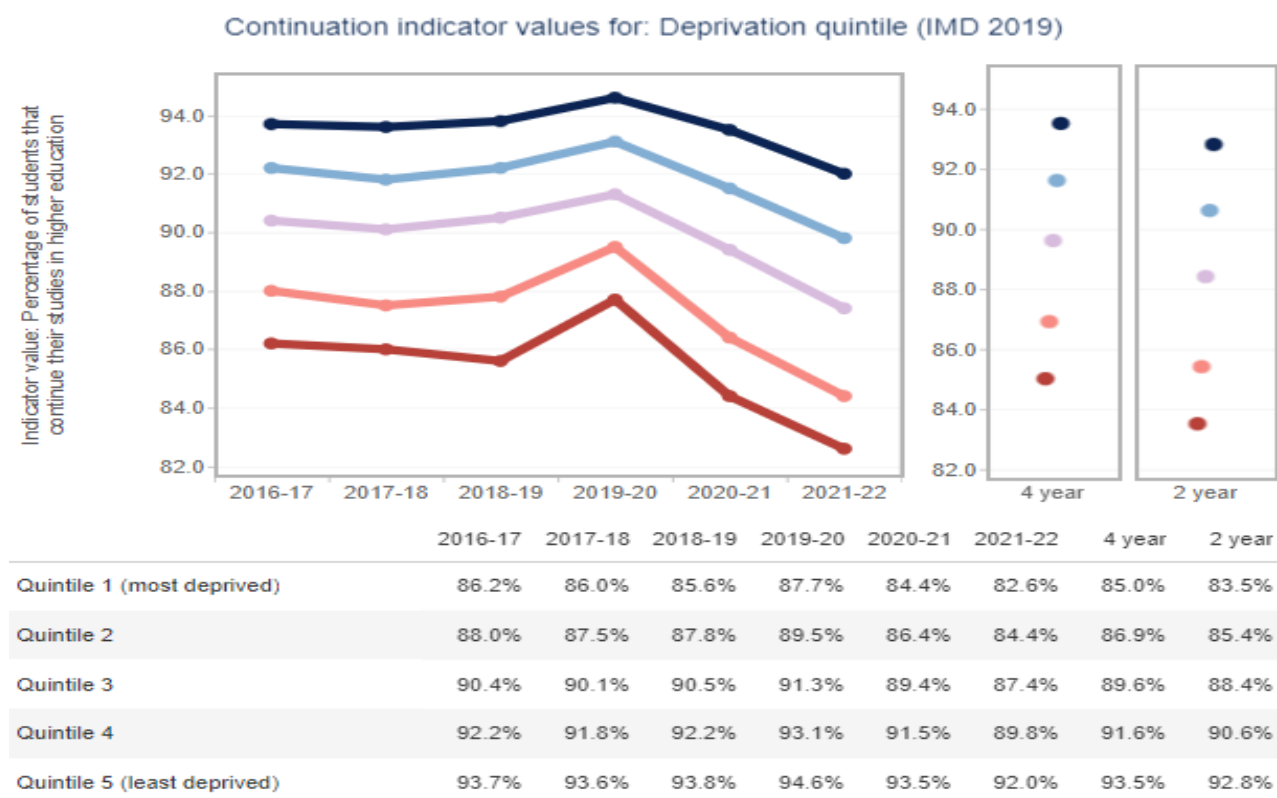
Reviewing the EORR, based on the assessment undertaken and the context of ALT, the following identified risks at national level are applicable for continuing students with a disability are likely to be affected by the following:

- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support
- Risk 9: Ongoing impacts of Coronavirus
- Risk 10: Cost pressures
- Risk 11: Capacity issues

IMD



Source: ALT Internal Data set



Source: OfS Access and participation data dashboard

The indications of risk highlighted from the performance assessment summary table display that students who reside within high deprivation areas Q1 & Q2 are less likely to continue beyond their first year than those students from low deprivation areas Q4 & Q5. It should be noted that to increase statistical accuracy

and reduce possible variations within the internal data set the lowest and highest quintiles have been compiled together.

ALT students residing in IMD Q1 & Q2, in comparison with the latest national data across all registered higher education providers, are also less likely to continue beyond their first year. In 2022-23, 9.1pp of IMD Q1 & Q2 students completed their first year (with a 75% confidence interval of 6.8pp to 11.4pp), compared to the latest national data in 2021-22 of 7.2pp. Analysis of available 2-year aggregated internal data shows IMD Q1 & Q2 students are 14.6pp less likely than IMD Q4 & Q5 students to continue from their first year – a percentage point gap in comparison with the national data of 7.4pp (national data showing 7.2pp difference between IMD Q1 & Q2 against IMD Q4 & Q5). As highlighted in the internal data above continuation rates of students from high deprivation are increasing but maintain an underlying risk of underrepresentation against those students from low deprivation areas.

Reviewing the EORR, based on the assessment undertaken and the context of the ALT, the following identified risks at national level are applicable for continuing students from high deprivations areas (IMD Q1 & Q2), are likely to be affected by the following:

- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support
- Risk 8: Mental Health
- Risk 10: Cost pressures
- Risk 11: Capacity issues

Continuation - Underlying Risks at ALT, not part of the plan

Mature

Mature students (aged 21 and over), based on the ALT's internal data, show an aggregated 2-year 8pp difference in continuation rates against young students (under 21). Internal individual year data shows high levels of variation and therefore making positive assumptions of underlying risks of equality is problematic. The 2-year aggregated percentage point gap, illustrated within the internal data, is performing better than the national average by 1.5pp. Therefore, a continuation target for mature students has not been included in this plan. However, the data will be monitored over the course of this plan, and with more data collected over the coming academic years, more stronger determinations may be drawn resulting in a possible variation to include this target if a risk is presented.

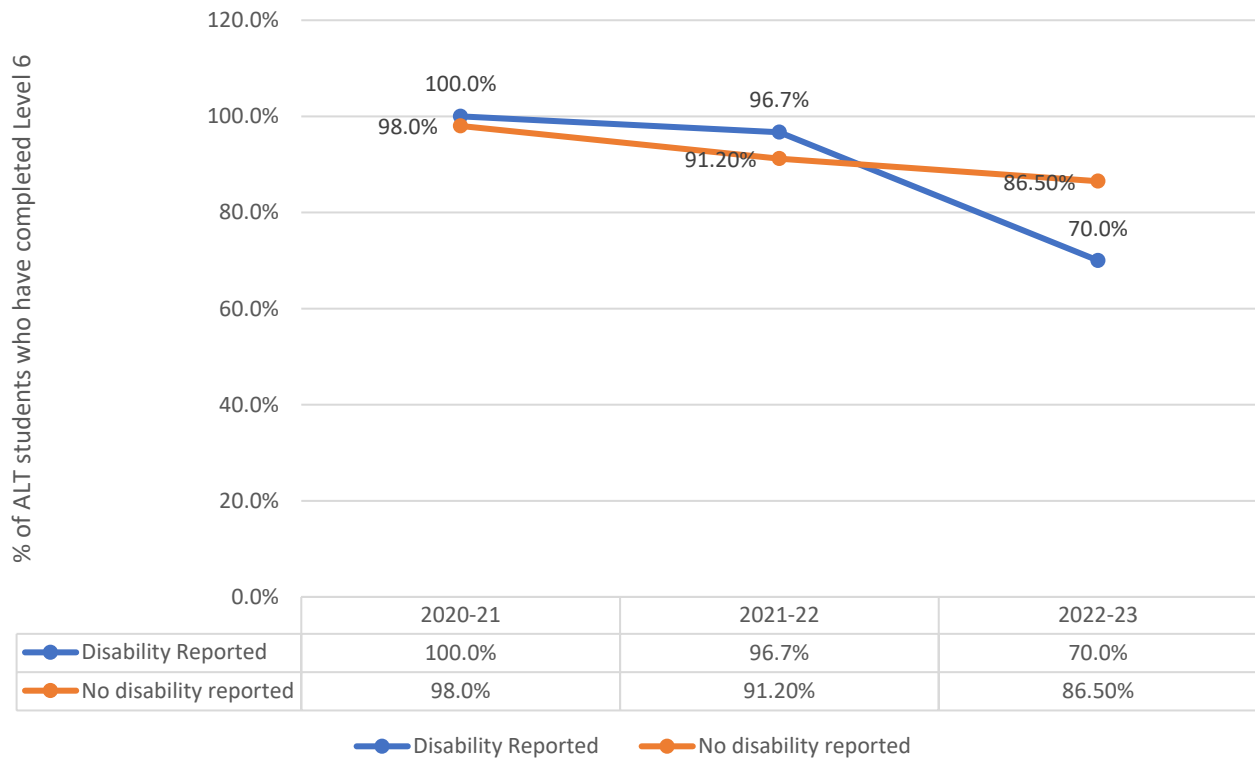
Disability Reported x IMD Q1 & 2

Exploring intersectional data by assessing disability reported students continuing beyond first year of study with geographic measures, indicated that students who resided in Indices of Multiple Deprivation (IMD) areas in high deprivation quintiles Q1 & Q2, who reported a disability, against students who have no disability residing in IMD Q1 & Q2 regions, are less likely to continue. There is a 17.8pp difference using internal data over a 2-year aggregate. The rationale for not including this underlying risk as a target is due to the very low student number of intersectional sub-sections resulting in increased statistical uncertainty. Additionally, with limited resources at its disposal, the priority targets identified within the plan have more robust data collection and greater student numbers to analyse to allow for more valid determinations to be made confidently.

Student Life Cycle Stage – Completion

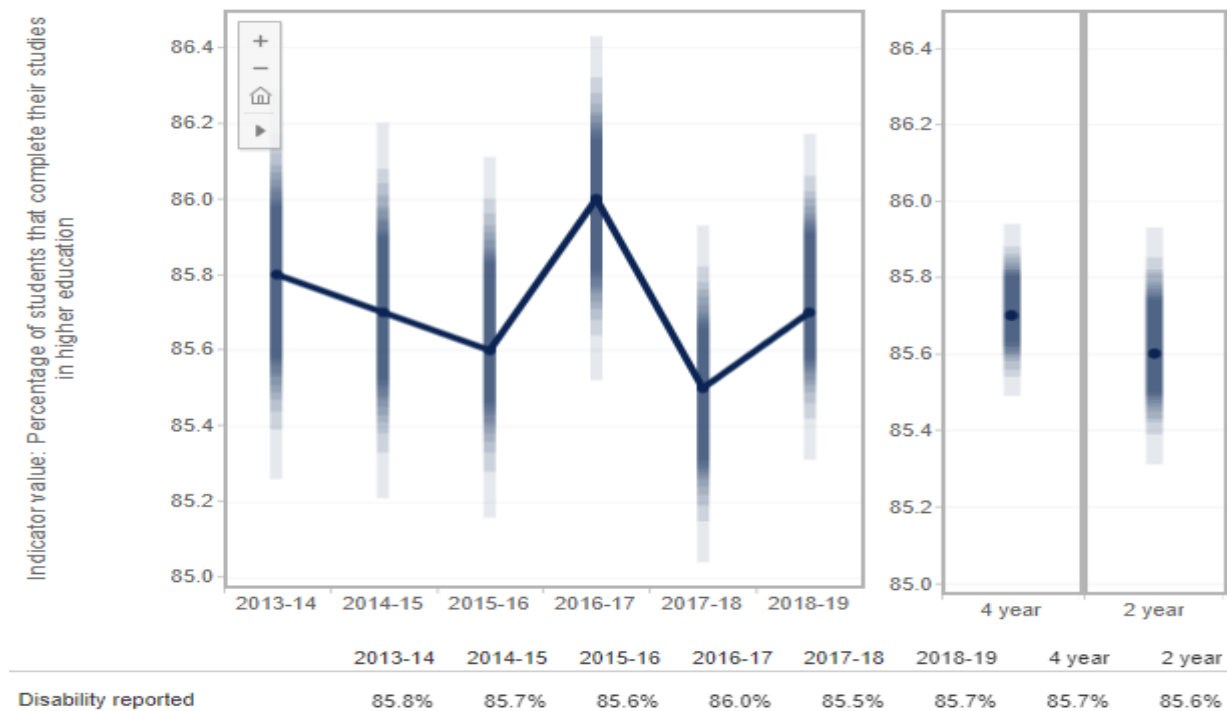
Disability

Student Lifecycle Stage: Completion - Disability Reported



Source: ALT Internal Data set

Completion indicator value for: Disability – Disability reported



Source: OfS Access and participation data dashboard

Priority indications of risk highlighted from the performance assessment summary table display that students with a reported disability at ALT are less likely to complete their course than those students with no disability reported (a 5.5pp difference based on a 2-year aggregate). ALT's reported disability students, in comparison with the latest national data across all registered higher education providers, are also less likely to complete their course. In 2022-23, 70% disability reported students completed their course (with a 75% confidence interval of 52.5% to 87.5%), compared to the latest national data in 2018-19 of 85.7%. The 2-year aggregated data percentage point comparison between completing ALT students with no disability against reported disability, and the same national comparison, shows a 3.4pp difference (the most recent academic year shows a 14.3pp difference). As highlighted in the internal data above, completion rates as a whole are decreasing but there is a notable speed in decline for students with a reported disability.

Reviewing the EORR, based on the assessment undertaken and the context of ALT, the following identified risks at national level are applicable for completing students with a reported disability are likely to be affected by the following:

- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support
- Risk 9: Ongoing impacts of coronavirus
- Risk 8: Mental Health
- Risk 10: Cost pressures

Completion - Underlying Risks at ALT, not part of the plan

TUNDRA

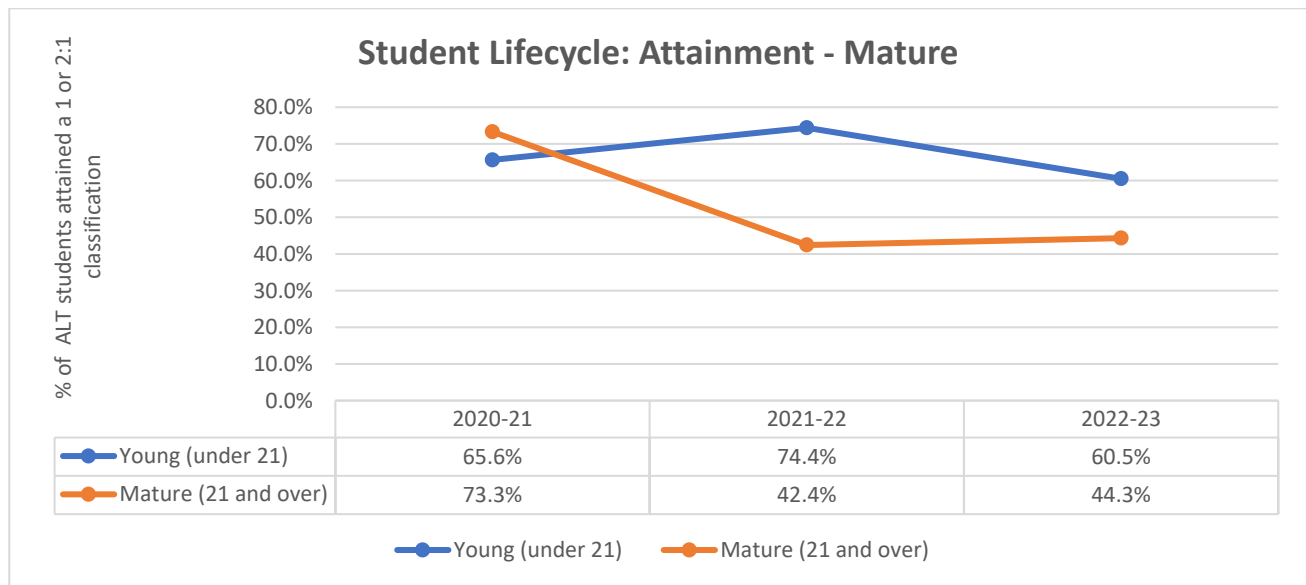
Based on ALT's internal data, students from the geographic measure of TUNDRA show an aggregated 2-year 5.1pp difference in completion rates against low participation HE areas (Q1 & Q2) to those in high HE areas (Q4 & Q5). Comparing the same parameters with the latest national data, the last academic year shows a 4.1pp difference (1.9pp difference with a 2-year aggregate). Based on this small percentage point gap both with internal comparisons and national, this underlying risk is not deemed a priority due to the larger inequality gaps identified in the plan. Additionally, the finite resources of ALT are better utilised to try and improve the greatest equality of opportunity risks for students. Nonetheless, monitoring will occur over the duration of this plan, and with more data collected over the coming academic years, more stronger determinations may be drawn resulting in a possible variation to include this target if a risk is presented as a priority concern.

Ethnic Minorities

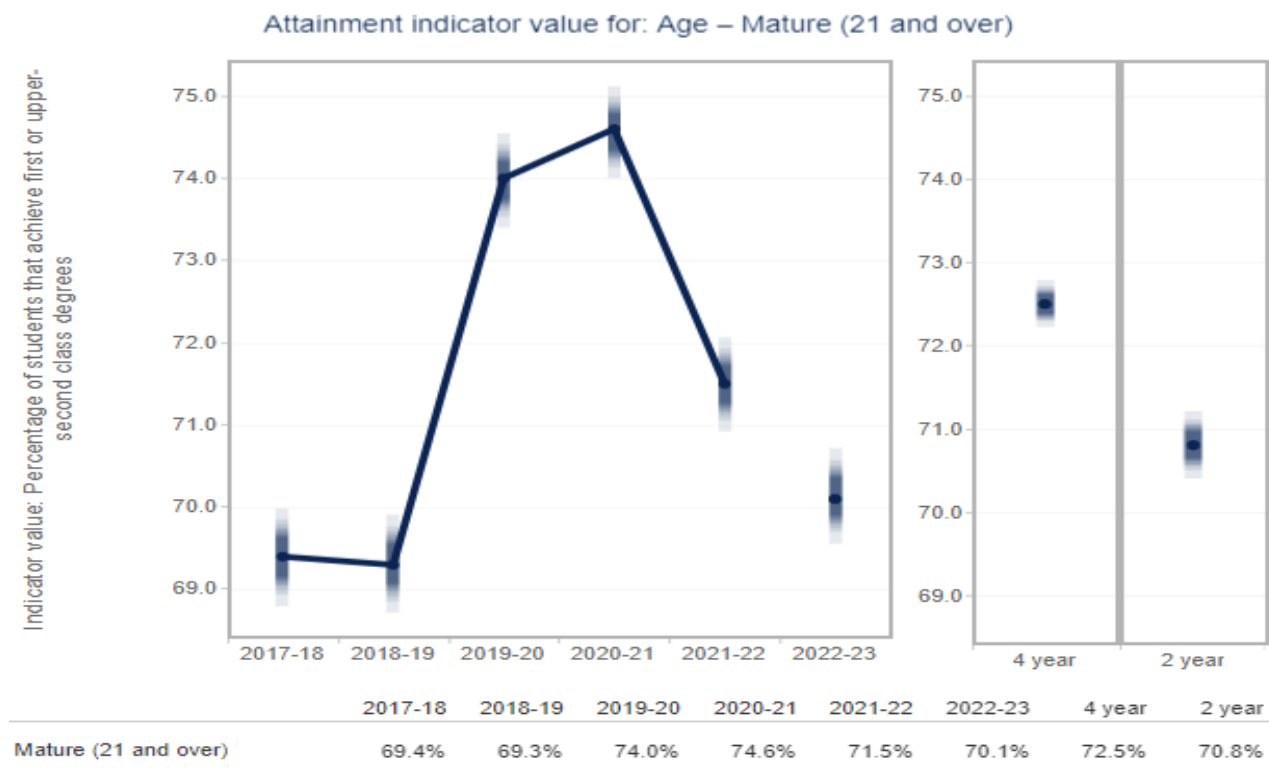
Based on ALT's internal data from the assessment of performance summary table, students from all ethnicities, except white, within the last academic year (82.1pp) and aggregated over the last two years (36.6pp), are less likely to complete their studies when compared to white students. All ethnicities, except for white students at ALT, are also underrepresented further when compared to national level data (78.7pp last academic year data available, 32.9pp 2-year aggregated data). The context and rationale for this not to be a priority target is due to the very low student numbers across all ethnicities, other than white, completing at ALT (less than 5 students per academic year, across all other ethnicities, except white) causing large variation's each academic year. This leads to greater statistical uncertainty and results in low confidence in making the above determination. Furthermore, disaggregated data into each ethnic minority characteristic cannot be undertaken with the potential for students to become identifiable within the data set. Based on this, ethnic minorities except white completing their studies have not been selected as a priority target. However, further monitoring during this plan will be undertaken especially given the focus on the access target of increasing ethnic minority student numbers to consider whether determinations can be made showing indications of risk for ethnic minority students completing their studies when more robust data is collected and analysed.

Student Life Cycle Stage – Attainment

Mature



Source: ALT Internal Data set



Source: OfS Access and participation data dashboard

A priority indication of risk highlighted from the performance assessment summary table illustrates that mature students (aged 21 and over) at ALT are less likely to achieve good degree outcomes (achieving a 1 or 2:1), than young students (a 24.1pp difference based on a 2-year aggregate).

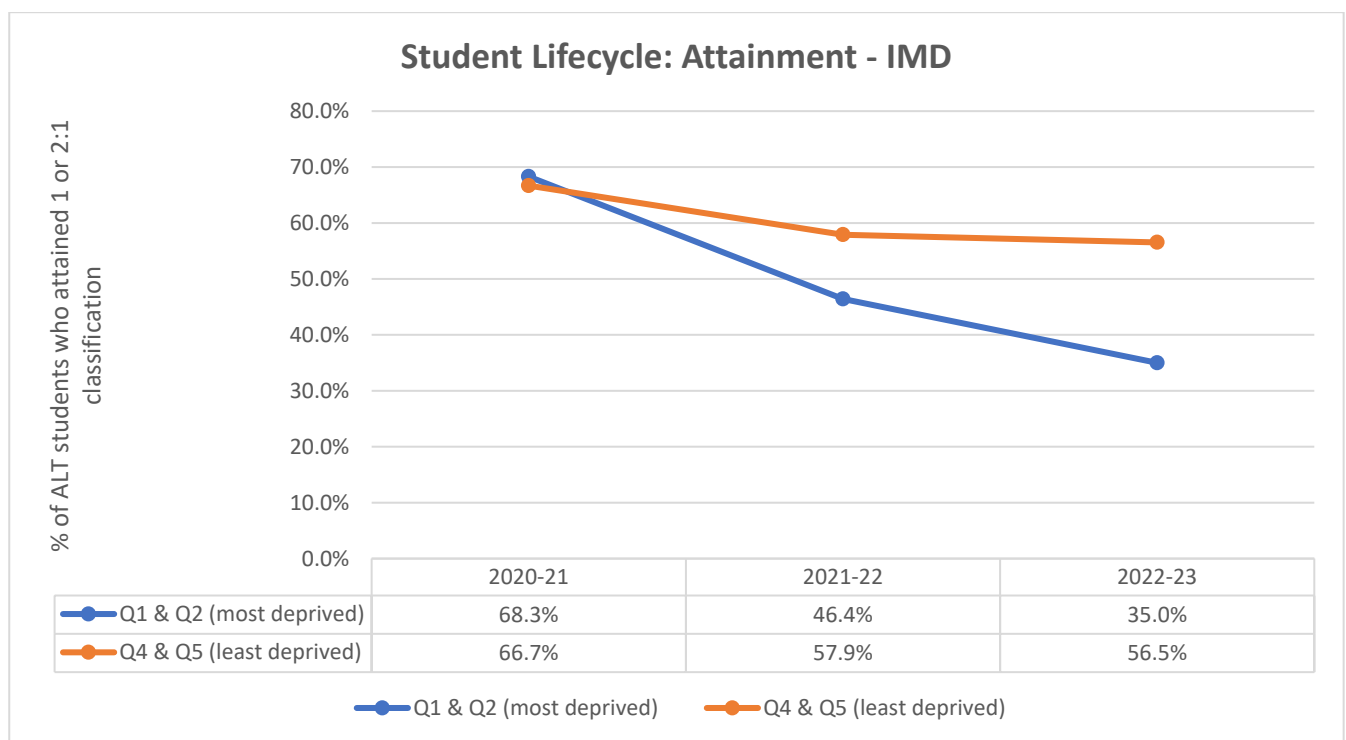
In 2022-23, 44.3% of mature students achieved good degree outcomes (with a 75% confidence interval of 33.52% to 55.4%), compared to the latest national data in 2022-23 of 70.1% (a 25.8pp difference). As highlighted in the internal data above, the attainment rate of students as a whole are significantly below the

national level and have decreased since 2020-21, yet this is significantly more for mature students. Context for this at provider level could be the low tariff entry requirements for the undergraduate courses available at ALT (opening up higher education for students who would not necessarily consider it) and may not have developed the skills or knowledge, or have had limited opportunity prior to access, or indeed on course, to achieve good degree outcomes that reflect their skill and knowledge.

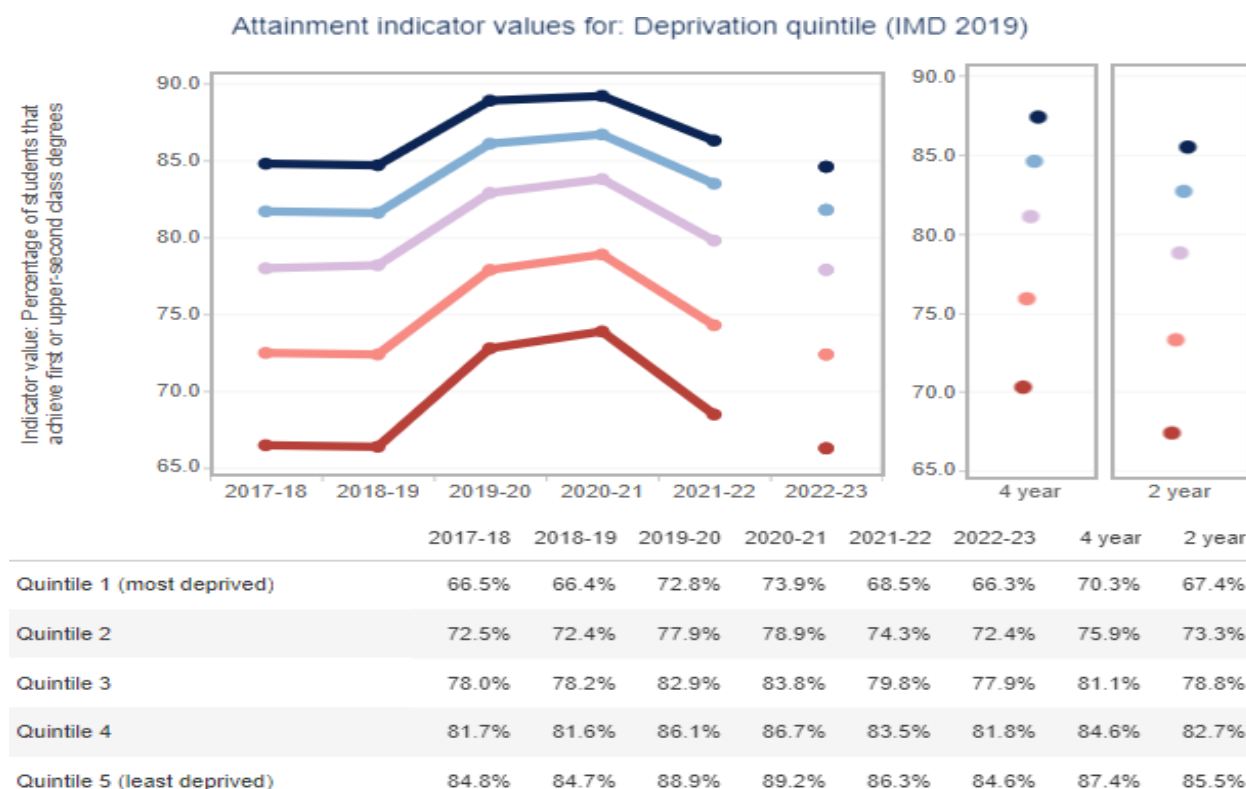
Reviewing the EORR, based on the assessment undertaken and the context of ALT, the following identified risks at national level are applicable for mature students attaining good degree outcomes, who are likely to be affected by the following:

- Risk 1: Knowledge and Skills
- Risk 2: Information and Guidance
- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support
- Risk 8: Mental Health
- Risk 10: Cost pressure

IMD



Source: ALT Internal Data set



Source: OfS Access and participation data dashboard

The indications of risk highlighted from the performance assessment summary table display that students who reside within high deprivation areas Q1 & Q2 are less likely to achieve good degree outcomes compared to those students from low deprivation areas Q4 & Q5. It should be noted that to increase statistical accuracy and reduce possible variations within the internal data set the lowest and highest quintiles have been compiled together.

ALT students residing in IMD Q1 & Q2 compared with Q4 & Q5, in the academic year with the latest data available, are 21.5pp less likely to achieve good degree outcomes (over a 2-year aggregate this is 16.5pp). In comparison with the latest national data, ALT students from IMD Q1 & Q2 are also less likely to attain good degree outcomes than those students from IMD Q1 & Q2 from national sector data (A 34.4pp difference). As can be shown from the ALT internal data graph above, attainment rates of students from high and low deprivation areas are significantly below the national average.

Reviewing the EORR, based on the assessment undertaken and the context of ALT, the following identified risks at national level are applicable for students achieving good degree outcomes, from high deprivations areas (IMD Q1 & Q2), are likely to be affected by the following:

- Risk 2: Information and Guidance
- Risk 3: Perception of Higher Education
- Risk 6: Insufficient academic support
- Risk 7: Insufficient personal support
- Risk 8: Mental Health
- Risk 10: Cost pressures

Attainment - Underlying Risks at ALT, not part of the plan

Disability

The summary table of the assessment of performance of students with a reported disability and comparing them to non-disabled students, showed in the last academic year, a 10pp difference in academic attainment of achieving good degree outcomes aggregated over 2 years, the difference is 5pp. In comparison, the latest

national data shows that students attaining good degree outcomes at ALT, with a reported disability, are below the national benchmark by 27pp (78.3% disability reported students at national level in 2022-23, 51.3% disability reported students at ALT in 2022-23, achieving good degree outcomes). The rationale for not including this underlying risk as a potential target within this plan is due to the other identified concerns show a greater underrepresentation and equality gap. Additionally, ALT's resources are limited and with disabled students being represented as a target within other areas of the student lifecycle, it is deemed to focus on priority concerns focussing on other underrepresented student groups to ensure fairness and parity of targeted intervention. Even so, monitoring will take place to ensure that if the underlying risk identified for disabled students attaining good degree outcomes significantly widens, in parity with the targets set within this plan for the attainment stage of the student lifecycle, a variation will be requested to acknowledge the concern and ensure intervention strategies are implemented. However, it is hoped that recognising disabled students as a priority target throughout the student lifecycle will increase attainment.

Ethnic Minorities

Based on ALT's internal data from the assessment of performance summary table, students from all ethnicities, except white, within the last academic year (44.6pp) and aggregated over the last two years (21.1pp), are less likely to complete their studies when compared to white students. All ethnicities, except for white students, are also underrepresented when compared to national level data (33.6pp last academic year data available, 11pp 2-year aggregated data). The context and rationale for this not to be a priority target is due to the very low student numbers across all ethnicities, other than white, attaining per academic year at ALT (less than 5 students per academic year, across all other ethnicities, except white) causing large variation's each academic year. This leads to greater statistical uncertainty and results in low confidence in making the above determination. Furthermore, disaggregated data into each ethnic minority characteristic cannot be undertaken with the potential for students to become identifiable within the data set. To maintain compliance with OfS regulation and GDPR rules, this data has not been presented to protect the identity of students with protected characteristics. Based on the rationale outlined, ethnic minorities except white completing their studies have not been selected as a priority target. However, further monitoring during this plan will be undertaken, especially given the focus on the access target of increasing ethnic minority student numbers. Considering whether determinations can be made showing indications of risk for ethnic minority students completing their studies when more robust data is collected and analysed.

TUNDRA

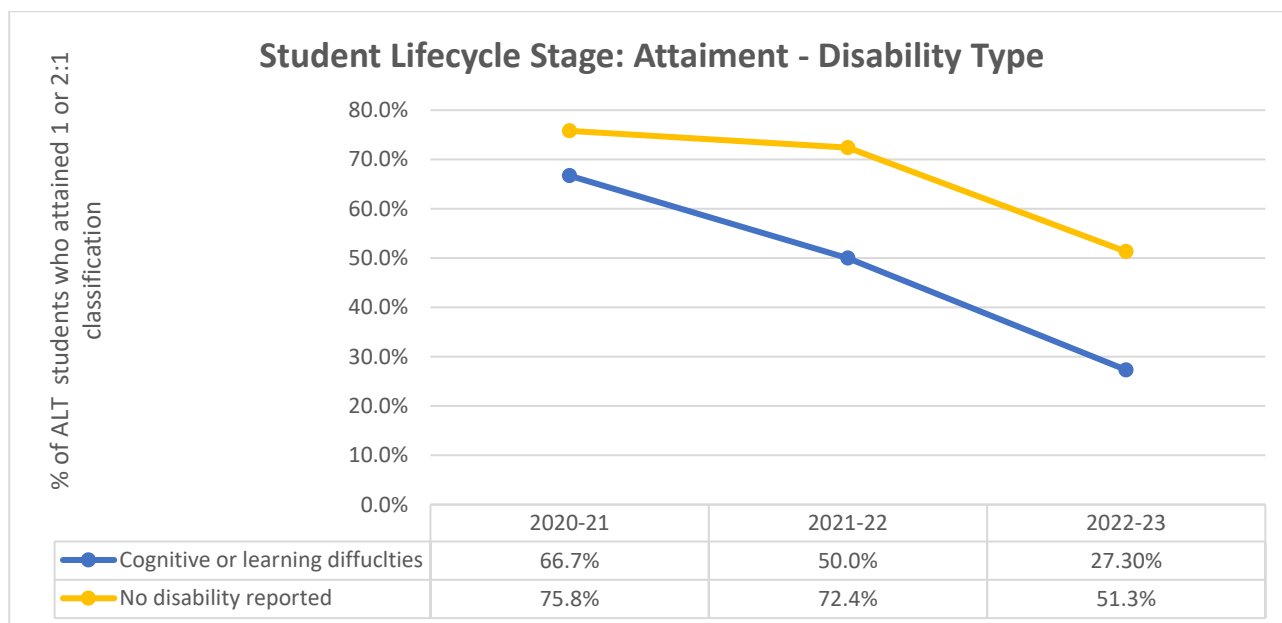
Based on the ALT's internal data, students from the geographic measure of TUNDRA show an aggregated 2-year 4.3pp difference in attainment rates against low participation HE areas (Q1 & Q2) to those in high HE areas (Q4 & Q5). Comparing the same parameters with the latest national data, the last academic year shows a -1.7pp difference (0.4pp difference with a 2-year aggregate). Based on this small percentage point gap both with internal comparisons and national, this underlying risk is not deemed a priority due to the larger inequality gaps identified in the plan. Additionally, the finite resources of ALT are better utilised to try and improve the greatest equality of opportunity risks for students. Nonetheless, monitoring will occur throughout this plan, and with more data collected over the coming academic years, more stronger determinations may be drawn resulting in a possible variation to include this target if a risk is presented as a priority concern.

Disability Type – Cognitive or Learning Difficulties

Analysis of disaggregated data, to consider specific disability types, did discover an indication of risk that students with cognitive or learning difficulties at ALT are less likely to achieve good degree outcomes than non-disabled students (A 23.2pp difference based on a 2-year aggregate).

In 2022-23, 27.3% of students with a cognitive or achieved good degree outcomes (with a 75% confidence interval of 20.5% to 34.1%), compared to the latest national data in 2021-22 of 78.6% (a 51.3pp difference). Comparing the percentage point difference between non-disabled students and students with cognitive or learning difficulties against the national data with the same parameters shows a 23.7pp difference (22.9pp difference aggregated over 2 years). Even with the demonstratable equality gap with students with cognitive or learning difficulties attaining less good degree outcomes than students with no recognised disability, the rationale for not having this as a target within this plan is due to the low student numbers the internal data is

analysing with cognitive or learning difficulties. Making assumptions that cognitive or learning difficulty students are not attaining good degree outcomes compared to their non-disabled peers is more of a challenge due to the statistical uncertainty involved with reviewing limited data. Qualitative data collection practices could be used to expand and achieve a more reliable data set. Additionally, disabled students as a whole are being targeted within this plan at multiple intersections of the student lifecycle. Therefore, it is deemed ALT's resources are being used to provide interventions to support disabled students as a whole, that will benefit students with specific disability types.



Source: ALT Internal Data set

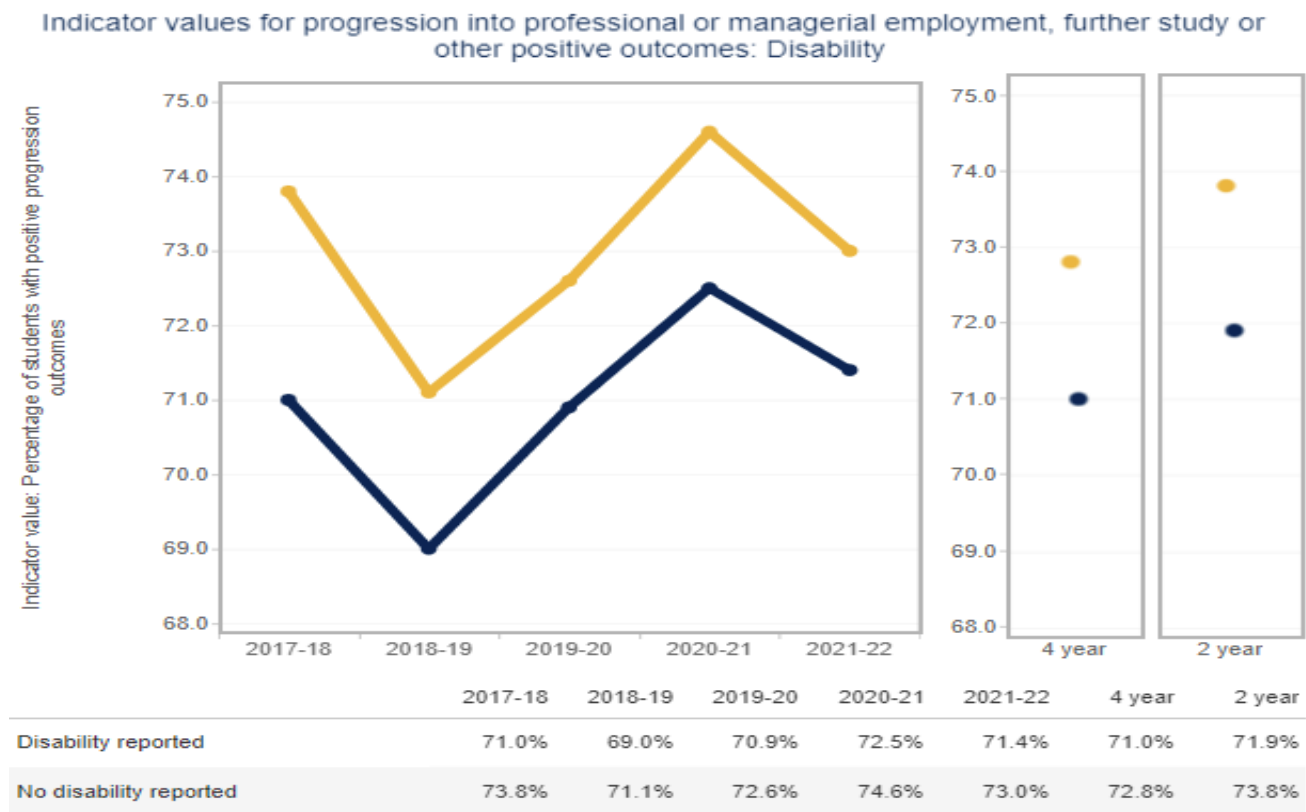
Student Life Cycle Stage – Progression

It should be noted firstly that ALT has very limited data available on the OfS Data Dashboard (due to suppression or simply no data) and has no available data from the Graduate Outcomes Survey (GO) for the academic year 2020-21 to draw comparisons. Therefore, national data, the current 2021-22 GO survey (which is illustrated through the ALT internal data) and EORR have been utilised to identify underlying indications of risk to student groups underrepresented within ALT. ALT therefore acknowledges that the lack of data available may also constitute a risk itself, therefore, supplementary internal graduate surveys will be created to try and collate graduate information after the most recent academic year, six months following graduation to generate further insight and student context of the progression of graduating students.

Disabled Students

Disability Reported	2020-21	2021-22
Disability Reported	N/A	37.5%
No Disability Reported	N/A	53.50%

Source: ALT Internal Data set



Source: OfS Access and participation data dashboard

Underlying indication of risk, analysed from internal data, indicates that disabled students within ALT are not progressing into professional or management employment, further study or other positive outcomes, 15 months after they finished their studies, in contrast with students who are not disabled. Students with a reported disability (37.5% - less than 10, confidence interval – 28.1%-46.9%) are 16pp less likely to enter into positive employment, study or other outcomes than non-disabled students (53.5% - less than 20, confidence interval – 40.1%-66.9%).

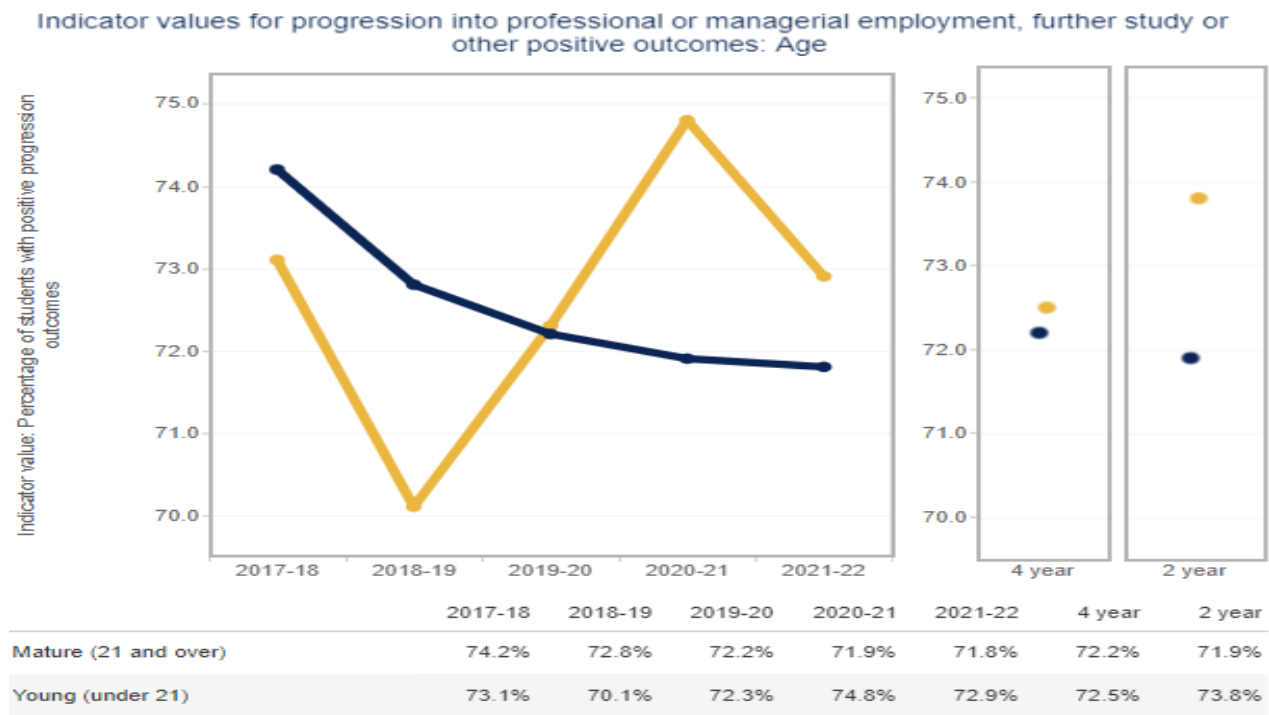
Reviewing the EORR, based on the assessment undertaken and the context of ALT, the following identified risks at national level are applicable for disabled students progressing into professional or management employment, further study or other positive outcomes, and are likely to be affected by the following:

- Risk 12: Progression from Higher Education

Mature Students

Mature	2020-21	2021-22
Young (under 21)	N/A	67.6%
Mature (21 and over)	N/A	50.0%

Source: ALT Internal Data set



Source: OfS Access and participation data dashboard

Underlying indication of risk, analysed from internal data, indicates that mature students within ALT are not progressing into professional or management employment, further study or other positive outcomes, 15 months after they finished their studies, in contrast with students who are young (under 21). Mature students (50% confidence interval – 37.5%-62.5%) are 17.6pp less likely to enter into positive employment, study or other outcomes than young students (67.6% - confidence interval – 50.7%-84.5%).

Reviewing the EORR, based on the assessment undertaken and the context of ALT, the following identified risks at national level are applicable for mature students progressing into professional or management employment, further study or other positive outcomes, and are likely to be affected by the following:

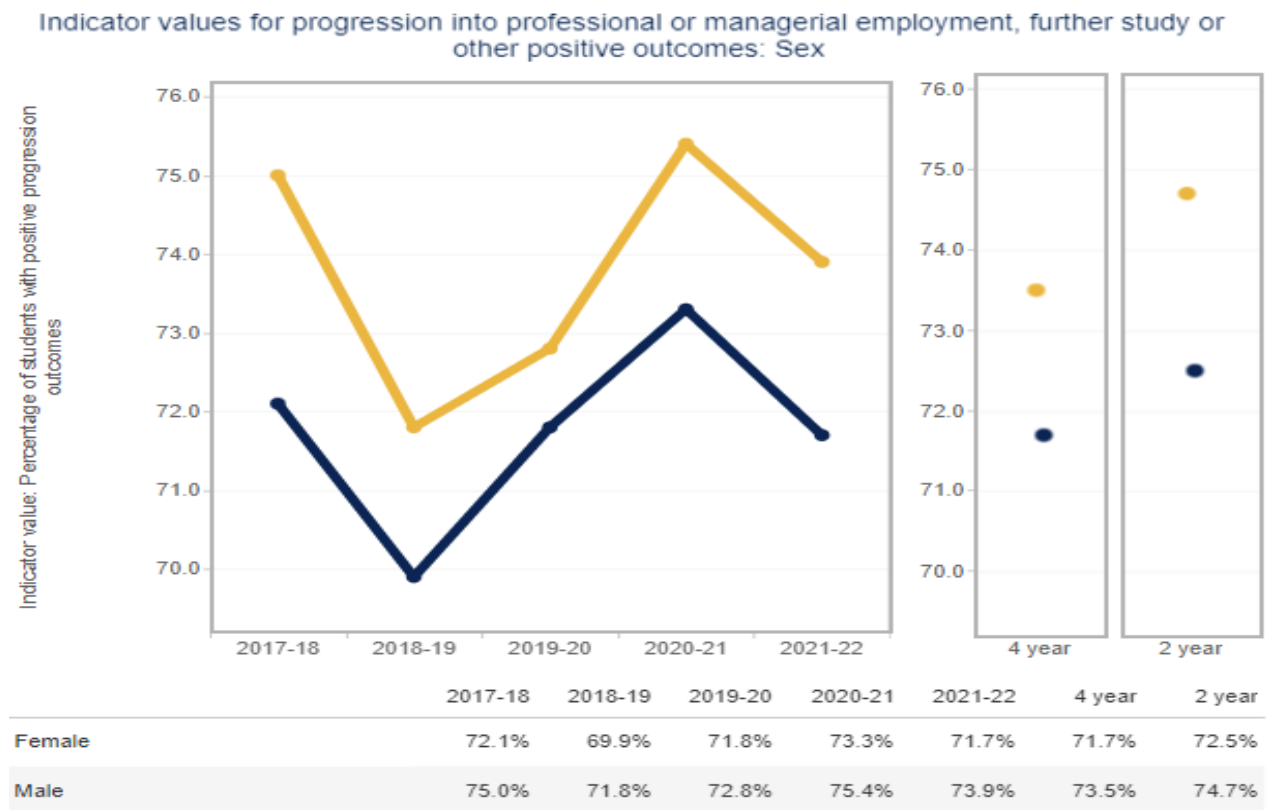
- Risk 8: Mental health
- Risk 12: Progression from Higher Education

Progression - Underlying Risks at ALT, not part of the plan

Female Students

Sex ID	2020-21	2021-22
Female	N/A	28.6%
Male	N/A	74.6%

Source: ALT Internal Data set



Source: OfS Access and participation data dashboard

Underlying indication of risk, analysed from internal data, indicates that female students within ALT are not progressing into professional or management employment, further study or other positive outcomes, 15 months after they finished their studies, in contrast with their male counterparts. Female students (28.6% - less than 10, confidence interval – 21.5%-35.8%) are 46pp less likely to enter into positive employment, study or other outcomes than males (74.6% - less than 20, confidence interval – 55.9%-93.3%). The rationale for not including the female progression underrepresentation, of moving into professional or managerial employment, further study or other positive outcomes is due to the limited resources of ALT and to ensure that interventions proposed in this plan have the greatest impact and benefit along the student lifecycle for identified underrepresented groups who consistently are at a disadvantage at multiple intersections (i.e. disabled students, mature students). Nonetheless, further data that becomes available and more robust evaluation develops during the duration of this plan may require a variation to the plan if a clear and consistent underlying risk of females being underrepresented and having the opportunity to move into positive outcome employment or further study becomes apparent.

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.

Intervention Strategy 1 – Enhancing Access

This intervention strategy outlines the rationale of the activity choices used to underpin the assumptions that the intervention planned will have a positive increase in attracting entrants from the most underrepresented minority student groups identified from the assessment of performance for the context of ALT, ethnic minority (Asian, Black, Mixed and Other) and mature students.

It is important that when establishing the activities chosen within this intervention, evidence of the current creative sector education learner sociodemographic profile at further education (FE) level is reviewed to understand the full context of access challenges, whilst looking at this evidence from the perspective of the niche higher education offering that ALT provides in the live event and entertainment industry. College-based and training enrolment at FE within education disciplines relevant to the creative subject area has seen a huge reduction of 57% between 2014/15 and 2022/23 with just under 170,000 college-based FE and training enrolments studying creative education disciplines (Giles, Carey and Hickman's, 2024).¹³ Reasons behind this are “*part reflecting reductions in funding for FE, enrolments in creative subjects have been declining much more rapidly than for other subject disciplines.*” (Giles, Carey and Hickman, 2024, pg. 84). For ALT's context of being a small specialist provider, limited in terms of financial output and outreach as a young institution primarily relying on local recruitment within the Yorkshire and the Humber (which contributes heavily to the majority of student numbers studying); just 8.9% of enrolments take place in the region of Yorkshire and Humber, as a proportion of the total creative FE enrolments (Giles, Carey and Hickman's, 2024).

Accompanied by the challenges, highlighted by Giles, Carey and Hickman (2024), enrolment onto creative FE courses is highly concentrated within urban cities and regions – such as London, Glasgow, Edinburgh, Cardiff, the South East and West Midlands – and limited provision in rural area and the North of England. ALT's location in the North of England poses both challenges and benefits to access to HE. On one hand, promoting a positive diverse future workforce within the creative industry to an audience that does not typically engage at FE is challenging. On the other, ALT's unique location on campus at Production Park opens up opportunities to the live events and entertainment industry, and its career prospects, to prospective students who do not have the advantage of travelling to study.

These access challenges for ALT, when developing intervention strategies such as this, are amplified when you consider the diversity of leavers from college-based FE in 2022/23 was 55% - White, 17% - Asian, 14% - Black, 9% - Other Ethnic Group, 5% - Mixed (Giles, Carey and Hickman's, 2024).

Busher and James (2019) recognise that mature students face many challenges and hurdles to accessing higher education and succeeding in it, such as maintaining families, continuing with employment to fund their studies and commitments, but also the anxieties around having the prior educational qualifications and knowledge to succeed at higher education¹⁴. Elaborating on these challenges further, mature students need supportive learning environments that are easily accessible and build their confidence and competence as

¹³ Giles, L., Carey, H. and Hickman, B. (2024) *Creative Further Education in the Four UK Nations*, Creative PEC State of the Nations Research Series. United Kingdom: Creative Industries Policy and Evidence Centre (Creative PEC). doi: 10.5281/zenodo.12532918. Available at: [Creative further education in the four UK nations \(pec.ac.uk\)](https://pec.ac.uk/nations)

¹⁴ Busher, H., & James, N. (2019) *Struggling to become successful learners: Mature students' early experiences of access to higher education courses*. *Studies in the Education of Adults*, 51(1), 74–88. Available at: <https://doi.org/10.1080/02660830.2018.1556483>

independent but collaborative learners who can achieve their aspirations as well as meet their needs as adult spouses and child carers.¹⁵

It is important to note that over the past decade, England's creative industries have expanded strongly with an economic output increase from £64.1 billion in 2010 to £97.4 billion in 2020 (an uplift of 52%) (DCMS, 2023)¹⁶ and a sector growth rate of more than four times than the UK wider economy. With over 750,000 additional employment opportunities created in the creative industries in England between 2011-2022 (Giles, Carey and Hickman's, 2024); the directional travel of access to creative industry education and economic output are heading in polar opposites. As such, this brings growing concerns about meeting the future skills needs of the creative industries and tackling increasing skills shortages e.g. (DfE, 2023)¹⁷.

Based on the above, ALT has used TASO's evidence toolkit¹⁸ to refer to established existing evidence on approaches to widening participation and a base for the design of its activities within each of the respective intervention strategies within this plan, to support disadvantaged and underrepresented students.

Financial Support

Financial support activities have been chosen as an element of this intervention strategy, due to the high-quality body of evidence available. Although small, evidence shows financial support can have a positive impact on higher education participation. It must be established though that this positive impact is also small (TASO,2024).

It is important to recognise and highlight the strength of evidence currently available that shows financial support activities utilised within this intervention strategy are effective. For example, bursaries are still yet to be proven although it is acknowledged they overcome some financial barriers to participation (Kaye, 2020)¹⁹. The Production Park Scholarship is another financial support activity utilised within this intervention strategy, primarily to promote access but also supports ALT's retention strategy for students who qualify under independent status from the Student Loans Company. Specifically, mature students or those with care commitments. The evidential base for the effectiveness of scholarships as an activity for improving widening participation is mixed. Although Moores and Burges (2023)²⁰ state that retention rates improve from those students awarded a scholarship, with greater effect shown on students from low-medium household income, other evidential reviews have shown little to no effect on positive outcomes for disadvantaged students in

¹⁵ Busher, H., & James, N. (2019) *Mature students' socio-economic backgrounds and their choices of Access to Higher Education courses*. *Journal of Further and Higher Education*, 44(5), 640–652. Available at: <https://doi.org/10.1080/0309877X.2019.1576857>

¹⁶ DCMS. (2023) *Economic Estimates for DCMS Sectors: Regional GVA*. London: Department for Culture, Media and Sport. Available at: from <https://www.gov.uk/government/statistics/dcms-sectors>

¹⁷ DfE. (2023) *Employer Skills Survey 2022*. London: Department for Education. Available at: <https://www.gov.uk/government/statistics/employer-skills-survey-2022>

¹⁸ TASO. (2024) *Evidence Toolkit*, Available at: [Evidence toolkit - TASO](#)

¹⁹ Kaye, N. (2020) *Evaluating the role of bursaries in widening participation in higher education: a review of the literature and evidence*. *Educational Review*, 1-23. Available at: [doi: 10.1080/00131911.2020.1787954](https://doi.org/10.1080/00131911.2020.1787954)

²⁰ Moores, E. & Burgess, A. (2023) *Financial support differentially aids retention of students from households with lower incomes: a UK case study*. *Studies in Higher Education*. Available at: [Full article: Financial support differentially aids retention of students from households with lower incomes: a UK case study \(tandfonline.com\)](https://www.tandfonline.com)

receipt (Hebeut and Geven (2020)²¹. Along with bursaries and scholarships, this intervention strategy offers increased financial support in the form of Open Day travel funding and financial support to interview. Enabling disadvantaged students to access facilities, learn more about support services and course contents from academic staff, removing a potential financial barrier to attend. Evidence has shown that students are, before arriving at university, saving more money and spending less, mainly due to the upward trend of bearing more financial costs and parents/guardians offering less monetary support (UCAS, 2023)²². This has the potential for underrepresented student groups and those from low-income families to be at a disadvantage and have unequal access of gathering the information, guidance and support from Higher Education institutions to make an informed decision about their future pathway into higher education – this is why ALT has created these financial funds to remove these barriers within this intervention strategy.

Based on the limited evidence of its effectiveness, TASO (2024) recognise that financial support is best partnered alongside other forms of engagement activity to improve access targets²³. This is the reason why the 'Enhancing Access' intervention strategy financial support element is partnered with other evidence-based widening participation activities. Thus, providing a layered and multi-adopted approach in supporting ALT's ethnic minority and mature students; financial support is not being used as an intervention strategy solely on its own. This decision to not just use financial support as an intervention strategy solely on its own is further collaborated by the Office for Fair Access (2015)²⁴ evidence review which found that students did not solely determine their choice of applying to higher education, or indeed, influenced their choice of institution on financial support alone, but, they do take it into account.

The financial support package ALT has created within this intervention strategy directly targets and impacts ethnic minority and mature students – who are often disadvantaged and experience financial stress – seeking the support of family and friends for monetary aid (Halliday-Wyness & Nguyen, 2014)²⁵. This is also the reason why ALT's financial support package is means-based rather than merit-based. This is in part due to recognising that studies have shown that merit-based financial support programmes have been shown to have a negative impact on students from low-income backgrounds. Students from more advantaged backgrounds, typically, achieve higher attainment (Younger et al. 2018²⁶).

Information, Advice and Guidance

The activities of providing more tailored and targeted information, advice and guidance (IAG) delivery aims to provide greater higher education knowledge outcomes. Adopting a flexible approach in acknowledging the evidence surrounding the challenges mature and ethnic minorities have in accessing the required information to make informed choices about higher education pathways. IAG has been chosen as an activity within this intervention strategy due to the evidence that suggests 'light-touch' IAG can have a small positive

²¹ Hebeut, E., & Geven, K. (2020) *What works to reduce inequalities in higher education? A systematic review of the (quasi-)experimental literature on outreach and financial aid*. Research In Social Stratification And Mobility, 65, 100442. Available at: [doi: 10.1016/j.rssm.2019.100442](https://doi.org/10.1016/j.rssm.2019.100442)

²² UCAS (2023). *Student Lifestyle Report 2023*, Available at: [Student Lifestyle Report 2023 - The cost of living | Business | UCAS](#)

²³ TASO. (2024) *Evidence Toolkit*, Available at: [Evidence toolkit - TASO](#)

²⁴ Office For Fair Access. (2015) *What do we know about the impact of financial support on access and student success?* Available at: [What do we know about the impact of financial support on access and student success? | VOCEDplus, the international tertiary education and research database](#)

²⁵ Halliday-Wyness, S & Nguyen, N. (2014) *Does financial stress impact on young people in tertiary study?* Research Report 68, Longitudinal Surveys of Australian Youth. Available at: [Microsoft Word - Impact-of-financial-stress-2732 \(ncver.edu.au\)](#)

²⁶ Younger, K., Gascoine, L., Menzies, V., & Torgerson, C. (2018) *A systematic review of evidence on the effectiveness of interventions and strategies for widening participation in higher education*. Journal Of Further And Higher Education, 43(6), 742-773. Available at: [doi: 10.1080/0309877x.2017.1404558](https://doi.org/10.1080/0309877x.2017.1404558)

impact on students' aspirations and aptitudes (TASO, 2024)²⁷. Furthermore, TASO's (2024) research in literature studies has shown that IAG should be accompanied by personalised support to be truly effective. Thus, vindicating the choice to include Aspiration Raising and Mentoring activities (which will be explored later within this Annex) as 'wrap-around' activities within the intervention strategy as a whole.

Mature students, which are recognised as a very diverse group, face very different challenges in comparison to "traditional young students" (leaving college/sixth forms and entering higher education immediately) – particularly around belonging and identity. This includes age, class, balance of work and education alongside personal responsibilities and potential caring responsibilities. Without flexibility in IAG delivery, the above-identified identity challenges could impede access and success in higher education for mature students (TASO, 2021)²⁸. TASO (2021) have undertaken studies with mature students that show there is limited evidence to show that IAG interventions may be helpful in guiding them through the inexperienced landscape of higher education. It is recognised that to improve mature learner recruitment, programmes need to be developed that actually meet their needs, i.e.: ensuring that IAG activities do not follow the typical HE programme offer tailored to the traditional student progressing from FE – a recognised barrier for mature students to accessing higher education (TASO, 2021). This is why ALT is offering flexible scheduling and Virtual Open Days at convenient times (evening time slots at various times during the academic year within the working week) for disadvantaged groups such as mature, but also ethnic minority students who may have personal commitments that prevent them from attending Open Days that are held in person and mostly on weekends.

Aspiration Raising

Evidence can be shown that outreach programmes, in which they aspire and link future employment/career paths to education, can improve learners' motivation to apply to study (EEF, 2016)²⁹.

Additionally, evidence can be shown that outreach programmes improve and increase the confidence and capability of students feasibly reaching higher education (Goodman & Gregg, 2010)³⁰. The Future Skills Report (Kingston University, 2022)³¹ found that outreach programs help with the development of problem-solving, creativity, and industry-related employability skills. ALT's outreach strategy, including the 'Progression Package', provides this to enable aspiration linked to attainment but, also as equally important, expectation of succeeding in ALT HE courses. Studies have shown a correlation between expectation with

²⁷ TASO (2024) *Information, advice and guidance (IAG)*, Available at: [Information, advice and guidance \(IAG\) \(pre-entry\) - TASO](#)

²⁸ TASO. (2021) *Supporting access and student success for mature learners*. Available at: [Supporting access and student success for learners with experience of children's social care \(pcdn.co\)](#)

²⁹ EEF. (2016) *Careers education: International Literature Review*, Available at [Careers_review.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

³⁰ Goodman, A. & Gregg, P. (2010) *Poorer children's educational attainment: how important are attitudes and behaviour?* Available at: [Poorer children's educational attainment: how important are attitudes and behaviour? | Institute for Fiscal Studies \(ifs.org.uk\)](#)

³¹ Kingston University London. (2022) *Future Skills: League Table*, Available at: [Future Skills 2022 \(kingston.ac.uk\)](#)

To understand best how the activities planned within the 'Improving Continuation' intervention strategy will have the desired outcomes for both disabled students and students residing in high-deprivation areas, it is important to review the evidence, and literature, to appreciate their respective journeys to HE and their expectations, perceptions and experience of education thus far.

UCAS's (2022)³⁷ studies into the experience of disabled students in education found a 157% rise in applicants sharing a disability on their application form when entering HE since 2014. Students who reported a disability from these studies also indicated they had greater expectations of support being provided within a higher education setting across the categories of general and pastoral, and educational and extra-curricular support. Within the context of creative courses at FE level, the DfE (2023)³⁸ published Employer Skills Survey highlighted that students leaving these courses reported more learning difficulties or disabilities (LLDD), compared to the FE sector as a whole. Based on these findings, it is highlighted that improving the journey to HE – by having clearer, accessible support and process activities – will enable disabled students to be more informed and increase the chances of positive outcomes of continuation (UCAS, 2022).

Gil (2021)³⁹ recognises that students from areas of high deprivation are likely to be economically disadvantaged in areas of low HE participation and knowledge. They are encompassed with other, what is called 'non-traditional' or underrepresented groups, such as care leavers, mature students and students with a disability. Kezar et al (2020)⁴⁰ recognises that 'non-traditional students' such as students from areas of high deprivation are more at risk of attrition and 'dropping out' of higher education. Intervention strategies, such as this one designed by ALT, are what is needed to support the transition to the HE lifestyle (Gilardi and Gugliemetti, 2011)⁴¹. As well as financial pressures of accessing and then adjusting to the HE lifestyle, recognising that students from high-deprivation areas may not be equipped with the knowledge, skills and resources to adjust to the levels of independence exhibited at HE, non-traditional students can face significant issues such as culture shock and alienation (Loeb and Hurd, 2019)⁴².

Evidenced activities below will provide the rationale for why ALT believes this blended approach of using a variety of activities within its intervention strategies will improve the continuation rates for disabled students and students from high-deprivation areas.

³⁷ UCAS. (2022) *Next Steps: What is the experience of disabled students in education?* Available at: [Next Steps: What is the experience of disabled students in education? | Undergraduate | UCAS](#)

³⁸ DfE. (2023) *Employer Skills Survey 2022*. London: Department for Education. Available at: www.gov.uk

³⁹ Gill, A. J. G. (2021) *Difficulties and Support in the Transition to Higher Education for Non-traditional Students*, *Research in Post-Compulsory Education* **26** (4): 410–41. Available at: <https://doi.org/10.1080/13596748.2021.1980661>

⁴⁰ Kezar, A., L. Hypolite, and J. A. Kitchen. (2020) *Career Self-Efficacy: A Mixed-Methods Study of an Underexplored Research Area for First-Generation, Low-Income, and Underrepresented College Students in a Comprehensive College Transition Program*. *American Behavioral Scientist* **64** (3): 298–324. Available at: <https://doi.org/10.1177/0002764219869409>.

⁴¹ Gilardi, S., and C. Gugliemetti (2011) *University Life of Non-traditional Students: Engagement Styles and Impact on Attrition*, *The Journal of Higher Education* **82** (1): 33–53. Available at: <https://doi.org/10.1353/jhe.2011.0005>.

⁴² Loeb, E., and N. M. Hurd (2019). *Subjective Social Status, Perceived Academic Competence, and Academic Achievement Among Underrepresented Students*. *Journal of College Student Retention: Research, Theory & Practice* **21** (2): 150–65. Available at: <https://doi.org/10.1177/1521025117696821>.

Financial Support

Evidence from the works of Harrison and Hatt (2012)⁴³ noted finance was one of the main reasons for students leaving university. Frempong et al (2012)⁴⁴ goes further by stating that students from lower socioeconomic backgrounds are often thought to be underrepresented in HE due to financial pressures. Research suggests that it is also due to the result of a lack of familiarity with the system of higher education within their family. This is further corroborated by the lack of 'financial preparedness' amongst students for higher education with just over two-thirds of students not feeling financially ready for the academic year (Blackbullion, 2023)⁴⁵. Evidence shown from the studies compiled by Dearden et al. (2014)⁴⁶, that the provision of financial grants from universities can increase participation by nearly four percentage points.

It is assumed that traditional financial aid, like bursaries alone, will remove the fiscal burden for students from high-deprivation areas who are economically disadvantaged, but this is not often the case (Johnson, 2015)⁴⁷. Hardship funds and non-cash support incentives are increasingly being used by higher education providers (Patel & Assaff, 2014)⁴⁸ as studies have found that unforeseen financial emergencies, and the general cost of living, especially for disadvantaged students, can lead to negative retention, success and completion (Chaplot et al., 2015)⁴⁹. The offering of non-cash support activity for underrepresented students is further evidenced by the UCAS (2023)⁵⁰ Student Lifestyle Report 2023 where students surveyed stated they are becoming more responsible for starter costs at HE (than what their parents/guardians previously financially supported them with) and accessing key resources to give themselves a chance of success – this includes accessing laptops/tablets. Qualitative studies conducted by Preest (2021)⁵¹ with first year students to understand how hardship fund financial support enabled them to be more resilient and maintain their HE education showed the thought processes and considerations students had to 'dropping out' of HE altogether and the impact it had on their education journey. Its importance was deemed not to be underestimated by

⁴³ Harrison, N. and Hatt, S. (2012) *Expensive and failing? The role of student bursaries in widening participation and fair access in England*. Studies in Higher Education, 37(6), pp.695-712.

⁴⁴ Frempong, G., X. Ma, and J. Mensah. (2012) *Access to Postsecondary Education: Can Schools Compensate for Socioeconomic Disadvantage?* Higher Education 63 (1): 19–32. Available at: <https://doi.org/10.1007/s10734-011-9422-2>

⁴⁵ Blackbullion. (2023) *The Student Money and Wellbeing Report*, Available at: [Student Money & Wellbeing 2023 \(blackbullion.com\)](https://blackbullion.com)

⁴⁶ Dearden, L., Fitzsimons, E., & Wyness, G. (2014) *Money for nothing: Estimating the impact of student aid on participation in higher education*. Economics of Education Review, 43, 66-78. Available at: [doi: 10.1016/j.econedurev.2014.09.005](https://doi.org/10.1016/j.econedurev.2014.09.005)

⁴⁷ Johnson, J. M. (2015). *Back to the basic: Meeting the needs of marginalized populations on campus*. The Vermont Connection, 35(18), 137-142. Available at: <http://scholarworks.uvm.edu/cgi/viewcontent.cgi?article=1034&context=tvcc>

⁴⁸ Patel, K., & Assaf, F. (2013). *Improving the financial stability of community college students*. Available at: hwww.hks.harvard.edu/index.php/content/download/67661/1243454/version/1/file/Patel_FINAL.pdf

⁴⁹ Chaplot, P., Cooper, D., Johnstone, R., & Karandjeff, K. (2015) *Beyond financial aid: How colleges can strengthen the financial stability of low-income students and improve student outcomes*. Available at: <http://www.luminafoundation.org/files/publications/BFA/Beyond.Financial.Aid.pdf>

⁵⁰ UCAS (2023). *Student Lifestyle Report 2023*, Available at: [Student Lifestyle Report 2023 - The cost of living | Business | UCAS](https://www.ucas.ac.uk/students/lifestyle-report-2023)

⁵¹ Preest, Samuel (2021) *A study of student retention, financial support and successful student continuation in UK Higher Education in 2020 January 2021*. Masters thesis, University of Huddersfield. Available at: [Huddersfield Repository - University of Huddersfield](https://huddersfield-repository.ac.uk/handle/10282/10000)

higher education providers and more evaluation on its impact was recommended. With a shift of focus on trying to see the financial investment in the retention of students by making hardship funding available to as many students as possible.

These financial pressures are felt more keenly by students from high-deprivation areas and why hardship funds and non-cash support are used as a wraparound activity, alongside other activities within this intervention strategy, to reduce the chances of attrition and increase chances of participation.

Student Support Programmes

Tailored Student Support programmes that meet the needs of students with disabilities and from high-deprivation areas are another feature of this intervention program. It is recognised that substantial progress has been made in HE that more students with a recognised disability are more comfortable and likely to share their condition. The biggest increases can be seen with mental health conditions, and social, behavioural or communication impairments. Additionally, students with recognised disabilities are 22% more likely to be from socio-economic and high-deprivation areas (UCAS, 2022)⁵².

The challenge is retaining students with a disability or mental health condition as they are more likely to consider withdrawing from higher education altogether (OfS, 2020)⁵³. Providing both clear IAG to disadvantaged students of the internal wellbeing services, nationally available support and making ADHD and DSA Assessment support more readily available – removing a barrier to public healthcare waiting lists – (the current turnaround time being 14 weeks (Save The Student, 2024))⁵⁴ – as part of this plan, has been shown to increase continuation (Newman et al. 2019)⁵⁵.

Offering ADHD & DSA Assessments on campus, a weekly wellbeing drop-in as well as individual bookable appointments with a dedicated and identifiable member of staff, with IAG sessions within the induction week of enrolment, will mitigate the chances of student attrition for disabled students and students from high deprivation areas. This early support has been shown to have a positive effect on the continuation of students from the work of Safer et al. (2020)⁵⁶. These activities listed above are also recommendations from the published Review of Support for Disabled Students in Higher Education in England by Williams et al. (2019)⁵⁷.

⁵² UCAS. (2022) Next Steps: *What is the experience of disabled students in education?* Available at: [Next Steps: What is the experience of disabled students in education? | Undergraduate | UCAS](#)

⁵³ Office for Students. (2020) English higher education 2020: The Office for Students annual review: Supporting all students to succeed, Available at: [Supporting all students to succeed - Office for Students](#)

⁵⁴ Save The Student (2024) *Disabled Students' Allowances (DSA) guide 2024*, Available at: [Disabled Students' Allowances \(DSA\) guide 2024 - Save the Student](#)

⁵⁵ Newman, L.A., Madaus, W.J., Lalor, R.A. and Javitz, S.H. (2019) *Support Receipt: Effect on Postsecondary Success of Students with Learning Difficulties*, Career Development and Transition for Exceptional Individuals, 42 (1), 6-16, Available at: [Support Receipt: Effect on Postsecondary Success of Students With Learning Disabilities - Lynn A. Newman, Joseph W. Madaus, Adam R. Lalor, Harold S. Javitz, 2019 \(sagepub.com\)](#)

⁵⁶ Safer, A., Farmer, L and Song, B. (2020) *Quantifying Difficulties of University Students with Disabilities*. *Journal of Postsecondary Education and Disability*, v33, n1, pp. 5-21, Available from: [EJ1273641.pdf \(ed.gov\)](#)

⁵⁷ Williams, M., Pollard, E. and Takala, H. (2019) *Review of Support for Disabled Student in Higher Education in England: Report to the Office for Students, the Institute for Employment Studies and Researching Equity, Access and Participation*. Available at: [Review of support for disabled students in higher education in England \(officeforstudents.org.uk\)](#)

Work Experience

Providing opportunities for industry networking and having a service user platform to market industry-related job roles, that can also offer tailored support to disadvantaged students identified within this intervention strategy as being most of the underlying risk, is a key activity to ensuring the retention of underrepresented students. Existing evidence suggests that students undertaking work experience have a strong association with better graduate outcomes such as lower unemployment, higher salary and greater chances of being invited to interview. However, there is no comprehensive model for HE providers to design effective work programmes. Hence, no clearly defined method or activity delivery maximises the effectiveness of work experience activities, particularly, how disadvantaged students benefit from such interventions (TASO, 2024).

Indeed, students from 'non-traditional' economically disadvantaged areas and backgrounds will become more reliant on accessing work opportunities to undertake paid work to support themselves through university (Black, 2023)⁵⁸. In the recent Blackbullion (2023)⁵⁹ Student Money and Wellbeing Report, seeking paid employment was the most popular survey result for how students would seek financial aid to support themselves during study. This is why, although ALT promotes students undertaking industry-related work experience to support an individual financial situation through HE studies as well as practising the use of taught skills in employment settings; the work experience activity within this intervention is supported by financial support, programmes of student support and mentoring as a wrap-around strategy as work experience alone. By dedicating more employment hours while studying, this can increase the chances of student attrition (Soilemetzidis and Dale, 2013)⁶⁰.

It should be acknowledged however that work experience, which includes supportive part-time work alongside studies, has little evidence and research to show that it provides effective outcomes for disadvantaged students, even though existing evidence indicates work experience activities can be useful at reducing equality gaps (TASO, 2024)⁶¹.

Mentoring

Crisp et al (2017)⁶² identify mentoring, coaching or advising as a relationship between two people where a more experienced member supports, advises and/or provides information to someone inexperienced and offers a blend of emotional, academic or course and career support. This type of support is known to improve outcomes of an increased sense of belongingness and help with course retention and progression (Crisp et al, 2017).

The ALT Buddy Scheme is a peer-to-peer programme of support that begins with pre-entry online applicant support (offering support, advice and guidance about ALT, student lifestyle, course content, resources and equipment required etc.) that converts into a pre-scheduled weekly program of either face-to-face or online

⁵⁸ Black, A. M. (2023) *The role of bridging programmes in supporting student persistence and prevention of attrition: a UK case study*. Studies in Higher Education, 49(9), 1519–1531. Available at: <https://doi.org/10.1080/03075079.2023.2269246>

⁵⁹ Blackbullion. (2023) *The Student Money and Wellbeing Report*, Available at: [Student Money & Wellbeing 2023 \(blackbullion.com\)](https://blackbullion.com)

⁶⁰ Soilemetzidis, I. and Dale, C. (2013) *Student retention in UK higher education: Exploring the link between entry grades and attrition trends*, Available at: (PDF) [Student retention in UK higher education: Exploring the link between entry grades and attrition trends \(researchgate.net\)](https://researchgate.net/publication/260117100)

⁶¹ TASO. (2024) *Evidence Toolkit: Work Experience*, Available at: [Work experience \(post-HE\) - TASO](https://tasoskills.ac.uk/work-experience)

⁶² Crisp, G., Baker, V. L., Griffin, K. A., Lunsford, L. G., & Pifer, M. J. (2017) *Mentoring Undergraduate Students*. ASHE Higher Education Report, 43(1), 7–103. Available at: [doi: 10.1002/aehe.20117](https://doi.org/10.1002/aehe.20117)

support (dependent on the preference of the service user whilst offering flexible provision, however, face-to-face meetings on campus are encouraged) upon enrolment. The scheme has a 1:2 mentor to student ratio. Student Mentors within the scheme are from second, third and fourth years and undertake a designed training package to ensure confidence and consistency of delivery, based on the evidence from Sanders & Higham (2012)⁶³ and O'Sullivan et al. (2017)⁶⁴ recognising that these programmes are the most successful. The format of the ALT Buddy Scheme is based on the evidence of an evaluation of a mentor program exhibiting high-quality features. This mentor program showed large effects against similar studies of positive impacts/outcomes relating to a sense of belonging/identity and retention (Sanders et al, 2018)⁶⁵.

Studies undertaken by Money et al (2017)⁶⁶ looked at the perceptions of students regarding what they deemed as valuable and important as part of the student experience. It was identified that students highly valued the relationships they had with both tutors and peers and felt peer-to-peer learning, as a support mechanism, was particularly beneficial.

TASO (2024)⁶⁷ acknowledge that peer-to-peer mentoring, as an effective activity with an evidence base, is often combined with other elements of mentoring such as role modelling and counselling interventions. Although current evidence, in the form of qualitative research and survey data suggests mentoring as a whole elicits positive outcomes for service users of greater student attitudes and aspirations, the variety of mentoring programmes means that no causal link can be demonstrated of which of the actual elements of mentoring is having the desired positive effects. TASO (2024) recognises that impact evaluations that focus on specific programmes would be needed to be confident that elements of mentoring are having the desired positive outcomes. Collings et al (2015)⁶⁸ also recognise that despite mentoring becoming increasingly popular within UK universities, there is also little evaluative research in regard to its effectiveness.

Intervention Strategy 3 – Ensuring Completion

To ensure disabled students, who have been identified as most at underlying risk within this APP of being at a disadvantage in completing their studies, have equal opportunity to 'ensure completion' of their HE education, evidenced activities of programmes of student support, reasonable adjustments and further financial support of have been utilised to provide a multi-layered strategy. The outcomes; to improve social

⁶³ Sanders, J. and Higham, L. (2012) *The role of higher education students in widening access, retention and success. A literature synthesis of the Widening Access, Student Retention and Success*. National Programmes Archive. York: Higher Education Academy.

⁶⁴ O'Sullivan, K., Mulligan, R., Kuster, M., Smith, R., & Hannon, C. (2017) *A college focused mentoring programme for students in socio-economically disadvantaged schools: the impact of mentoring relationship and frequency on college-going confidence, application efficacy and aspirations*. Widening Participation And Lifelong Learning, 19(2), 113-141. Available at: <https://doi.org/10.5456/wpll.19.2.113>

⁶⁵ Sanders, M., Burgess, S., Chande, R., Dilnot, C., Kozman, E., & Macmillan, L. (2018) *Role models, mentoring and university applications – evidence from a crossover randomised controlled trial in the United Kingdom*. Widening Participation And Lifelong Learning, 20(4), 57-80. Available at: <https://doi.org/10.5456/nvpll.20a.57>

⁶⁶ Money, J., Nixon, S., Tracy, F., Hennessy, C., Ball, E., Dinning, T., & Szameitat, A. (2017) *Undergraduate student expectations of university in the United Kingdom: What really matters to them? Cogent Education*, 4(1). Available at: <https://doi.org/10.1080/2331186X.2017.1301855>

⁶⁷ TASO. (2024) Evidence Toolkit: *Mentoring, counselling, coaching and role models (pre-entry)*, Available at: [Mentoring, counselling, coaching and role models \(pre-entry\) - TASO](#)

⁶⁸ Collings, R., Swanson, V., & Watkins, R. (2015) *Peer mentoring during the transition to university: assessing the usage of a formal scheme within the UK*. *Studies in Higher Education*, 41(11), 1995–2010. Available at: <https://doi.org/10.1080/03075079.2015.1007939>

and emotional wellbeing, improved sense of belonging, and to lessen the financial burden of acquiring course resources.

Programmes of Student Support

Young Ahn and Davis (2023)⁶⁹ recognise that disadvantaged groups are least likely to feel they belong and develop attachment, thus more likely to not complete their higher education. By developing and creating more relationships with third party organisations that provide and supply emotional wellbeing and support services and making them available to disabled students, it is likely to increase and develop the sense of belonging required for disabled students to continue and complete their studies (Thomas, 2012)⁷⁰.

Developing this sense of belonging can only be acquired by ensuring that ALT's own support services and procured collaborative third party organisations, in which we inform and signpost our disabled student too, should be safe, appropriately resourced, relevant to local context and well governed (Hughes & Spanner, 2019)⁷¹. Building a program of support that meets the needs of ALT disabled students is increasingly becoming more apparent when between 2012-2017, 61% of universities reported a 25% increase in students accessing dedicated university wellbeing services (Thorley, 2017)⁷². A combination of factors has been evidenced for this increase including, but not exhaustive, cuts to public mental health services (Prince, 2015)⁷³, increasing student awareness of mental health difficulties and services (Barkham et al. 2019)⁷⁴ and increasing use of professional support for everyday academic and social stressors (Ecclestone & Hayes, 2019)⁷⁵.

The need for a greater student wellbeing resource and the development of collaborative partners as an activity within this strategy is because widening participation has meant that support services have to manage students with a growing number of needs, within this case, an increased variety of assistance with disability needs (McMinn, 2022)⁷⁶. ALT adopting a whole provider approach to improve the equity, inclusivity

⁶⁹ Young Ahn, M and Davis, H.H. (2023) *Students sense of belonging and their socio-economic status in higher education: a quantitative approach*, Teaching in Higher Education, 28:1, 136-149, Available at: [Students' sense of belonging and their socio-economic status in higher education: a quantitative approach: Teaching in Higher Education: Vol 28 , No 1 - Get Access \(tandfonline.com\)](https://doi.org/10.1080/13565839.2023.2244444)

⁷⁰ Thomas, L. (2012) *Building student engagement and belonging in Higher Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention & Success Programme Summary Report*, Paul Hamlyn Foundation, Available at: [Building student engagement and belonging in higher education at a time of change: a summary of findings and recommendations from the What works? Student Retention & Success programme | Advance HE \(advance-he.ac.uk\)](https://www.paulhamlynfoundation.org.uk/wp-content/uploads/2012/08/Building-student-engagement-and-belonging-in-higher-education-at-a-time-of-change-a-summary-of-findings-and-recommendations-from-the-What-works?-Student-Retention-&-Success-programme-Advance-HE-advance-he.ac.uk)

⁷¹ Hughes, G., & Spanner, L. (2019) *The University Mental Health Charter*. Student Minds. Available at: https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/180129_student_mental_health_the_role_and_experience_of_academics_student_minds_pdf.pdf

⁷² Thorley, C. (2017). *Not by Degrees: Improving Student Mental Health in the UK's Universities*. Institute for Public Policy Research [IPPR]. Available at: www.ippr.org/publications/not-by-degrees.

⁷³ Prince, J. (2015) *University Student Counselling and Mental Health in the United States: Trends and Challenges*. Mental Health & Prevention, 3(1), 5–10. Available at: <https://doi.org/10.1016/J.MHP.2015.03.001>

⁷⁴ Barkham, M., Broglia, E., Dufour, G., Fudge, M., Knowles, L., Percy, A., Turner, A., & Charlotte, W. (2019) Towards and evidence-base for student wellbeing and mental health: definitions, developmental transitions and datasets. *Counselling and Psychotherapy Research*, 19(4), 351–358. Available at: <https://doi.org/10.1002/capr.12227>

⁷⁵ Ecclestone, K., & Hayes, D. (2019). *The Dangerous Rise of Therapeutic Education*, 2nd ed.. Routledge

⁷⁶ McMinn, L. (2002) *The impact of counselling services on student retention*. Heads of University Counselling Services (HUCS)

and diversity of its student cohort entails the need for a broader range of lifestyles (Thomas et al, 2002)⁷⁷. As a small, specialist provider, this activity therefore recognises the need that ALT needs to creatively develop its support services by looking at partnerships with third party charities and support organisations, to ensure that disabled students are able to complete their studies.

Reasonable Adjustments

TASO (2024)⁷⁸ identifies that reasonable adjustments for disabled students are used to help them succeed on course with the outcome being that they are able to complete their studies. This intervention strategy utilises a range of activities of programmes of student support and finance that can be constituted as a range of reasonable adjustments for students. The need for a clearly defined Reasonable Adjustments Policy (especially when considering the practical nature of ALT's practice and assessments) to support staff in providing clarity on accommodating disabled students, to mitigate the chances of non-completion, is paramount. The works of Banbury (2020)⁷⁹ show staff struggle to accommodate disabled students due to a lack of knowledge, training and awareness of disability – transforming their attitudes on the perception of how to include disabled students within the curriculum is needed. This policy, from the findings of the study of HE experiences in declared disability students by Kendall (2016), should be made in collaboration with staff, relevant disability advisors and most importantly, students themselves – continuing the theme of the development of a whole provider approach to inclusivity. Whilst ALT currently does make session notes and relevant materials available for students in advance of sessions, Kendall's (2016) findings do indicate that further consideration on differing modes of academic delivery and forms of assessment should be considered.

The embedment of personal development planning as a practice has been identified by disabled students as one of five key issues to levelling the HE experience (Vickerman and Blundell, 2010)⁸⁰. Often, support plans are deemed to be too generic and individualised (Mortimore and Crozier, 2006)⁸¹. That is why within this plan, ALT is developing an activity of having individual learning plans that are shared with academics and student support services, working in collaboration, to ensure reasonable adjustments can be made that allow for a disability inclusive curriculum. Methods of dissemination and accessibility of individual support plans are a key activity of this strategy. An evaluation of its effectiveness in contributing to student completion of studies will be evaluated within the strategy.

Financial Support

The evidence for having financial support as an intervention activity has been covered within the student lifecycle within this APP, for identified underrepresented groups, at access and continuation with rationale provided for its need. Removing further financial barriers at completion in the context of enabling disabled students to access assistive technologies, according to the evidential studies by Nichol et al. (2020)⁸², can

⁷⁷ Thomas, L., Quinn, J., & Slack K. (2002) *Student Services: Effective approaches to retaining students in higher education*, Institute for Access Studies, Available at: [Body1b \(improvingthestudentexperience.com\)](http://Body1b.improvingthestudentexperience.com)

⁷⁸ TASO. (2024) *Reasonable adjustments (or accommodations) for disabled students*
Available at: [Reasonable adjustments \(or accommodations\) for disabled students - TASO](#)

⁷⁹ Bunbury, S. (2018) *Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum?* *International Journal of Inclusive Education*, 24(9), 964–979. Available at: <https://doi.org/10.1080/13603116.2018.1503347>

⁸⁰ Vickerman, P., & Blundell, M. (2010). Hearing the voices of disabled students in higher education. *Disability & Society*, 25(1), 21–32. Available at: <https://doi.org/10.1080/09687590903363290>

⁸¹ Mortimore, T., & Crozier, W. R. (2006) *Dyslexia and difficulties with study skills in higher education*. *Studies in Higher Education*, 31, 235–251. [10.1080/03075070600572173](https://doi.org/10.1080/03075070600572173)

⁸² McNicholl, A., Desmond, D., & Gallagher, P. (2020) *Assistive technologies, educational engagement and psychosocial outcomes among students with disabilities in higher education*. *Disability and Rehabilitation: Assistive Technology*, 18(1), 50–58. Available at: <https://doi.org/10.1080/17483107.2020.1854874>

support not just educational engagement, but also on psychosocial perspectives – increased wellbeing, academic self-efficacy and positive impacts in the areas of competence, adaptability and self-esteem. This financial barrier ALT is aiming to remove is the financial contribution that recipients of the Disabled Student Allowance (DSA) make towards technologies that support educational learning. This financial contribution aids the procurement of a choice of low-to-high tech devices which have been demonstrated and used consistently to assist students with a wide variety of learning challenges (Viner et al, 2020)⁸³. Findings from Stumbo et al (2009)⁸⁴ suggest that assistive technologies are imperative for the success of disabled students in education. ALT aims to remove the financial barrier to ensure students in receipt of DSA are able to succeed but recognises also that the current available evidence of reasonable adjustment activity, such as this, cannot conclude evidence of impact – even with a positive correlation of HE success for disabled students (Kim and Lee, 2016)⁸⁵.

Intervention Strategy 4 – Raising Attainment

This intervention strategy outlines the rationale and evidence of the activity choices used to underpin the assumptions that will have increased positive outcomes for mature and high-deprivation-residing students.

The most recent statistical data provided by HESA (2023)⁸⁶ suggests that degree attainment disparity exists between those students from the most and least deprived areas, however, this has narrowed by two percentage points in most recent academic years analysed 2019-2020 and 2020-21. Mature students also experience disparity with degree attainment across all age groups when compared to young students, aged under 21 when entering higher education (OfS, 2023)⁸⁷. ALT has therefore encapsulated evidential literature to show how conducting programmes of student support and learning analytics interventions embodied within this strategy will look to improve positive outcomes of increased utilisation and engagement of student support services as well as effective study skills, to improve attainment rates for the identified disadvantaged students at risk.

Programmes of Student Support

Improving the academic support provision to expand the current tailored provision to also include group tutoring, focusing on vulnerable students, by providing the option for self-referral and collective communication processes between departments, is an activity being utilised to improve student success within this plan. ALT's proposed academic support provision acknowledges that the student cohort it attracts onto its courses (low tariff courses) opens higher education to students who would not normally consider higher education as a pathway to a career within the live events and entertainment sector. This widening of participation means that disadvantaged students who enter HE with ALT are likely not to know “the rules of the game” and will not attain higher degree classifications than those students who have previously been

⁸³ Viner, M., Singh, A. and Shaughnessy, M.F., (2020) *Assistive technology to help students with disabilities*. Special education design and development tools for school rehabilitation professionals, pp.240-267.

⁸⁴ Stumbo, N.J., Martin, J.K. and Hedrick, B.N., (2009) *Assistive technology: Impact on education, employment, and independence of individuals with physical disabilities*. Journal of Vocational Rehabilitation, 30(2), pp.99-110.

⁸⁵ Kim, W. H., & Lee, J. (2016) *The effect of accommodation on academic performance of college students with disabilities*, Rehabilitation Counselling Bulletin, 60(1), 40–50. Available at: <https://doi.org/10.1177/0034355215605259>

⁸⁶ HESA. (2023) *Degree attainment by socioeconomic background: UK, 2017/18 to 2020/21*, Published on HESA.AC.UK. Available at: [Degree attainment by socioeconomic background: UK, 2017/18 to 2020/21 | HESA](#)

⁸⁷ OfS (2023) *A statistical overview of higher education in England*, Available at: [A statistical overview of higher education in England - Office for Students](#)

coached or supported in how to succeed academically within higher education (Bathmaker et al., 2013)⁸⁸. The academic support offered in ALT's program will include, whilst considering their individual needs, support referencing, and academic writing as well as give students the knowledge to understand project briefs and assessment criteria and how to respond to them successfully - giving them the best chance of attaining a higher degree classification (Joughlin, 2010)⁸⁹.

Growing a culture of learning from both tutor and peer in an academic group tutoring program is a new activity that will be developed and evaluated within this plan. Evidence from the qualitative studies of Catrino & Airies (2017)⁹⁰ in a group tutoring program to promote student academic success showed the benefits of student integration into higher education. Balzer et al (2019)⁹¹ studies also showed participants in group tutoring improved retention rates and earned higher grades than those students who did not participate. It should be noted however that for ALT's group tutoring program to be effective, with the potential for increased demand on human resources with the extra focus on the disadvantaged students targeted within this strategy, a review of the academic tutoring staff co-ordinating the program's perceived competence and confidence in the ability to manage more complex student support needs is recommended (Wakelin, 2021)⁹². MacFarlane (2016)⁹³ found that from interviewing multiple tutors, the experience was the contributing developing factor to the competence and confidence of staff effectively delivering tuition. However, this eroded when they had to manage students with complex support needs and found themselves in situations where they lacked the required expertise to deliver efficiently (Stephen et al, 2008)⁹⁴. It is fundamental therefore that ALT ensures academic group tutoring staff are trained to the required level to support the potentially more complex support needs of its targeted disadvantaged student recipients.

Learning Analytics

Understanding our targeted students within this intervention through the measurement, collection, analysis and reporting of data can estimate and identify the levels of risk of not succeeding. Learning analytics is used as an intervention to not just improve academic performance, but also increase engagement and as

⁸⁸ Bathmaker, M.,A., Ingram, N. & Waller, R. (2013) *Higher education, social class and the mobilisation of capitals: recognising and playing the game*, *British Journal of Sociology of Education*, 34:5-6, 723-743, Available at: [Higher education, social class and the mobilisation of capitals: recognising and playing the game: British Journal of Sociology of Education: Vol 34 , No 5-6 - Get Access \(tandfonline.com\)](#)

⁸⁹ Joughlin, G. (2010) The hidden curriculum revisited: a critical review of research into the influence of summative assessment on learning, *Assessment & Evaluation in Higher Education*, 35:3, 335-345, Available at: [The hidden curriculum revisited: a critical review of research into the influence of summative assessment on learning: Assessment & Evaluation in Higher Education: Vol 35, No 3 \(tandfonline.com\)](#)

⁹⁰ Catarino, P. and Aires, A.P. (2017) *Student support in education: an experience with tutoring program in higher education*. In *INTED2017 Proceedings* (pp. 3564-3571). IATED. Available at: [Abstract View \(iated.org\)](#)

⁹¹ Balzer Carr, B., & London, R. A (2019). *The Role of Learning Support Services in University Students' Educational Outcomes*. *Journal of College Student Retention: Research, Theory & Practice*, 21(1), 78-104. Available at: <https://doi.org/10.1177/1521025117690159>

⁹² Wakelin, E. (2021). *Personal Tutoring in Higher Education: an action research project on how to improve personal tutoring for both staff and students*. *Educational Action Research*, 31(5), 998–1013. Available at: <https://doi.org/10.1080/09650792.2021.2013912>

⁹³ McFarlane, K. (2016) *Tutoring the Tutors: Supporting Effective Personal Tutoring*. *Active Learning in Higher Education* 17 (1): 77–88.

⁹⁴ Stephen, D.E., P. O'Connell, and M. Hall. (2008) 'Going the Extra Mile', 'Fire Fighting' or Laissez-faire? *Re-evaluating Personal Tutoring Relationships within Mass Higher Education*, *Teaching in Higher Education* 13 (4): 449–460.

such, improve retention (Wong and Li, 2020)⁹⁵. Indeed, learning analytics has been quoted to have an 'enormous potential to improve the student experience at university' (The Higher Education Commission, 2016)⁹⁶. Evidentially, learning analytics have been validated empirically and their use in interventions has been effective (Sclater, 2016)⁹⁷. Compounding this data with the group tutoring program in this strategy can improve engagement and success by using evidence-informed actions to adapt learning in order to better succeed in assessment, prior to it being undertaken.

There have been a number of learning analytical interventions that evidence causal links to improve student outcomes in engagement, retention and attainment. Specifically when measuring the outcome of attainment, Krumm et al., (2014)⁹⁸ evaluated 'Student Explorer', a system alerting students and teachers of student progress and performance, using a traffic light system. Teachers were then encouraged to congratulate green-light students for their progress and to engage with red-light students in a consultation. The quasi-experiment recorded significant increases in test scores for all the participating students after the implementation of Student Explorer.

For ALT to effectively address the attainment gaps of mature and high-deprivation students by using learning analytics within this plan, the training and development of staff with the skills to use the data at its disposal efficiently is paramount (TASO, 2024)⁹⁹. Its growth and popularity mean that most HE providers have limited to no experience in using learning analytics (Viberg et al., 2018)¹⁰⁰ and ALT is one of those providers, hence the ongoing increased financial commitment to research and evaluation outlined in Annex C.

Intervention Strategy 5 – Driving Positive Progression

A systematic review of the literature on disabled students transitioning from higher education to work by Goodall et al. (2022)¹⁰¹ suggested that higher education institutions play an important role in their transition to HE to work. Evidence of the practice of HE institutions offering career-related activities and support helped facilitate the transition for disabled students with opportunities in CV writing, mock interviews, access to industry careers fairs and networking opportunities particularly valued (Pesonen et al. 2021)¹⁰². Linking this

⁹⁵ Wong, B. T. M., & Li, K. C. (2020) *A review of learning analytics intervention in higher education (2011–2018)*, Journal of Computers in Education, 7(1), 7-28, Available at: [doi: 10.1007/s40692-019-00143-7](https://doi.org/10.1007/s40692-019-00143-7)

⁹⁶ The Higher Education Commission. (2016) Report: From Clicks to Bricks – The Potential of Data and Analytics in Higher Education, available at: [Learning Analytics Explained | Niall Sclater | Taylor & Francis eBooks \(taylorfrancis.com\)](https://www.taylorfrancis.com/books/9781108201437)

⁹⁷ Sclater, N. (2016) Learning analytics in Higher Education, Available at: [Learning Analytics Explained | Niall Sclater | Taylor & Francis eBooks \(taylorfrancis.com\)](https://www.taylorfrancis.com/books/9781108201437)

⁹⁸ Krumm, A. E., Waddington, R. J., Teasley, S. D., & Lonn, S. (2014) *A learning management system-based early warning system for academic advising in undergraduate engineering*, In Learning analytics (pp. 103-119). Springer, New York, NY. Available at: [doi: 10.1007/978-1-4614-3305-7_6](https://doi.org/10.1007/978-1-4614-3305-7_6)

⁹⁹ TASO. (2024) *Evidence Toolkit: Learning Analytics (Post-Entry)*, Available at: [Learning analytics \(post-entry\) - TASO](https://www.taso.ac.uk/evidence-toolkit-learning-analytics-post-entry)

¹⁰⁰ Viberg, O., Hatakka, M., Bälter, O., & Mavroudi, A. (2018) *The current landscape of learning analytics in higher education*. Computers in Human Behaviour, 89, 98-110. Available at: [doi: 10.1016/j.chb.2018.07.027](https://doi.org/10.1016/j.chb.2018.07.027)

¹⁰¹ Goodall, G., Mjølén, O.M., Witsø, A.E., Høghagen, S. and Kvam, L. (2022) *Barriers and facilitators in the transition from higher education to employment for students with disabilities: A rapid systematic review*. In *Frontiers in Education* (Vol. 7, p. 882066). Frontiers Media SA., Available at: [Frontiers | Barriers and Facilitators in the Transition From Higher Education to Employment for Students With Disabilities: A Rapid Systematic Review \(frontiersin.org\)](https://www.frontiersin.org/articles/10.3389/fedu.2022.882066/full)

¹⁰² Pesonen, H. V., Waltz, M., Fabri, M., Lahdelma, M., and Syurina, E. V. (2021) *Students and graduates with autism: perceptions of support when preparing for transition from university to work*. European Journal of Special Needs Education 36, 531–546.

back to the activities as previously discussed within intervention strategies, disabled students found having mentors, especially a mentor with a disability, was seen as a valuable asset by students from the studies of Nolan and Gleeson, 2017¹⁰³.

Mature students often face challenges to success in higher education – balancing multiple roles and responsibilities, experiencing social exclusion as ‘non-traditional students’ and feeling like they are not understood by their peers or institutions. As such, they struggle to access resources, support services, flexible study options and financial support (van Rhijn, 2016)¹⁰⁴.

The ‘Driving Positive Progression’ intervention strategy within this APP therefore uses a blended approach of activity based on the evidential literature above, to address progression disparity for identified disadvantaged students, by utilising one of ALT’s key and unique selling points as an institution, ‘being at the heart of the industry’. Its uniqueness and strength of having many strong partnerships with industry benefit all students with valuable employability opportunities (gaining industry-related practical work experience during studies to hone on skills taught, the financial and regulatory management knowledge of being self-employed/freelancing and forging relationships with recruiters for progressing into careers after graduating). The importance of these industry partnerships in meeting future occupation and skills needs are recognised within the State of the Nation report published by the Social Mobility Commission (2024)¹⁰⁵ in which UK government policy directional travel is on ensuring education is more closely connected with employers to meet skills shortages and be more responsive to the changing needs of the labour market. For the context of ALT as a creative industries higher education provider, the recently formed new government body, Skills England, recognises in its first report (DfE, 2024)¹⁰⁶, the positive growth contribution that creative industries will have on the future UK economy. Highlighting occupations currently in demand are also seeing employment growth – one of these sectors being the creative industries.

It is important to reflect though that surveyed UK employers, reported in 2022, over a third of UK vacancies were due to skills shortages (DfE, 2022)¹⁰⁷; ensuring that ALT’s students receive curriculum and industry employability opportunities that are relevant to the needs of its industry partners and occupation requirements is key to ALT successfully delivering the next generation of creative industry professionals with the tools to flourish.

Whilst ensuring ALT continues to closely connect industry to education to enhance the probability of its students progressing onto professional or managerial employment, further study or other positive outcomes - the assessment of performance does show a disparity of progression for its disabled and mature students. The below activities aim to reduce the imbalance of ALT disabled and mature students currently experiencing risk of equality opportunity.

¹⁰³ Nolan, C., and Gleeson, C. I. (2017) The transition to employment: the perspectives of students and graduates with disabilities. *Scandinavian Journal of Disability Research* 19, 230–244.

¹⁰⁴ van Rhijn, T.M., Lero, D.S., Bridge, K. and Fritz, V.A.. (2016) Unmet needs: Challenges to success from the perspectives of mature university students. *Canadian Journal for the Study of Adult Education*, 28(1), pp.29-47, Available at: [Unmet Needs: Challenges to Success from the Perspectives of Mature University Students | Canadian Journal for the Study of Adult Education \(dal.ca\)](https://www.dal.ca/~cjae/28(1)/vanRhijn%20et%20al.pdf)

¹⁰⁵ Social Mobility Commission. (2024) *State of the Nation 2024: Local to national, mapping opportunities for all*, Available at: [State of the Nation 2024: Local to national, mapping opportunities for all - GOV.UK \(www.gov.uk\)](https://www.gov.uk/state-of-the-nation-2024)

¹⁰⁶ Department for Education. (2024) *Skills England: Driving growth and widening opportunities*, available at: [Skills England: driving growth and widening opportunities \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1284443/skills-england-driving-growth-and-widening-opportunities.pdf)

¹⁰⁷ Department for Education. (2022) *Employer Skills Survey*, Available at: [Employer Skills Survey , Calendar year 2022 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk/collections/employer-skills-survey)

Programmes of Student Support & Teaching Employability Skills

ALT intends to expand on its current, available to all, individual one-to-one careers support sessions to also provide extra-curricular employability skills workshops – ensuring invitations are prioritised to targeted student groups. Developing employability skills, as part of the learning process in higher education, has become increasingly important (Miller et al., 2013)¹⁰⁸. Labour market trends and shift in public policy (Kornelakis & Petrakaki, 2020)¹⁰⁹ which have seen skills gap shortages as a major problem for industry (Cappelli, 2015)¹¹⁰, is one of the reasons for this increased importance. In ALT's context in the creative live events industry, the speed of technological developments means that keeping employability skills relevant in a 'digital revolution' has generated a demand for new skills whilst outdating others quickly (Beger and Frey, 2016)¹¹¹.

This is why the activity of developing a tailored and needs-based employability careers support service within ALT, from the evidence of the works of Scott and Wilson (2021) when interviewing graduates and reflecting on their own employability skills development, is highly recommended.

Furthermore, ALT and its collaboration with industry partners offer opportunities to enhance students' skill sets beyond the academic qualifications they undertake. Providing opportunities to enhance students' CPD and skill sets through providing an industry-recognised 'Events Safety Passport' qualification, as well as linking students to partner education providers for rigging, first aid, manual handling and forklift training etc. provides further desirable and transferrable skill sets to industry graduate recruiters. A study by Tomlinson (2008)¹¹² with 53 undergraduate students showed their perception that their academic qualification had a declining role in shaping their employment outcomes in what they perceive to be a congested and competitive graduate labour market. While the students viewed academic credentials as a significant dimension of their employability, students increasingly see the need to add value to them to gain an advantage in the labour market.

Work Experience

Percy and Emms (2020)¹¹³ analysis of graduate destinations highlighted the key features associated with university experience and their current career satisfaction and earning potential. These features included the focus on the development of transferrable skills, curricular relevance to the graduate job, relevant work experience during the degree and whether the graduate job was obtained through the university. The importance of providing work experience and collaborating with industry partners as an activity within this

¹⁰⁸ Miller L, Biggart A, & Newton B. (2013) *Basic and employability skills*. International Journal of Training and Development, 17(3): 173–175.

¹⁰⁹ Kornelakis, A., & Petrakaki, D. (2020) *Embedding employability skills in UK higher education: Between digitalization and marketization*. Industry and Higher Education, 34(5), 290-297. Available at: <https://doi.org/10.1177/0950422220902978>

¹¹⁰ Cappelli P. (2015) *Skill gaps, skill shortages, and skill mismatches: evidence and arguments for the United States*. Industrial and Labor Relations Review, 68 (2): 251–290.

¹¹¹ Berger T., & Frey C (2016) *Digitalization, Jobs and Convergence in Europe: Strategies for Closing the Skills Gap*. Oxford: Oxford Martin School.

¹¹² Tomlinson, M. (2008) *'The degree is not enough': students' perceptions of the role of higher education credentials for graduate work and employability*. British Journal of Sociology of Education, 29(1), 49–61. Available at: <https://doi.org/10.1080/01425690701737457>

¹¹³ Percy, C. & Emms, K. (2020) Drivers of early career success for UK undergraduate: an analysis of graduate destinations surveys, Edge Foundation, Available at: [DD0416 - Drivers of early careers success v2.pdf \(edge.co.uk\)](#)

strategy is highlighted further by the studies conducted by Jackson & Tomlinson (2021)¹¹⁴. This study evidenced that students who participated in employability-related activities, such as work experience, perceived the value in undertaking it by building better networks, learning about their future career in more detail and understanding the profile attractiveness to employers. Providing the communications platform, knowledge and information to disadvantaged students is vital, considering they have less positive employment outcomes than more advantaged peers (OfS, 2023)¹¹⁵. Evidence suggests that disadvantaged students have an inexperienced and unrealistic view of the current labour market they intend to pursue employment by assuming their degree is enough in order to attain employment (Bathmaker, 2021)¹¹⁶. Communicating the need for continuous development and the acquiring of skills to these students is fundamental to increase the chances of the desirable employment they seek.

¹¹⁴ Jackson, D., & Tomlinson, M. (2021) *The relative importance of work experience, extra-curricular and university-based activities on student employability*. Higher Education Research & Development, 41(4), Available at: 1119–1135. <https://doi.org/10.1080/07294360.2021.1901663>

¹¹⁵ Office for Students. (2023) *Annual report and accounts for 2022-23*, Available at: [Annual report and accounts 2022-23 - Office for Students](#)

¹¹⁶ Bathmaker, M-A, (2021) Constructing a graduate career future@: Working with Bourdieu to understand transitions from university to employment for students from work-class backgrounds in England, Eur J Educ, 56: 78-92, Available at: [Constructing a graduate career future: Working with Bourdieu to understand transitions from university to employment for students from working-class backgrounds in England - Bathmaker - 2021 - European Journal of Education - Wiley Online Library](#)

Fees, investments and targets

2025-26 to 2028-29

Provider name: Academy of Live Technology Ltd

Provider UKPRN: 10036456

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9000
Foundation degree		N/A	9000
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

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

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

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

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: Academy of Live Technology Ltd

Provider UKPRN: 10036456

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£92,000	£105,000	£118,000	£130,000
Financial support (£)	NA	£74,000	£81,000	£88,000	£97,000
Research and evaluation (£)	NA	£49,000	£52,000	£55,000	£57,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£36,000	£43,000	£50,000	£56,000
Access activity investment	Post-16 access activities (£)	£56,000	£62,000	£68,000	£74,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£92,000	£105,000	£118,000	£130,000
Access activity investment	Total access investment (as % of HFI)	17.6%	17.0%	17.0%	16.9%
Access activity investment	Total access investment funded from HFI (£)	£0	£0	£0	£0
Access activity investment	Total access investment from other funding (as specified) (£)	£61,000	£76,000	£83,000	£94,000
Financial support investment	Bursaries and scholarships (£)	£45,000	£50,000	£55,000	£62,000
Financial support investment	Fee waivers (£)	£27,000	£27,000	£27,000	£27,000
Financial support investment	Hardship funds (£)	£2,000	£4,000	£6,000	£8,000
Financial support investment	Total financial support investment (£)	£74,000	£81,000	£88,000	£97,000
Financial support investment	Total financial support investment (as % of HFI)	14.1%	13.1%	12.7%	12.6%
Research and evaluation investment	Research and evaluation investment (£)	£49,000	£52,000	£55,000	£57,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	9.4%	8.4%	7.9%	7.4%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Academy of Live Technology Ltd

Provider UKPRN: 10036456

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase and double the proportion of ethnic minority students studying at the Academy of Live Technology	PTA_1	Access	Ethnicity	Not specified (please give detail in description)		Percentage measurement used to show the proportion of ethnic minority student entrants studying at the Academy of Live Technology. Ethnic Minority students include all ethnicities except White due to low student population. Internal data sources used, corroborated with Access and Participation Dashboard and also used to compare against national data available. Entrant data from 2023-24 used.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	16%	22%	25%	28%	32%
To increase the proportion of enrolled mature students studying at the Academy of Live Technology	PTA_2	Access	Age	Mature (over 21)		Percentage measurement used to show the proportion of mature students (21+) entrants studying at the Academy of Live Technology. Internal data sources used, corroborated with Access and Participation Dashboard and also used against national data available. Entrant data from 2023-24 used.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	16%	19%	22%	25%	29%
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To eliminate the continuation gap of disabled students progressing from their first year of study, compared with non-disabled students.	PTS_1	Continuation	Reported disability	Disability reported	No disability reported	Percentage measurement used to show the difference in the continuation rate between disabled and non-disabled students at the Academy of Live Technology. Internal data sources used to obtain most recent continuation data. Corroborated with Access and Participation Dashboard and also used to compare against national data available.	No	Other data source (please include details in commentary)	2022-23	Percentage points	8	6	4	2	0
To eliminate the continuation gap of students from high areas of deprivation progressing from their first year of study, compared with students from low deprivation areas.	PTS_2	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	Other (please specify in description)	Percentage points used to show the difference in the continuation rate between students from high areas of deprivation (IMD Q1 & Q2) against the comparator group students from low deprivation areas (IMD 4 & 5). Internal data sources used to obtain most recent continuation data. Corroborated with Access and Participation Dashboard and also used to compare against national data available.	No	Other data source (please include details in commentary)	2022-23	Percentage points	10	8	6	3	0

[illegible][illegible]