BIMM University Access and Participation Plan

2025/26 to 2028/29

1. Introduction and strategic aim

1.1 BIMM University

BIMM University is a small, specialist provider of creative industries education across four faculties: Music, Screen and Film, Performing Arts, and Creative Technologies. We are located across seven UK campuses and two additional campuses abroad: Brighton, London, Corringham and Rayleigh (Essex), Birmingham, Bristol, Manchester, Leeds, Dublin, and Berlin. (This report considers only the UK campuses, apart from in the Whole Institutional Approach section, which includes evidence from Dublin and Berlin.) We currently serve approximately 6,800 undergraduate and 250 postgraduate taught students across all campuses.

BIMM University has grown significantly over its history. It began as a music institution in a single location. As it grew and acquired not only new campuses, but also new subject areas through mergers and acquisitions, it became clear to senior leaders that its existing organisational structure was no longer sustainable or fit for the future. Therefore, in the autumn of 2022, the university embarked on an institution-wide restructuring, branded Project Arrow. The reorganisation aimed to combine disparate operating models into a single university structure, to enable precise and transparent accountability throughout the organisation. We consulted widely on the proposed structure, drawing on internal and external expertise and supported by management consultants with proven expertise in this area.

One result of this restructuring is a recommitment to the centrality of access and participation in our values, mission, and day-to-day business practice. All staff now have access and participation work as part of their job descriptions, and we have hired a new Associate Dean for Access and Participation. This positions us to better foster an enabling environment through our whole provider approach by investing improvement such as a campus blueprint, a unified Students' Association, and an updated induction strategy.

BIMM is relatively unusual in the UK higher education sector in that its operational model supports several small campuses, spread out across the country (Birmingham, Brighton, Bristol, Corringham and Rayleigh (Essex), Leeds, London, and Manchester), with additional campuses in Dublin and Berlin). This presents both challenges and opportunities. Students report an appreciation of the close-knit feel of the campus communities alongside access to the support provided by a larger institutional structure. However, a one-size-fits-all approach to intervention strategies is not appropriate to our structure, and it is important that the implementation of the APP remains flexible to the local needs in each geographic area and for each individual campus. Similarly, student and staff demographics vary at each campus, and so global data in relation to BIMM may not always be applicable in individual cases. We must take a balanced approach to data analysis that contextualises the wider picture with local data.

BIMM continues to grow, with the recent acquisition of Met Film School and the development of our new Creative Technologies faculty as relevant contexts for this Plan. From the 2024/25 academic year, we will begin transitioning Met Film degrees to BIMM, taking on responsibility for serving those additional students at the same high standard that we expect for our current cohorts. In addition, we are welcoming our first Creative Technologies students to BIMM in the 2024/25 academic year, and we will monitor the particular needs of this cohort as they grow and mature. Projected student numbers in the FIT take account of this transition, although we anticipate that we may need to make adjustments over the life of the Plan.

1.2 Mission Statement

At BIMM University, our purpose is to inspire the next generation of industry professional through the creation of inclusive and creative learning environments, that remove barriers and create opportunities for equal participation in the creative industries. Our vision is to provide the highest standard of industry-led education built on a foundation of collaboration, inclusivity, and an entrepreneurial spirit, preparing our students for a sustainable career within the creative industries. Our five values are core to everything we do and are designed to be truthful yet aspirational. They provide us with a guiding set of principles towards which we continually strive. They connect us as individuals–both to each other and to the communities we work so closely with. They are:

- **Believe in Everyone** – We embrace and celebrate diversity to create a culture of belonging and respect, holding each other up and creating space for every voice to be heard.
- **Challenge the Norm** – We are bold and ambitious in our pursuit of new ways of working that can advance our communities in positive and inspiring ways.
- **Grow Together** – We work together as one community, united by our collective ideals, passions and values to shape our shared world for the better.
- **Own It** – We encourage every individual to take responsibility and work together to be a force for positive change.
- **Do the Right Thing** – We act with courage and integrity in all areas of our organisation to protect our communities, our business, and the environment.

1.3 Our Aims

Over the course of this Plan, our primary aims are to:

- Address Access and Completion gaps for students from IMD Quintile 1 areas;
- Improve Access, Attainment, and Completion rates for our Global Majority students;
- Eliminate Completion and Progression gaps for our disabled learners.

We have applied a Theory of Change methodology to developing interventions and activities that will address these aims and developed a robust evaluation plan to ensure that we meet our targets.

2. Risks to equality of opportunity

After conducting our assessment of performance (see Annex A), which relies primarily on the Office for Students Access and Participation Dashboard, supplemented by other relevant data (such as HESA, UCAS, and internal institutional data, alongside appropriate broader research), we have identified four key indicators of risk to equality of opportunity as priorities for this Plan. We have also identified two significant external risks that are of note. These have been selected with reference to the Equality of Opportunity Risk Register (EORR) and informed by our context at BIMM.

In determining priority risk areas for this Plan, we consider our relatively small size and specialism in the creative industries as key contextual factors. As a smaller provider, the data we have drawn upon is small cohort data which means that analysis of data and statistical significance is limited. This also limits our ability to make valid assessments and interpretations, particularly in exploring disaggregated data and intersections of characteristics. We have explored and provided assessment where we considered it meaningful.

Other areas for improvement that were identified as part of our assessment of performance can be found in Annex A, with explanations regarding why these areas have not been selected for prioritisation under this Plan.

Of priority under this Plan, the indicators of risk we have identified and the corresponding potential risks to equality of opportunity, are as follows:

2.1 Risk Area 1 – Access: There is a risk that students from the most economically disadvantaged backgrounds (IMD Q1) and Global Majority (particularly Black and Asian) students are experiencing inequitable access to pre-entry music, creative and performing arts provision, advice and guidance.

We note two indicators that suggest this risk might be occurring:

- BIMM enrols fewer students from IMD Quintile 1 (least privileged) areas, as compared to IMD Quintile 5 areas (most privileged).
    - In AY 2021/22, BIMM had a 10.8pp gap between IMD Quintile 1 and Quintile 5 student enrolments.
    - Our current 2-year aggregate gap is 8.4pp, and our 4-year aggregate gap is also 8.4pp, representing stagnant progress in this area over the past 4 years.
    - The sector gap in this area for 2021/22 is 3.2pp, with a 2-year aggregate of 2.8pp and a 4-year aggregate of 3.8pp.
- BIMM enrols a lower proportion of students from the Global Majority as compared to the sector average
    - In AY 2021/22, 15.3% of our newly enrolled students were from a Global Majority background (N = 393).
    - We have seen a slow upward trajectory in this number over the past five years, growing from 12.2% (N = 203) in AY 2017/18.
    - Our current 2-year aggregate is 15.6% Global Majority enrolments, and our current 4-year aggregate is 15.5%, indicating the slow but steady progress identified above.
    - In 2021/22, 34.2% of new undergraduates across the sector were from a Global Majority background (N = 75,580). The sector 4-year aggregate is 33.3% Global Majority, and the sector 2-year aggregate is 34.7% Global Majority.

2.2 Risk Area 2 – Attainment: There is a risk that a lack of access to a range of appropriate support, and other capacity issues, may be affecting good degree outcomes (achievement of a First or 2:1 degree award) for students from the Global Majority.

We have identified one indicator that suggests this risk may be occurring:

- There is a gap in awarding of a First or 2:1 degree outcome between students from the Global Majority (especially Black and Asian students) and their white peers.
    - In AY 2021/22, BIMM saw a 17.3pp gap awards of 2:1 and 1st class degrees between Global Majority students and their white peers (N = 143).
    - Our 2-year aggregate in this area evidences an 11.8pp gap, and our 4-year aggregate shows a 14.7pp gap, indicating that this gap has been widening over time.
        - Black students experience a 24pp 2-year aggregate and 29.5pp 4-year aggregate awarding gap compared to their white peers.
        - Asian students see a 20.4pp 2-year aggregate and 16.8pp 4-year aggregate awarding gap compared to their white peers.
    - The sector gap for AY 2021/22 is 10.6pp overall (20pp for Black students and 8.4pp for Asian students).
        - The sector 4-year aggregate gap is 10.7pp overall (20.2 pp for Black students and 8.5pp for Asian students) and the 2-year aggregate gap is 11.2pp (21.3pp for Black students and 9.4pp for Asian students).

2.3 Risk 3 – Completion: There is a risk that a lack of access to a range of appropriate support, and other capacity issues, may be affecting completion outcomes for students from IMD Quintile 1 areas and Disabled students.

We have identified two indicators that suggest this risk might be occurring:

- There is a gap in completion rates between students from IMD Quintile 1 areas and their IMD Quintile 5 peers.
    - For students who began their degrees in 2018/19, the gap was 20.6pp.
    - Our 2-year aggregate in this area shows a 14.3pp gap, while the 4-year aggregate data shows a 13.5pp gap, indicating that this gap is widening in the past two years.
    - The sector gap for students who began their degrees in 2018/19 is 10.9pp
        - The sector 4-year aggregate gap is 10.7pp, while the 2-year aggregate gap is 10.8pp, indicating that this gap has held relatively stable at sector level.

- There is a gap in completion rates between disabled students and their non-disabled peers.
    - For students who began their degrees in 2018/19, this gap was -1.4pp.
        - However, for this metric the aggregate data is more instructive, as the numbers are very low. The gap for 2017/18 starters was 7.5pp, demonstrating the volatility of the annual data.
    - Our 4-year aggregate gap in this area is 3.5pp, and the 2-year aggregate gap is 2.9pp, indicating that we are making progress in this area over time.
    - The sector gap for students who began their degrees in 2018/19 is 2.2pp
        - The sector 4-year aggregate gap is 2.1pp, while the 2-year aggregate gap is also 2.1pp, indicating that this gap has held stable at sector level.

2.4 Risk 4 – Progression: There is a risk that a lack of access to a range of appropriate support, and other capacity issues, may be affecting progression outcomes for Disabled students.

We have identified one indicator that suggests this risk might be occurring:

- There is a gap in progression outcomes for disabled students and their non-disabled peers.
    - For 2021/22, we saw a 3.3pp gap for disabled students compared to their non-disabled peers.
    - Our 4-year aggregate data shows a 6.1pp gap, while our 2-year aggregate data shows a 4.4pp gap, indicating that we are making good progress against this metric.
    - The sector gap for 2021/22 indicates a 1.6pp gap
        - The sector 4-year aggregate gap is 1.8pp, while the 2-year aggregate gap is 1.9pp, indicating that this gap has held relatively stable at sector level.

2.5 - Other risks

2.5.1 - Specialist Provision in Creative Industries

In respect of our specialist provision, we also note the systemic challenges that are present in arts education at all levels and in the creative industries to which our graduates progress. These pose relevant risks to equality of opportunity, beginning downstream in the education pipeline with the continued de-prioritisation, under-resourcing, and under-valuing of arts education in primary and secondary curricula. A 2023 report from Campaign for the Arts found that arts enrolment had dropped by 47% at GCSE and 29% at A-level since 2010, including dramatic declines in our specialist areas as follows:

Dance -60%
Drama -45%
Media/Film/TV Studies -52%

Music -41%[1]

The Cultural Learning Alliance 2024 Report Card notes that 'young people from wealthier backgrounds [have] much greater access to extra-curricular Arts provision and opportunities compared to peers from low-income backgrounds'.[2] This systematic under-resourcing of arts and creative industries education limits access to and engagement with the subject area, with a resulting negative influence on education and career choices in our specialist areas – despite strong and growing evidence that jobs in the creative industries can be as stable and lucrative as comparable jobs in STEM fields.[3] Upstream, in industry, we see risks to equality of opportunity arising from the under-representation of women, LGBTQIA+ individuals, global majority individuals, and disabled individuals. These risks present particular challenges for our target groups, which we discuss further and address through our intervention strategies – although we note the good work undertaken by our Creative Futures team, resulting in performance above sector average for many of these target groups in terms of Progression.

2.5.2 - Coronavirus Pandemic

We also wish to note the ongoing impact of the Coronavirus pandemic, which will continue to affect both students and staff throughout the life of this Plan. This is acknowledged in the EORR (Risk 9), which states: 'the differential experiences of students during their primary and secondary education is likely to have an effect on attainment rates at Key Stage 1 to 5, and to result in lower progression rates to higher education for students from certain backgrounds'; furthermore, 'It may also lead to lower on-course attainment rates for some students, and to a greater need for on-course academic support'. While Risk 9 is not one of our identified priority risks for this Plan, we will remain vigilant to the ongoing effects of the pandemic over the life of the Plan, closely monitoring relevant data to ensure that emerging gaps throughout the student lifecycle are identified and addressed. We have also developed an activity that supports students with chronic illnesses, specifically, to address the intersection between chronic illnesses such as long covid and disability (see PTS_2 and IS2).

3. Objectives

Through our assessment of performance, we have identified several indications of risks. Our APP will address six of these indications of risks to equality of opportunity through activities embedded across the student lifecycle.

Reference (Table 5b, 5d, and 5e, Annex C)	Objectives	Intervention Strategy
Target PTA_1	To support access and pathways into higher education and to BIMM for students from the lowest socioeconomic backgrounds (IMD 2019	IS1, IS2

[1] Campaign for the Arts. 2023. 'Huge decline in arts subjects worsens at GCSE and A-level'. https://www.campaignforthearts.org/huge-decline-in-arts-subjects-worsens-at-gcse-and-a-level/

[2] Cultural Learning Alliance. 2024. Cultural Learning Alliance Report Card 2024. https://www.culturallearningalliance.org.uk/wp-content/uploads/2024/05/CLA-2024-Annual-Report-Card.pdf

[3] The British Academy. 2020. 'Qualified for the Future: Quantifying the demand for arts, humanities and social science skills'. https://www.thebritishacademy.ac.uk/documents/1888/Qualified-for-the-Future-Quantifying-demand-for-arts-humanities-social-science-skills.pdf and The British Academy. 2017. 'The Right Skills: Celebrating Skills in the Arts, Humanities and Social Sciences'. https://www.thebritishacademy.ac.uk/publications/flagship-skills-right-skills-arts-humanities-social-sciences/

	Quintile 1), reducing the gap between IMD Quintile 1 and IMD Quintile 5 entrants to 5 percentage points by 2031-32.	
PTA_2	To support access and pathways into higher education and to BIMM for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities), achieving 20% Global Majority enrolments by 2031-32.	IS1, IS2
PTS_1	To improve on-course outcomes for students from low socio-economic (IMD Quintile 1) backgrounds, closing the gap in completion for these students compared to their least disadvantaged counterparts (IMD Quintile 5), achieving completion gaps no greater than 10 percentage points, by 2031-32.	IS2
PTS_2	To improve on-course outcomes for disabled students, eliminating the gap in completion for these students compared to their non-disabled peers by 2031-32.	IS2
PTS_3	To improve degree outcomes for students from Global Majority backgrounds, closing the gap in attainment outcomes for these students compared to their white counterparts, achieving a gap no greater than 8 percentage points by 2031-32.	IS2
PTP_1	To improve graduate outcomes for disabled students, eliminating the gap in progression compared to their non-disabled peers by 2031-32.	IS2

4. Intervention strategies and expected outcomes

4.1 Intervention Strategy 1: Supporting Progression to Creative Industries Degrees by Championing Students' Aspirations and Lowering Barriers to Access

Objectives: To support access and pathways into higher education and to BIMM for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), reducing the gap between IMD Quintile 1 and IMD Quintile 5 entrants to 5 percentage points by 2031-32

To support access and pathways into higher education and to BIMM for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities), achieving 20% Global Majority enrolments by 2031-32.

Targets: PTA_1, PTA_2. See Annex C, Table 5b for details

Risks to equality of opportunity: We have consulted the EORR and determined the following relevant risks to equality of opportunity:

- Risk 1: Knowledge and skills
- Risk 2: Information and guidance
- Risk 3: Perception of higher education
- Risk 4: Application success rate
- Risk 5: Limited choice of course type and delivery mode
- Risk 10: Cost pressures
- Risk 11: Capacity issues

Evaluation
Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. We do not plan to evaluate the strategy as a whole but each component part, as per the evaluation details in the Intervention Strategy Table that follows. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below.

4.1.1 Publication plan

Summary of publication plan	
Format of findings	When findings will be shared
We will produce an annual summary progress and review report, which will: Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes. Capture learning and insights that inform practice improvements and any appropriate changes and developments. Highlights and themes from this report will be shared online, for example through our website / SEER website.	Progress 'highlights' will be shared annually
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant), capturing all evaluation and	4 years on from Plan commencement (Autumn/Winter

findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	2028) and/or at the conclusion of specific projects For Intervention Strategy 2, this will be every 2 years, beginning in 2026-27.
We will also contribute at conferences and through workshop and events hosted by networks such as SEER, GuildHE and Neon.	At minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO.	As they arise, at minimum every 2 years.
Where appropriate, we will encourage staff to publish and share their work in relevant academic journals, on open access platforms such as Figshare, and through disciplinary conferences and symposia.	As appropriate, at minimum annually.

Intervention Strategy 1 Summary of Activities - Supporting Progression to Creative Industries Degrees by Championing Students' Aspirations and Lowering Barriers to Access

Activity	Inputs	Outcomes	Evaluation
External partnerships to support young people (pre-16) to achieve their goals • Linking with established charities and other relevant bodies to raise awareness of pathways to HE and progression to creative industries careers • Collaborate with partners to provide enrichment and creative industries education for young people who may not have arts provision at school. Activities may include: extracurricular arts programming, one-off workshops or classroom visits, and participation in community-based projects • This is new activity that will supplement existing outreach and recruitment activities. • We aim to be collaborating with approximately 10 organisations across our UK provision by the end of this Plan	AD: Access and Participation; teaching staff and student ambassadors; administration and resource	**Intermediate outcomes** • Improved cognitive and metacognitive outcomes • Improved sense pathways to HE and perception of creative industries degrees • Improved self-perception about academic abilities and confidence. • Improved preparation of HE • Improved perception of creative industries careers and progression opportunities **Longer-term Outcomes** • Improved creative skills • Improved pathways to creative industries degrees • Applications to HE from target groups • Offers from HE providers • Enrolments in HE	**Process Evaluation** • Data Analysis: Number and % of pupils engaging with scheme and % of pupils with target characteristics. (T1) • Output analysis: Number of sessions run. (T1) • Some post-activity polls gathering student experience and perceptions. (T2) • Staff post-activity polls gathering student experience and perceptions (T2) **Impact Evaluation** • Baseline and annual student survey exploring perceptions and confidence in respect of academic skills. (T2) • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys. (T2) • Data Analysis: application rates to BIMM by target groups. (T2)

Financial support for audition and interview costs • Bursaries for applicants from target groups to support travel and accommodation costs, necessary clothing or equipment, and other related costs. • Remote appointments will still be offered as an option, so that applicants can select the audition/interview mode most appropriate for them. • BIMM does not and has no plans to begin charging a fee for auditions or interviews; this intervention will specifically support with costs related to attending the audition/interview.	Outreach, Recruitment, and Admissions teams, Administration and resourcing	**Intermediate Outcomes** • Improved attendance rate at auditions and interviews from target groups. • Improved access to audition and interview materials, where cost may be a barrier **Longer-term Outcomes** • Improved audition and interview outcomes for target groups • Improved sense of belonging and wellbeing in relation to auditions and interviews • Increased applications to auditioned / interviewed courses from target groups • Offers from auditioned / interviewed courses for target groups • Enrolments to auditioned / interviewed courses for target groups	**Process Evaluation** • Data Analysis: Number and % of students receiving bursaries (T1), analysed by student characteristics. • Output Analysis: Total spend bursaries, including by student characteristics. (T1) • Poll gathering bursary holder's experience and perceptions of the financial support and audition processes. (T2) **Impact Evaluation** • Outcome monitoring % of students who attended auditions, gained offers and enrolled to BIMM
Review of applicant journey • Assess accessibility, inclusivity, and clarity of the applicant process, from first contact to completed enrolment • Seek feedback from current students about their enrolment process and any concerns or challenges they may have encountered • Identify areas of concern and pilot, evaluate, and implement updates as relevant • Produce a 'road map' to support the applicant journey, offered in multiple formats	Staff support from Outreach, Recruitment, Admissions, and Enrolment Teams, and Wellbeing and Learning support staff	**Intermediate Outcomes** • Improved retention for students in target groups through applicant funnel, especially at enrolment stage • Improved accessibility of first points of contact for new students, setting the tone for the rest of their degree experience **Longer-Term Outcomes** • Increased applications from target groups • Better communication and expectation-setting with new students	**Process Evaluation** •Data Analysis: Number and % of students engaging at each stage of the application pipeline with target characteristics (T1). • Output analysis: Number and % of students engaging in pilots with target characteristics **Impact Evaluation** • Surveys and focus groups or interviews with partners/students and staff to: •Understand the effectiveness of the journey and explore areas of concern. (T1, T2) •Identify further opportunities. (T2) •Draw out deeper understanding about challenges and what works. (T1, T2) •Evaluation mechanisms deployed on pilots (surveys, focus groups, data analysis) (T1, T2)

(e.g., visual, audio) to support students with differing needs			
Part-time undergraduate degree options • building on our existing part-time postgraduate degree options, pilot flexible undergraduate degree options designed to support target groups • The pilot will include two undergraduate degree courses in the Music faculty in the first instance • support students to manage rising living costs by making it easier to balance education with paid work • support disabled students to study at a pace more compatible with their needs • provide additional options for mature students, students with caring or parental responsibilities, and commuting students • assess whether pilot courses could also be delivered online or in a hybrid format **Cross-intervention activity with IS2**	Staff support from Education, Academic Services, Wellbeing and Learning Support, and Timetabling teams	**Intermediate Outcomes** • Improved choice of course type and delivery mode, lowering barriers to access for target groups • Increased flexibility, making degrees more accessible and affordable for target groups **Longer-term Outcomes** • Applications to degree courses • Enrolment on degree courses • Improved Continuation, Attainment (Awarding), and Completion for target groups	**Process Evaluation** Data Analysis: Number and % of pupils applying and enrolling to new courses with target characteristics (T1). Output analysis: review of the changes in provision to accommodate part time and flexible modules of teaching (T1) **Impact Evaluation** • Surveys and focus groups or interviews with students and BIMM stakeholders to: •Understand the effectiveness of the new provision and whether expectations were met. (T1, T2) •Identify further opportunities for continuous improvement. (T2) •Draw out deeper understanding about challenges and what works. (T1, T2) Student continuation, completion attainment (awarding) and success of new course delivery mode students (T2)

Cost

The approximate total cost of IS1 is £1,585,000 over four years.

Summary of Evidence base and rationale:

We have conducted a literature review on each of the proposed activities, supported by the range of materials OfS has identified in its guidance, additional research including both internal and external qualitative and quantitative data, and a set of best practice references.

Opportunities for young people to study creative subjects at school have been systematically reduced by policy and funding changes, and further eroded by a misleading national narrative that STEM subjects should be preferred, especially for students concerned about future employability. A 2023 report from Campaign for the Arts found that arts enrolment had dropped by 47% at GCSE and 29% at A-level since 2010, including dramatic declines in our specialist areas (See Additional Risks 2.4.1). One result is that students who experience the least economic privilege are also the least likely to have access to arts education. Partnerships with charities and other organisations focused on creative education and enrichment for pre-16 pupils can help bridge these gaps and encourage students who may no longer have access to an arts curriculum in school achieve their creative goals.

Young people who overcome these headwinds to follow their creative passions should be encouraged and supported to pursue their ambitions into higher education. One way to support applicants facing financial hardship is to provide financial support for costs associated with in-person auditions and interviews, including travel, accommodation, clothing, and equipment costs. BIMM does not charge a fee for auditions or interviews, but internal and external evidence suggests that the costs associated with traveling to in-person events may still present a barrier. This offer is in line with similar providers in the sector.

In 2014, HEFCE warned that the decline in part-time entrants 'may have a detrimental impact on widening access overall' (qtd. Hubble and Bolton 23). This is partly because 'part-time students are a very different group demographically to full-time undergraduate students and are less homogenous' (6). Hubble and Bolton note that a 'high proportion of part-time students come from disadvantaged backgrounds or have disabilities' (7). Butcher's Open University study adds: 'Most respondents admitted to preferring the idea of full-time study, but believed the cost was too great; they could not afford to give up a job when they had extensive family outgoings, and in many cases were debt-averse' (7). Part-time degree course options can therefore be a powerful driver for widening participation in higher education across a number of metrics. Part-time entries began increasing in 2023/24 for the first time in a decade. There is therefore an opportunity to build a meaningful part-time provision that will open up access to HE for students who may not otherwise feel that a degree is 'for' them. Building in the option to switch to part-time study during a degree may also support undergraduates who find themselves in increasing financial difficulties.

A comprehensive review of our applicant journey, from lead generation and first contact through to enrolment, will support these initiatives by allowing us to audit our internal processes, identify places where students may feel unsupported, and troubleshoot to improve our outreach and communication around the applicant journey. This will combine student voice feedback with a formal audit process to ensure we are addressing all relevant areas. A more accessible applicant journey will also have positive upstream effects for target students in IS2.

See Annex B, Intervention Strategy 1 for further detail.

4.3 Intervention Strategy 2: Holistic and Integrated On-Course Student Support

Objectives: To improve on-course outcomes for students from low socio-economic (IMD Quintile 1) backgrounds, closing the gap in completion for these students compared to their least disadvantaged counterparts (IMD Quintile 5), achieving completion gaps no greater than 10 percentage points, by 2031-32.

To improve on-course outcomes for disabled students, eliminating the gap in completion for these students compared to their non-disabled peers by 2031-32.

To improve degree outcomes for students from Global Majority backgrounds, closing the gap in attainment outcomes for these students compared to their white counterparts, achieving a gap no greater than 8 percentage points by 2031-32.

To improve graduate outcomes for disabled students, eliminating the gap in progression compared to their non-disabled peers by 2031-32.

Targets: PTS_1, PTS_2, PTS_3, PTP_1. See Annex C, Tables 5d and 5e for details.

Risks to equality of opportunity: We have reviewed the EORR and identified the following relevant risks:

- Risk 5 – Limited choice of course type and delivery
- Risk 6 – Insufficient academic support
- Risk 7 – Insufficient personal support
- Risk 8 – Mental health
- Risk 10 – Cost pressures
- Risk 11 – Capacity issues
- Risk 12 – Progression from higher education

Evaluation
Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. We do not plan to evaluate the strategy as a whole but each component part, as per the evaluation details in the Intervention Strategy Table that follows. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below.

4.3.1 Publication plan

Summary of publication plan	
Format of findings	When findings will be shared
We will produce an annual summary progress and review report, which will: Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes. Capture learning and insights that inform practice improvements and any appropriate changes and developments. Highlights and themes from this report will be shared online, for example through our website / SEER website.	Progress 'highlights' will be shared annually
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant), capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of specific projects

	For Intervention Strategy 2, this will be every 2 years, beginning in 2026-27.
We will also contribute at conferences and through workshop and events hosted by networks such as SEER, GuildHE and Neon.	At minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO	As they arise, at minimum every 2 years.
Where appropriate, we will encourage staff to publish and share their work in relevant academic journals, on the open access platforms such as Figshare, and through disciplinary conferences and symposia.	As appropriate, at minimum annually.

Intervention Strategy 2 – Holistic and Integrated On-Course Student Support

Activity	Inputs	Outcomes	Evaluation
Inclusive and Relevant Curriculum, Teaching, Learning and Assessment • Apply the SEER Equality, Inclusion and Accessibility (EIA) Curriculum Tool as a diagnostic tool to audit the current curriculum, informed by subject experts, resulting in recommendations for updates to case studies, reading lists, and teaching methods/interpretation. • Design and deliver CPD/training for staff to upskill in racial literacy, disability justice, knowledge of global artistic practices, and cultural theory • Identify, resource, and develop staff advocates in each faculty, with responsibility for reviewing the curriculum and providing feedback • Review library provision and VLE guidelines annually to ensure they are meeting targets for inclusivity and accessibility • Review current programme of guest lecturers and masterclasses annually to ensure wide representation • Continue to review assessment and module design policies to encourage flexibility and inclusivity.	Education Team, teaching staff, administrative support	**Intermediate outcomes** • Improved academic staff fluency and confidence in anti-racist and decolonial theory, disability justice, and cultural theory as applicable to their classrooms. • A strong sense of agency in both PAYE and freelance teaching staff to make AP interventions in their classrooms • Incremental improvement in degree outcomes for target groups • Incremental improvement in completion for target groups **Longer-term Outcomes** • Improved good degree awards for target groups • Improved completion for target groups	**Process Evaluation** • Data Analysis: Number of staff participating in training/CPD (T1). • Output analysis: Number of training sessions run (T1). • Post-training feedback survey (T1). • Data Analysis: Number of staff using diagnostic tool • Data analysis: Number of guest lectures and demographic analysis of guest lecture programme • Data analysis: Monitoring student complaints data (T1). • Data Analysis: Monitoring student feedback on guest lectures **Impact Evaluation** • Annual end-of-year Staff Survey exploring confidence in EDI and AP areas and in providing effective and tailored student support to meet diverse needs (T2). • Data Analysis: continuation and completion rates by target groups (T2).

Programme of Support for Students who are First in Family (FiF) to HE • Peer mentor scheme and BSA society to build strong peer-to-peer support across faculties and years of study • Targeted 'hidden curriculum' demystifying events throughout the academic year, and throughout the degree • Proactive rather than reactive communication strategy, anticipating students' needs at crunch points (e.g., Week 6 slump; assessment deadlines; transition from L4 to L5) • These students will also be supported by **Part-Time Degree Options** and **Housing Support**	Education Team; Student Wellbeing and Learning Support Teams; administration and resourcing; Student Association support; student peer mentors	**Intermediate outcomes:** • Improved sense of community, belonging, and wellbeing for FiF students • Greater understanding of the FiF community at BIMM and how they intersect with our target groups • Incremental improvement in good degree awards for target groups • Incremental improvement in completion for target groups **Longer-term Outcomes** • Improved good degree awards for target groups • Improved completion for target groups	**Process Evaluation:** • Data Analysis: Number and % of pupils engaging with mentoring scheme and % of pupils with target characteristics. (T1) • Output analysis: Number of peer mentoring sessions run. (T1) • Some post-activity polls gathering student experience and perceptions. (T2) • Staff post-activity polls gathering student experience and perceptions (T2) **Impact Evaluation:** • Baseline and annual student survey exploring perceptions and confidence in respect of academic skills. (T2) • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys. (T2) • Data Analysis: continuation and completion rates by target groups. (T2) • Data Analysis: module attainment and awarding (degree outcome) by target students. (T2)
Housing Support • Provide financial support in the form of an institutional guarantor scheme and subsidised public transit by 2028/29 • Hire, train, and resource dedicated Housing Support Officers who provide advice and guidance in relation to rental contracts, deposit protection, and legal requirements**,** and signpost to internal and external support	Housing Support Officers (new hires); training; coordination with Wellbeing and Learning Support teams, administrati	**Intermediate outcomes:** • Improved confidence and sense of agency for students seeking accommodation • Improved sense of belonging and wellbeing at point of entry • Decreased applicant attrition rates in target groups • Lowered barriers to access, particularly in relation to EORR Risks 10 and 11 • Improved understanding of the private rental market and its requirements, e.g. the need for a guarantor and likely total costs **Longer-term outcomes:**	**Process Evaluation** • Evaluation conducted through interactions with Accommodation Support Officers on an annual basis (T2) • Data Analysis: Number and % of pupils using transit cards, Housing Support Offices, and approved landlords list (T1). • Poll gathering students' experiences and perceptions of these new provisions (T2) **Impact Evaluation** • Surveys and focus groups or interviews with partners to:

• Improve pre- and post-offer communications in relation to housing, to ensure students have correct and up-to-date information • Manage a list of 'approved' landlords with a track record of supporting student renters, to provide peace of mind • Support students to find accommodation available 365 days/year, to minimise issues outside of term time **Cross-intervention activity, with IS1**	on and resourcing	• Higher enrolments and decreased 'melt' in target groups • Improved mental health markers in target groups • Higher continuation, awarding, and completion rates for target groups	○ Understand the effectiveness of the relationship and whether agreed goals / expectations were met. (T1, T2) ○ Identify further opportunities. (T2) ○ Draw out deeper understanding about challenges and what works. (T1, T2) • Surveys include a baseline survey and thereafter surveys each academic year to measure changes and development. Comparative analysis of data over the surveys will determine how the activity has met the intended outcomes over time. (T2)
Campus Inclusion Collective / EDI Student Committee Pilots • Concurrent pilot programmes to develop pre-existing activities at the Bristol (Campus Inclusion Collective) and Manchester (EDI Student Committee) campuses and assess their suitability for implementation at other campuses. • Campus Inclusion Collective brings together staff and students from various parts of the campus to identify, discuss, and advocate in relation to local inclusivity concerns • EDI Student Committee builds capacity in students to participate in governance structures and identify, discuss, and advocate in relation to local EDI concerns	Staff and student buy-in for pilot programmes ; campus-based administrative support and resourcing	**Intermediate Outcomes:** • Improved communication between target groups and campus-level decision-makers • Better accountability on A&P targets at campus level • Incremental improvement in attainment and completion rates for target groups • Improved sense of community, belonging, and wellbeing for FiF students • Incremental improvement in good degree awards for target groups • Incremental improvement in completion for target groups **Longer-term Outcomes:** • Improved sense of belonging, agency, and inclusion for participants in relation to campus-level policies, procedures, and activities • Improved attainment and completion rates for target groups	**Process Evaluation** • Data Analysis: Number and % of pupils engaging with scheme and % of pupils with target characteristics. (T1) • Output analysis: Number of sessions run. (T1) • Some post-activity polls gathering student experience and perceptions. (T2) • Staff post-activity polls gathering student experience and perceptions (T2) **Impact Evaluation:** • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys. (T2) • Outputs – review of changes to policies, procedures and activities • Data Analysis: continuation and completion rates by target groups. (T2) • Data Analysis: module attainment and awarding (degree outcome) by target students. (T2)

• Improve sense of belonging, agency, and inclusion in relation to campus-level policies, procedures, and activities • Assess whether these models are scalable to other campuses, and rollout as appropriate			
Support for Neurodivergent (ND) Students • Training for staff and students on working with ND students from external partners, both live and asynchronously through our new staff Professional Development Hub and student Study Skills Hub, with an annual budget for regular updates • Consistent practices for clear communication with students implemented across all campuses and teams • ND champions within teaching teams, with contracted time to provide support for ND student queries in relation to assessments. • ND Students BSA society, student-led but with staff facilitation. Peer mentor scheme to build strong peer-to-peer support across faculties and years of study • Encouraging lecturers to use the principles of Universal Design for Learning in their module and assessment design, reducing the	Education Team, Wellbeing and Learning Support teams, teaching staff; administration and resourcing	**Intermediate Outcomes:** • Improved sense of belonging and engagement for ND students on course • Combatting stigmatisation of ND students and ND traits in neurotypical students and staff • Improved self-perceptions about academic abilities and confidence for ND students • Improved emotional and mental wellbeing for ND students • Incremental improvement in attainment and completion rates for target groups **Longer-Term Outcomes:** • Improved attainment and completion rates for target groups • Significantly improved neurotypical staff and student understanding of best practices for working with ND students	**Process Evaluation** • Data Analysis: Number and % of pupils engaging with service and % with target characteristics (T1). • Output analysis: Number of sessions run (T1). • Data analysis: Analysis of DSA applications, by student characteristics (T1). **Impact Evaluation** • Baseline and annual student survey exploring student mental and emotional wellbeing (T2). • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys (T2). • Annual end-of-year Staff Survey exploring confidence in providing coaching and perceptions on impact for students (coaches) (T2). • Data Analysis: continuation and completion rates by target groups (T2).

need for individual reasonable adjustments			• Data Analysis: module attainment and attainment (degree outcome) by target students (T2).
Support for Students with Chronic Illnesses • Clarified guidance and better signposting to the support available • Improve communication and cascading processes, take more proactive approach so that onus is not always on students to ask for help • Helping students recognise what support might be beneficial for them (e.g., for students who may feel they're not ill enough to get help) • Upskilling staff on nuances of chronic illness, what interventions are appropriate, and where to get additional advice and support • Review attendance policies, mitigating and extenuating circumstances policy, and reasonable adjustments policies to ensure chronically ill students are not being disadvantaged • Work with Creative Futures team to empower students with knowledge about what accommodations they can expect in industry (e.g., disability riders)	Education Team, Student Wellbeing and Learning Support teams, teaching staff; administration and resourcing	**Intermediate Outcomes:** • Improved sense of belonging and engagement for Chronic Illnesses students on course • Combatting stigmatisation of CI students among students and staff • Improved self-perceptions about academic abilities and confidence for CI students • Improved emotional and mental wellbeing for CI students • Incremental improvement in attainment and completion rates for target groups **Longer-Term Outcomes:** • Improved attainment and completion rates for target groups • Significantly improved neurotypical staff and student understanding of best practices for working with CI students	**Process Evaluation** • Data Analysis: Number and % of pupils engaging with service and % with target characteristics (T1). • Output analysis: Number of sessions run (T1). • Data analysis: Analysis of DSA applications, by student characteristics (T1). **Impact Evaluation** • Baseline and annual student survey exploring student mental and emotional wellbeing (T2). • 2-3 student focus groups at minimum every two years from 2024-25, to explore key themes from polls and surveys (T2). • Annual end-of-year Staff Survey exploring confidence in providing coaching and perceptions on impact for students (coaches) (T2). • Data Analysis: continuation and completion rates by target groups (T2).

			• Data Analysis: module attainment and attainment (degree outcome) by target students (T2).

Cost

The approximate total cost of IS2 is £2,813,000 over four years.

Summary of Evidence base and rationale:

We have conducted a literature review on each of the proposed activities, supported by the range of materials OfS has identified in its guidance, additional research including both internal and external qualitative and quantitative data, and a set of best practice references.

The increasing cost of living affects students through rising direct and indirect costs of pursuing higher education, beyond the cost of tuition fees (Swain 2023; Brown 2023). BIMM operates in city centres across the UK, where the cost of housing is rising rapidly, and we can do more to support our students to find appropriate housing during their studies. Whereas universities with their own halls can provide guaranteed housing and/or offer incentives and discounts for certain groups of students, BIMM cannot make the same promise. A dedicated Housing Support Office will make a difference for students as they seek accommodation prior to beginning their studies and throughout their degrees. We have also been working with the Unite Foundation to explore an institutional guarantor scheme, modelled on exemplary schemes elsewhere in the sector, including Imperial College, London. At the same time, average private monthly rents have risen rapidly in our campus cities (ONS), leading students to choose to undertake lengthy commutes rather than pay city centre rates. Research from the United States, where subsidy for student travel is more common, finds that 'students with access to public transit through a university pass or program earn more credits in their first semester and first year of [university]. These students graduate at higher rates and are six percent more likely to be retained' (Schuette 2023).

Research suggests that another driver of on course challenges for students in our target groups (IMD Q1, disabled students, and global majority students) is a lack of representation in curriculum (Cureton & Gravestock, 2019). Belongingness is crucial to both the retention and success of students in universities (Thomas, 2017). Belonging goes beyond personal relationships and extends to "the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment" (Goodenow, 1993)' (2024). Similarly, Thomas and Quinlan (2022) find that 'Racially minoritised students (n = 157) perceived their curriculum as less culturally sensitive [...], reported fewer academic interactions with teachers, and had lower levels of interest than White students (n = 100)', indicating that the degree of representation on the curriculum affects engagement from minoritised students.

Belongingness is also a theme for the activities targeting improved on-course outcomes for students who are in the first generation of their families to access higher education, neurodivergent students, and students with chronic illnesses. Neurodivergent and chronically ill students come under the umbrella of disabled students – but both categories are likely under-diagnosed, especially for FLINTA* students, and therefore these groups are among the least likely to have access to DSA support (Riches and North 2024; Saporito 2022).[4] First generation students – those who parents did not study at university – are more likely to be of a global majority background, more likely to have been eligible for free school meals, and more likely to have attended a state school ('100 Faces', Universities UK). Supporting these intersectional student groups while on course will improve degree outcomes, completion rates, and progression into the creative industries.

[4] FLINTA* is a collective term for female, lesbian, intersex, non-binary, trans, and agender individuals. The * indicates the inclusion of all genders that are not mentioned explicitly.

For first-in-family and neurodivergent students, demystifying university policies and processes will be key to success. Apple defines the hidden curriculum as 'the norms and values that are implicitly, but effectively, taught in schools and that are not usually talked about in teachers' statements of end or goals' (qtd. Gable ix). Gable goes on to argue that 'to recognize and evaluate the hidden curriculum is [...] to disavow the naturalness, universality, and inevitability of the worldview it supports. Its critique also acknowledges the dimension of social interaction that, while unspoken, nonetheless wields a sizable influence on interpersonal and intercultural relations' (x). Explicating the hidden curriculum can therefore have significant benefits for first-in-family and neurodivergent students by improving transparency and clarity.

In their systematic literature review, Ball, Walter and Fox (2024) note that 'there is a critical need for additional research investigating well-being for physically chronically ill [university] students.' The Association for Young People's Health (AYPH) conducted a GP patient survey in 2021 of young people between the ages of 16 and 25, which found that 34% of respondents had at least one long-term health condition (AYPH 2021). Approximately 24% of these comprised mental health conditions, neurodivergence, or learning disabilities, meaning that approximately three-quarters of the young people affected by a long-term condition are living with a physical chronic illness or disability. Additional attention has been brought to this issue with the advent of Long COVID. A 2022 ONS survey found that 1.7 million people in the UK were experiencing Long COVID, and the National Institute for Heath and Care Research has shown that these 'numbers are rising rapidly', with women, those living in 'more deprived areas', and those with 'another health condition or disability' among the groups at highest risk (NIHR 2022). It is therefore reasonable to prepare for the possibility that a proportionate number of our students at BIMM will be navigating a chronic illness of some kind, and that an increasing number may be experiencing Long COVID.

See Annex B, Intervention Strategy 2 for further information.

5. Whole provider approach

We take a whole provider approach (WPA) to access and participation, which we have considered under this Plan via participation in emerging research on the WPA, working with our SEER colleagues and led by Professor Liz Thomas[1]. We have evaluated our current WPA context and identified areas where we can go further, as part of the commitments in this Plan. The following provides a summary against the key domains in the WPA approach framework.

5.1 Our institutional journey

As detailed in the Introduction to this Plan (Section 1.1), BIMM University has recently undertaken an institution-wide restructuring, branded Project Arrow. As a result, we now operate within a matrix structure, which facilitates efficient teamwork in complex environments by allowing us to mobilise staff to address business as usual whilst also sharing knowledge and skills with colleagues across the organisation. This allows us to be agile and collaborative but also requires good communication and coordination to be effective.

Within our strategic initiatives for 2023-2024 we are looking to ensure that the new operating model is fully embedding and to conduct a full evaluation. We believe we are already seeing early indicators of positive impact, for example through our ability to effectively monitor and improve student attendance engagement through having dedicated central tracking through our academic services function alongside clear lines for swift response and accountability through our faculty Deans. The success of this change is reflected in feedback from our Student Consultants and Student Reps, in which the excellence of our Wellbeing and Learning Support teams across campuses stands out. Students

appreciate the proactive approach that these teams take to intervening when a student's attendance rate falls, for example, and students report that these steps enabled them to feel confident and supported to get back on track with their studies.

These new structures will support the implementation of the APP through improved clarity around governance, resourcing, and chains of responsibility. A clear communication plan, co-created with key stakeholders, will ensure that the priorities of the Plan are embedded at every level of the organisation.

Project Arrow helped everyone in the BIMM community understand ourselves as one university and provided a much-needed opportunity to reflect on our processes, policies, and structures. As part of this restructuring, we have worked hard to develop our collective understanding of access and participation and their importance for equality, diversity, and inclusion. This has been achieved through a prioritisation of A&P at the strategic level, with the appointment of an Associate Dean: Access and Participation, situated in the Provost's Office, and the inclusion of responsibility for access and participation in all staff contracts. This formalises our institutional commitment that improving equality of opportunity is everyone's responsibility and should be embedded in all that we do. Our next step is to build a robust accountability process, by which EDI Champions on each campus receive training, resources, and development, and are empowered to keep access and participation initiatives at the top of the agenda in all that we do.

5.1.2 Achievements to date and work-in-progress

Reflecting on our progress since the previous APP, we note the following achievements to date (full details in Annex A):

- **Index of Multiple Deprivation**
  - We perform slightly better than the sector on Continuation for students from IMD Quintile 1 when looking at the 4-year aggregate, with a 6.7 pp gap as compared to 8pp for the sector.
  - The 4-year aggregate data shows a 2.7pp Progression gap between IMD Quintile 1 and Quintile 5 students, which is better than the sector average of 10.3pp (4-year aggregate).

- **TUNDRA**
  - When looking at 4-year aggregate data for Continuation, students from TUNDRA Quintile 1 have better outcomes than their Quintile 5 peers, with a positive gap of -1.7pp.
  - BIMM students from TUNDRA Quintile 1 had the highest completion rate of all students in the most recent year of data (82.9%, compared with 78.1% for TUNDRA Quintile 5 students).

- **Students from the Global Majority**
  - We have steadily increased the proportion of our intake (Access) from Global Majority groups over the past six years, from 10.9% in 2016/17 to 15.3% in 2021/22. While we still fall below sector overall, particularly for Asian and Black students, our targets and interventions in this Plan will build on our existing progress.
  - At the 4-year aggregate level, Mixed ethnicity BIMM students have a 68.5% Progression rate and Black students 64.3%, compared to 62.9% for White students. There is similar strong performance for Mixed students at sector level, but Black students consistently have worse Progression outcomes than their White peers at sector level.

- **Mature students**
    - We perform better than the sector in relation to Continuation for Mature learners compared to young learners, with a 4-year aggregate gap of 2.2pp, compared to the sector's 8.7pp gap. Similarly, we outperform the sector in Completion rates for Mature learners, with a 4.6pp 4-year aggregate gap, compared to the sector's 9.8pp gap.
    - Mature learners at BIMM have enjoyed a steadily increasing rate of Attainment between 2016/17 and 2021/22. In the most recent data year, we see a positive gap of -3.7pp.
    - Mature learners at BIMM consistently progress at higher rates than young learners, with a positive gap in Progression outcomes of -3.3pp over the last 4-year aggregate period.

These results speak to the numerous existing models of good practice throughout BIMM University, and our strong model of student engagement and support shows itself in appropriately local ways. For example, there have been recent campaigns to support LGBTQIA+ inclusivity at our Birmingham and Brighton campuses: Birmingham students and staff collaborated on an informational display celebrating Pride Month in June 2024, and BIMM entered a float to the Brighton Pride Parade for the first time in August 2024. Our Essex campus operates an excellent model for student engagement in extra-curricular dance training, bringing in high-profile teachers from London to offer classes on campus for a nominal fee (typically less than £5); this lowers the barrier to participation in these key enrichment activities significantly for students who could otherwise spend £30-40 on average to access similar training in London. As evidenced in our Intervention Strategies (IS2), the Bristol and Manchester campuses are piloting models of staff and student engagement with Access and Participation initiatives. Students report that they feel the benefits of small, close-knit campus communities that are supported by the larger institutional structure. These smaller, local communities foster a sense of belonging and help students feel empowered and supported to seek help when they need it.

Our Education Team has been working to update internal guidelines for inclusive module and assessment design, informed by the principles of Universal Design for Learning (UDL). These changes are reflected in our updates Staff Assessment Handbook for 2024/25. Our Student Consultants report that being provided with optionality in their mode of assessment creates a positive experience and more confidence in their work. We are now working to ensure that these principles are applied consistently across our faculties and that they are well-supported within our teaching and learning support teams (see the Learning and Teaching Action Plan, linked in 5.4.1).

In AY 2023/24, we undertook a comprehensive review of our induction and Welcome Week structures. A Working Group chaired by the Pro Vice Chancellor for Student Experience conducted an analysis of previous induction timetables from each campus and student surveys on induction experiences to identify gaps in the offering and craft a blueprint for the minimum requirements for induction across all our campuses and courses. This has focused on meeting students' needs and creating a welcoming, inclusive, accessible environment. We have also been considering how to continue (re)induction throughout the degree experience using a digital 'twin', where all aspects of induction training (e.g., IT training, how to book appointments or submit assessments) are provided as stable videos that students can access as needed and that can be referred to in later refresher sessions. These changes will be evaluated during the AY 2024/25 for further improvements in the future.

Our Creative Futures Team has done excellent work across a number of metrics in terms of our students' progression into industry or further study, as evidenced in our Assessment of Performance (see Annex A). Creative Futures is a new team, created during Project Arrow, which joins up careers support for current students and alumni. A cornerstone of Creative Futures' commitment to access

and participation is the Greenhouse initiative, developed by Associate Dean for Creative Futures Mel Thornton (See 5.3.1). Improved alumni connections bolster students' sense of belonging and raise aspirations for industry progression in target groups. We are continuing to work on joining this up with the current curriculum and current students' experiences.

We are implementing a new Student Wellbeing Strategy from AY 2024/25, which has been developed as part of our commitment to prioritising the mental, physical, and emotional health of our students. (More detail in 5.4.1, below). In concert with the Learning and Teaching Action Plan (5.4.1), this Strategy places emphasis on transition points e.g., between Level 4, Level 5, and Level 6; return to studies for students who defer or intermit; and between semesters.

Our Spine Curriculum, which provides all students with common modules at Levels 4, 5, and 6, was an intervention identified in our previous APP and has been implemented and improved upon during the past four years, led by Associate Dean for Learning and Teaching Bryony Morgan.

BIMM University was awarded a TEF 2023 Bronze award, with some areas identified as Silver (very high quality) and Gold (outstanding quality), as follows:

- SE3 Research, innovation, scholarship and employer engagement - Silver
    - The report noted our strong focus on self-employment and links with employers, alongside pedagogical research and practice-based courses and our approach to supporting underrepresented groups.
- SE4 Staff Professional Development and Academic Practice - Silver
    - Assessors highlighted our CPD offer to staff, including the PG-Cert, funding for PG study, and our approach to hiring industry experts, training them as educators and promoting CPD across the university.
- SO1 Approaches to Supporting Student Success - Silver, with some aspects rated as Gold
    - The provision or work placements was noted as especially high quality, although we need to develop the consistency of this offer across all our courses.
- SO3 Progression Rates - Silver
    - BIMM was praised for our focus on careers and employability, based on the TEF progression to employment or further study data.

We are proud to see that our NSS scores have risen in most categories for 2024, with a 3% increase in the institutional response rate. While we have identified some areas for further development (see 5.1.3 below), it is clear that our existing interventions are bearing fruit, particularly in relation to Learning Resources (up 4.2pp from 2023), Learning Opportunities (up 2.6pp from 2023), and Question 26: How well communicated was information about your university/college's mental wellbeing support service? (up 2.7pp from 2023).

5.1.3 Future priorities 2025/26 - 2028/29

On the theme of belongingness, we are reviewing the structure, purpose, composition and governance of the BIMM Students Association (BSA). A Working Group has been convened, including the student co-chair of the Student Experience Committee (SEC), to conduct this review and make recommendations to SEC. This work will help to improve sense of belonging across campuses and faculties, particularly through peer support for specific student groups (see IS2, especially support for students who are first in family, neurodivergent, or experiencing chronic illness).

TEF 2023 identified the following key areas for improvement:

- SO4 Intended Educational Gains

- SO5 Approaches to Supporting Educational Gains
- SO6 Evaluation and Demonstration of Educational Gains

To support our progress in these areas, the Deputy Provost has developed a manifesto for change in preparation for the next TEF: Pathways for Educational Improvement (PEI). PEI will support interventions that join up with the APP 2025/26 (especially IS2, Inclusive and Relevant Curriculum, Teaching, Learning and Assessment) and the Learning & Teaching Action Plan, underpinned by a Theory of Change methodology.

While we are seeing significant improvements in many areas of the NSS, we have identified the following areas for further improvement:

- Student Voice
- Organisation and Management
- declined scores in Screen and Film faculty

Schools and campuses will be undertaking Action Planning in relation to these areas, updating our Quality Assurance and Compliance Committee (QACC) in Trimester 1 of AY 2024/25. Planning and approaches will be linked to the APP implementation planning over the next year.

5.2 Our institutional and senior leadership commitment

Commitment to Access and Participation is explicit in our institutional mission, design, and strategic plan. Our current Higher Education Strategy enumerates Access and Participation as the first of seven priority areas to enhance the higher education student experience we provide. Our current Vision statement is: 'Redefining creative industries education for the benefit of all, giving students from every background the skills and opportunities to thrive in their careers'. Senior leadership is fully committed to our whole provider approach to access and participation and to ensuring that this Plan is successfully implemented. In planning to achieve our targets, we focus on whole-institutional strategies that will strengthen existing good practice and support us to progress. We have further invested in evaluation and research capabilities by joining the Specialist Evidence, Evaluation, and Research service (SEER).

5.2.1 Senior Staff with Responsibility for Access and Participation

While responsibility for Access and Participation is shared across all our staff, we wish to highlight the following senior leaders with extensive experience in this area:

- **Deputy Vice Chancellor and Provost, Professor Louise Jackson** is a specialist in inclusive educational practice in the arts in higher education. She is a recognised and respected arts educator, researcher, and leader. Louise was awarded a National Teaching Fellowship in 2013, the highest award for teaching in higher education in the UK. She has led on numerous projects to increase visibility and representation of underrepresented groups in the arts in higher education.
- **Pro-Vice Chancellor for Student Experience, Dr Mark Cunnington** applies his expertise to a holistic overview of pastoral student support. He brings extensive experienced in a range of educational contexts and has a deep understanding of the wider systems and structures affecting student success and experience. He co-chairs our Student Experience Committee and led on the development of our new Welcome Week structures.

- **Head of Student Wellbeing, Mark Lewis** brings 20 years of experience in further and higher education, particularly in student services and student support. He has previously worked nationally as a member of the Executive Board for the National Association of Managers in Student Services (NAMSS). He is currently leading our engagement with the Universities Mental Health Charter.
- **Schools and Outreach Team Manager, Antia Magee** has decade of experience in working in Access and EDI roles including at 6 years at the University of York, where she managed flagship post-16 access programmes, supporting students across a spectrum of underrepresented backgrounds into the university. She also volunteers with a charity which supports young carers and care experienced young people.
- **Associate Dean for Access and Participation, Dr Nora Williams** is an expert in inclusive pedagogy, with particular interests in student autonomy, ungrading, and non-hierarchical classrooms. She has previously worked as a lecturer at the University of Essex, where she led recruitment and outreach work for her department, and as the Assistant Director of Graduate Admissions at Emerson College, where she gained extensive experience in supporting diverse pathways to postgraduate study.

5.2.2 Resourcing Access and Participation Work

While our institutional philosophy is that Access and Participation work is everyone's responsibility, resourcing is coordinated by the Associate Dean for Access and Participation, who chairs the Access and Participation Committee (APC). The APC reports to our Learning, Teaching, and Enhancement Committee (LTEC), which in turn reports to Academic Board, the highest academic decision-making body of the university (chaired by the Provost). Membership of the APC is designed to represent as wide a cross-section of the university as possible, including student representatives.

The Provost chairs our Equality, Diversity, and Inclusion Committee (EDIC) herself, indicating the importance of EDI work at the highest levels of the institution. As with all our committees, student representatives are included. EDI Campus Leads set a theme for discussion at each meeting.

The Fees, Investments and Targets document outlines our financial commitment to Access and Participation over the next four years.

5.3 Our WPA student experience: Working across the student lifecycle and experience for all students

5.3.1 Existing activity

We aim to embed access and participation initiatives throughout the student lifecycle and in all aspects of the student experience.

Access

- We are proud of our Fair Access Fund (FAF), which supported 642 students in AY 2023/24 across our UK campuses. The FAF provides a cash payment to support the transition to university for students of the global majority, disabled students, and mature students. It also provides ongoing financial support throughout the degree to students from low-income households and care experienced or estranged students.
- We launched our Future Talent Scholarships for AY 2024/25, which provide a full tuition fee waiver and specialised career development support from industry leaders to a select number of students. Future Talent awardees are selected by a panel, which reviews eligible applications from students in target demographics.

- Our Clearing Accommodation Support Bursary offers £1000 to up to 100 students who live at least a 30-minute commute from their campus to support last-minute accommodation or commuting costs.
- At present the FAF and Clearing Bursary are only available to Home students at one of our UK campuses, and we are working toward offering parity of provision for our Dublin and Berlin students.

On-Course

- We introduced a pass/fail Level 4 in AY 2022/23 to support student retention in the first year of study and to support transition to university-level study.
- Following the repeal of the 'no detriment' policies in place during lockdown and peak COVID years, we now offer a blanket 24-hour 'amnesty' on assessment submissions. Our Academic Assessment Regulations set out the process for requesting a more substantial extension, applying for mitigating and extenuating circumstances, and retrievals (reassessments).
- Our new Academic Framework prioritises authentic assessment, focusing on providing students with opportunities to play to their strengths, demonstrate skills that will be relevant for their future employability, and improving student agency and autonomy in relation to their learning.

Progression

- The creation of our Creative Futures team during Project Arrow ensures that we are able to provide consistency in relation to progression support across the provision, which is also tailored to the individual needs of the students.

- The Greenhouse Enterprise Programme provides training, coaching, and funding for entrepreneurial projects designed by students and recent alumni from underrepresented groups, including student from the global majority, students from low-income households and TUNDRA Quintile 1 neighbourhoods, disabled students, care leavers, and mature students. Remi Harris MBE sponsors the Programme and mentors successful applicants.

5.3.2 New interventions being implemented to address gaps in whole provider approach

The interventions outlined in this Plan (IS1, IS2) address the gaps identified in the whole provider approach. For example, our review of the applicant journey (IS1) will support students at their first points of contact with BIMM and identify, triage, and resolve areas where communication could be improved, organisation could be clarified, and existing support structures could be better signposted. Similarly, our proposed programmes of support for students who are first in family, neurodivergent, and experiencing chronic illness (IS2) will build on existing provision to provide targeted activities relevant to these groups.

The APP will work in conjunction with other institutional plans and strategies, including the Learning and Teaching Action Plan and the Pathways to Educational Improvement manifesto, to deliver a joined-up, holistic approach to improving equality of opportunity for all students.

5.4 HEP structures that prioritise and facilitate widening access and student success

5.4.1 Alignment of institutional policies and processes

We seek to align all of our institutional policies and processes with our Access and Participation goals. For example:

- *Higher Education Strategy*
    - Access and Participation is identified as the first of seven priorities in our five-year Strategy, along with Progression and Retention (2); Equity, Diversity and Inclusion (3); and Student Support (6).
    - The Strategy also embeds Theory of Change as an underlying methodology for our development of interventions throughout the institution.
- *Student Equal Opportunity and Diversity Policy*
    - Our Student Equal Opportunity and Diversity Policy lays out the responsibilities and expectations placed upon managers, staff, and students in relation to the promotion of equality of opportunity.
    - The policy states that 'Our aim is to ensure every student has the chance to fulfil [their] potential'.
    - This policy is aligned with our obligations under the Equality Act (2010).
- *Learning, Teaching, and Assessment Action Plan*
    - Our Learning and Teaching Action Plan for 2024-26 embeds access and participation throughout students' academic journeys, from induction through assessment. A focus on providing students with optionality where possible, including different modes of feedback (e.g., audio recording vs written), helps to ensure an inclusive learning experience for all. Emphasising re-induction throughout the academic year, and particularly at crunch points such as the 'Week 6 slump' and the first cluster of assessment deadlines at the end of Semester 1 will also support students to take advantage of the help that is already available to them.
    - The Action Plan was developed in consultation with over 30 Heads of School and members of the Provost's Office using a Theory of Change methodology.
- *Admissions Policy*
    - We have undertaken a comprehensive update of our Admissions Policy for the 2025/26 cycle. This includes details regarding our contextual offers policy. This emphasises our holistic approach to admissions, where grades are not the only factor under consideration when making an admissions decision. As the 2020 OfS briefing on 'Contextual Admissions' notes, contextual offers can help 'identify and encourage students from underrepresented groups'. This aligns with the objectives and targets identified under IS1 of this Plan.
- Staff Assessment Handbook
    - This includes updated inclusive assessment guidance for AY 2024/25 that prioritises flexibility, student agency, and the principles of Universal Design for Learning. These changes align with the objectives and targets identified under IS2 of this Plan, and we will continue evaluating their impact over the life of the Plan.
- Student Wellbeing Strategy
    - The Strategy sets out our direction, priorities and goals over the next three years as we seek to build still further upon the supportive culture already in existence across the University, to ensure that every student feels able to thrive, whatever challenges they may face during their academic journey.

5.5 Staff and student engagement and contribution to widening access and student success

5.5.1 Student Voice

We make a significant effort to engage our students with the university's governance. Moreover, as part of the restructuring, we have reviewed the composition and terms of reference of all of our academic committees, including BIMM University Limited Board, its subcommittee Academic Board and all its subcommittees.

BULB meetings are held at BIMM University Campuses and as part of the agenda, committee members meet with students and staff to hear direct feedback from these key stakeholders. We have also started to schedule student representative meetings with Board members before BULB meetings and are rotating campuses for meetings to ensure a range of students can share their views directly with Board members.

Student representatives are included in the membership of most committees (except for assessment boards, where student representation would be a conflict of interest). In addition, Faculty Boards of Studies (BoS) have student Deputy Chairs, who will actively participate in the agenda-setting for these critical meetings, monitoring the quality of students' academic experience at the subject level.

We have also formed a new university level Student Experience Committee (SEC) focusing on holistic, non-academic student experience, highlighting areas for improvement and concern, sharing best practice as well as pushing initiatives that will improve the student journey. SEC includes a student representative as its Co-Chair, who determines the agenda, canvasses for opinion, and actively sets the tone for the meeting. This is also true of our Boards of Studies in each faculty.

Beyond committee work, we engage students through focus groups, in approval and review panel meetings, as full members of course approval and review panels and Town Halls led by Heads of School are being piloted in a number of schools to engage with a wider student cohort.

We created two Student Consultant roles to support the development of this Plan. These students participated in the APP Task & Finish Group, consulted with other working groups as appropriate (including the Induction Working Group), and wrote the Student Consultation portion of the Plan. The Student Consultants have also been instrumental in considering our Provision of Information to Students, and they will be participating in the sharing of our APP Aims, Objectives, and Interventions with the wider BIMM student community.

5.5.2 Staff Involvement

The Head of Student Wellbeing and the Student Wellbeing Policy Manager are undertaking a review of our Learning Support service, with the aim of developing policy and processes to ensure we deliver a clear and consistent approach to supporting and enhancing the experience of neurodivergent and disabled students. We are working with an external consultant, who is an expert in this area. One area that has already been identified is the need for improved advice and guidance around the available support for disabled and chronically ill students, at all student lifecycle stages. We have renewed our membership of the Universities Mental Health Charter, and a steering group has been established to lead on this project.

The Associate Dean for Access and Participation is building a collaboration with the Associate Dean for Academic Staff Development, Richard Harvey, and the Learning and Development Manager, Gary Cunningham, to design CPD and training in relation to the priorities of this Plan. This will include both in-person events as well as remote and asynchronous using, taking advantage of our new ‘BIMM Develop’ staff CPD & training hub.

Despite our ongoing work to develop the student voice in our governance structures, our APP Student Consultants identified communication with students to encourage and enable them to engage with

activities and services as an area that needs further work. Similarly, we are reviewing how we cascade information across different teams, to ensure that staff share information and practices, and to promote co-ordination and consistency.

5.6 Our use of data and evidence

Data, evidence, evaluation and learning underpin and drive our widening access and student success work. Our Regulatory Returns team manages data internally, while responsibility for evaluation is shared across central and campus teams, depending on the nature of the activity being evaluated. We use our learning from both quantitative and qualitative evaluations to adjust our practice as necessary.

We have engaged the Specialist Evidence, Evaluation and Research (SEER) team from Applied Inspiration as our external evaluators for Access and Participation. Their team provides a wealth of experience and expertise that we would not normally have access to in-house. They are contributing toward the significant progress we have made towards improving our data and evaluation practices since Project Arrow, and we have begun sharing this learning across the university.

6. Student Consultation

BIMM University's APP has been composed with student experience at its core. Alongside data drawn from comprehensive student surveys that were utilised within the Plan, two students from varied backgrounds went through a specialised selection process to take on the Student Consultant roles. BIMM has a uniquely wide range of schools and campuses, and so it was important to ensure the students had differing backgrounds to be reflective of BIMM's diversity. Both students also serve as student representatives in their courses, and those meetings and discussions gave them insight into their peers' experiences and challenges. Their contributions were valuable for the development of the Plan, as they represent intersecting target groups that have not historically experienced equality of opportunity. The Student Consultants participated in BIMM's APP Task and Finish group, joining conversations held during meetings throughout the process.

The Student Consultants were particularly instrumental in the development of the Whole Provider Approach, where their insights contributed to our identification of key areas for further development. In particular, they noted that although there are current policies and aims already in place and being worked on by staff, they're not consistently reaching the students, and even highly engaged students such as these are not always aware of the work being done on access and participation throughout the university. The students and staff on the Task & Finish group agreed that focusing on creating an enabling environment would be critical to the development of a Whole Provider Approach, particularly for students who may not currently know where to go for support.

The students gave positive feedback on staff's response to mental health/illness and offered case study examples of excellent support from wellbeing and learning support teams. The shortcomings lay where staff felt there were differing training levels and communication throughout the other faculty members, and students recognised this is what resulted in events of inadequate responses from staff to students with specific needs. Often, established sources of support, points of contact, or academic resources weren't communicated well enough, or reinforced frequently enough for students to be aware that such structures were in place at crucial moments. In the students' experiences, this held true across academic support, financial support, and important safeguarding policies. Students report that they felt validated and heard in the Task & Finish group meetings, and that the APP identified risks that aligned with their needs and experiences.

The students also highlighted a particular challenge around accommodation as an institution that doesn't provide student halls, supported by accounts that students from disadvantaged backgrounds could be deterred from enrolling by this. Suggestions for improvements were posed and then included in the plan. The students recognised the wider risk of access issues specific to creative industry degrees for many reasons, including representation and the higher financial barriers where arts provision isn't provided in schools. Although intervention strategies are included in the plan, there is less confidence from students that the strategies will improve diversity in especially non-diverse campuses, such as the Essex campus.

To extend and encourage more student-led activity and discussion in regards to evaluating the equality of opportunity in the institution, more student associations and student led groups are being established to ensure accountability and evaluation of intervention strategies take place.

The students felt that the Plan reflected their concerns and focused on the greatest risks to equality of opportunity facing BIMM University. Their doubts mainly lay in whether students will have conscious participation in the evaluation of the APP, and if the transparency and lines of communication of this side of the university experience will improve between staff and students. The Student Consultants felt that the proposed intervention strategies are positive and possible, and that their voices influenced a necessary change in their university's approach.

7. Evaluation of the Plan

Strategic Context for Evaluation

Evaluation and research are part of our 'whole institution' approach to access and participation. Our academic, professional and leadership teams contribute to the monitoring and evaluation of targets, intervention strategies and activities in this plan through supporting and inputting on the range of evaluation measures. Our data team have skills in ensuring data capture is appropriate for the required monitoring and evaluation outputs, including designing new reports and processes to capture, collate and extract data for various evaluation and research questions. We also draw on the skills of staff responsible for the delivery of the Activities in this Plan, and our Student Representatives, to effectively incorporate evaluation.

In our assessment of our current context for evaluation, using the OfS evaluation self-assessment tool, we are 'emerging' across all areas. We have some foundations in place, but need to develop our practices, including embedding evaluation into activity design and delivery and ensuring feedback cycles into improving practice. Therefore, as we continue to build our cross-institution capacities for effective evaluation and the application of findings to improve practice, staff and student representatives will be supported with relevant training in Theory of Change and evaluation methods, provided through our SEER membership. Students are important in this work, and we will work in partnership with students on the design and implementation of evaluation and research, particularly where this pertains to current students.

SEER provides us with the evaluation and research expertise we need to deliver our commitments in these areas. We will actively participate in this network, which provides us with opportunities to be part of collaborative research and evaluation projects and learn and share practice with other members and external stakeholders. SEER host an annual Symposium and regular workshops, roundtables and 'learning lunches' throughout the year, as well as providing us with opportunities to showcase our practice and insights. We will also engage with TASO and other relevant organisations in calls for evidence, conferences, events, and training.

Activity design

As detailed in the Strategic Measures section of this Plan, evaluation has been established at the start. We have built effective evaluation practice into our Strategies by establishing a range of evaluation attached to the individual activities that contribute towards the overall objective of each Strategy. We can therefore build up an understanding of which activities are 'working' and which are not.

We have taken a Theory of Change approach to the development of our Intervention Strategies, identifying clear intended outcomes (intermediate and end) and a supporting evidence base that has informed our activity development and challenged assumptions. With the help of SEER, we will continue to review, develop and strengthen our Theories of Change (ToC), adding to our evidence base as our evaluation findings emerge and developing enhanced activity-level ToCs where required.

Evaluation design

We have collaborated with SEER and drawn from OfS and TASO toolkits and guidance on effective evaluation approaches. We have considered how the outcomes of activities can be evaluated credibly, particularly as our context as a small and specialist provider means that we are likely to be dealing with small cohorts.

Employing mixed method approaches is particularly important, as we will need to rely on qualitative data to support our understanding, or fill gaps, in quantitative data. We will triangulate findings where

possible and seek to deepen our insights through qualitative methods. Given the developmental stage of our evaluation practice, the majority of our evaluations are type 1 (narrative), and type 2 (empirical enquiry) of the OfS 'Standards of Evidence'. We have however noted that we will explore and consider where type 3 evaluation could be implemented in future.

Our evaluation approach has also considered the context and scale of the activities and, as we have proposed working with strategic partners (schools, colleges, community groups, specialist service providers) in our Intervention Strategies, we wish to note that some flexibility and development may be required as our collaborations take shape, allowing for input and advice from partners.

We have also considered our context and, where appropriate, will trial more creative evaluation instruments (as methods in surveying, focus groups and interviews). This may help to mitigate the issue of survey fatigue, which is a significant issue for effective evaluation and is compounded in small cohorts where the same students are more likely to be subjects of multiple evaluation and research projects. We will continue to be cognisant of this in the collection of feedback and have aligned our evaluation and measures across our activities to enable us to minimise the number of collection points, where possible and appropriate.

Our evaluation approach, data collection and analysis have been formulated on the intended outcomes and objectives of our activities. Where appropriate and possible, we will consider and employ validated scales to our evaluation practices. We have also considered evaluation that spans (a) process and (b) impact, to provide a comprehensive understanding of how our activities are working. We will explore, with SEER, further research projects in relation to our activities and our ambition to better understand the experiences and challenges of target students and issues of equality of opportunity. For example, consultation with students as part of the development of this Plan supports the identification of risks relating to insufficient to personalised academic and non-academic support; however, we consider that there is further research, supported by our learning analytics activity, that would add insight to this area.

Implementing our Evaluation Plan

We will collaborate internally across our team and with our strategic partners to deliver our evaluation plan. We will be guided by our school, college and community partners, and our students in respect of effective implementation of the plan. Our evaluation process will comply with institutional policies and complies with all legal requirements relating to data protection, following ethical, safeguarding, legal and risk considerations.

As noted above, we are members of the Specialist Evidence, Evaluation and Research (SEER) service, with whom we will work in partnership to deliver our evaluation plan. A Data Sharing Agreement has also been established. SEER provides us with opportunities to collaborate on various evaluation and research items, including for example the evaluation of the impact of financial support, using the OfS toolkit.

The design of our evaluation has also been heavily informed by intended and projected standardised outcomes being adopted by SEER across its membership base, which not only increases efficiencies but provides opportunities to increase the sample size and evaluation, helping to mitigate the issue of small datasets. SEER incorporate and draw on TASO guidance on best practices for evaluations with small cohorts (small n). Further, such collaborations may provide us access to tools that would otherwise be unaffordable. For example, concerning our access activity, we have noted the possibility of implementing tracking, which will be explored via SEER. As a practice network, we are also able to participate in peer review of practice and evaluation and share practice and findings.

As a smaller provider, we are also well-placed to respond with agility to interim findings and emerging data. We are able to be responsive in flexing our activity accordingly to help to keep us on track to achieve our objectives and targets, and continuously improve our practice.

Learning from and Disseminating Findings

We are committed to sharing our learning and findings internally, with our partners, within our close networks and with the broader sector, to develop a stronger and increased volume of evidence about what works and what can be improved. We are pleased to help to grow the evidence base for equality of opportunity in higher education and we will submit evaluation outputs to OfS' repository of evidence as appropriate. In Section 4, we have set out our publishing plan, which includes publishing findings on interim and longer-term outcomes through a range of channels. In developing the format of our communications, we will consider creative and visual methods, and different audiences/purposes. We will ensure that our findings are open access.

Our SEER membership provides us access to academic experts in evaluation, including in access and participation and the broader teaching and learning arena. These staff are involved in design, delivery and analysis. We are also a member of [insert groups], at which we can share and present findings. It is anticipated that we will actively contribute to conferences, network events and publications. Where appropriate we will draw on existing networks to collaborate and engage with similar organisations. We also look forward to sharing our findings and our thinking with other small specialist institutions and SEER members and collaborating on the development of effective practice for this particular part of the sector.

Internally, developing a community of practice (staff and students) regarding access and participation will help to facilitate improvements to sharing of findings from evaluation, and subsequent improvements to practice. Shared practice across the institution allows for review and feedback on evaluation findings and reports, and discussion regarding the improvements that could be made. More broadly, evaluation findings related to access and participation work will inform other agendas and practice, such as programme review and revalidation, communications and recruitment strategies and community engagement. We will publish the findings of our evaluation activities on our website and with sector bodies as appropriate. Further details about how we will evaluate our intervention strategies is included in Section 4.

Provision of Information to Students

An accessible summary of this plan alongside this full version will be made available on our website. Alternative formats to information on our website are available to request from Associate Dean for Access and Participation, Dr Nora Willams. These include accessible PDF, large print, audio recording or braille.

Information regarding our fees, entry requirements and support services are available to students and applicants through our prospectus, website and internal student information platform. As well, friendly and knowledgeable staff are available for guests on our open days or via email and telephone. Scholarships and bursaries are subject to change, for the most up to date information on our scholarships and bursaries (including criteria) please refer to our website.

Financial Support

Financial Support Scheme	Purpose	Criteria for Eligibility	Number of Awards	Level of Support	Level of Support in Subsequent Years
Fair Access Fund – Low-Income Household Bursary	To support equality of opportunity for students from low-income households (defined as a combined income of <£25,000 per year)	Applicants must: -be accepted to and enrolling on the first year of an undergraduate degree course at one of our UK campuses - be a UK resident with a full tuition fee loan (or Future Talent Scholarship) - have a combined household income under £25,000pa	527 in 2023/24, including new and continuing recipients	£1000, paid in two instalments	£1000, paid in two instalments, for each year of full-time study
Fair Access Fund – Care Leaver, Care Experienced, or Estranged Students Bursary	To support equality of opportunity for students who have experienced the care system or who are estranged from their families	Applicants must: -be accepted to and enrolling on the first year of an undergraduate degree course at one of our UK campuses - be a UK resident - have spent at least 13 weeks of the past 5 years in local authority care OR have had no contact with parents/guardians	43 in 2023/24, including new and continuing recipients	£1500, paid in three instalments	£1500, paid in three instalments, for each year of full-time study

		for at least 12 months before the start of the course			
Fair Access Fund – Access Awards	To support equality of opportunity for students of the global majority, disabled students, and mature students	Applicants must: -be accepted to and enrolling on the first year of an undergraduate degree course at one of our UK campuses - be a UK resident - identify as a member of the global majority AND/OR have a declared/diagnosed disability AND/OR be 21 years of age or older at the start of their course	136 in 2023/24	£200 per award (can be combined)	none
Clearing Accommodation Support Bursary	To support equality of opportunity for students who may face a long commute (30+ minutes) or need to find accommodation quickly following a Clearing admissions decision	Applicants must: -be accepted to and enrolling on the first year of an undergraduate degree course at one of our UK campuses through Clearing - be a UK resident - have a home address at least a 30-minute commute (one-way) from their campus	Up to 100	£1000	none
Future Talent Scholarships	The Future Talent Scholarships support candidates from a low household income and/or	Applicants must:	13 each year from 2024 – one	Full tuition fee remission, for up to three years of full-	Tuition remission and career support continues throughout

	groups under-represented in the creative industries. We are looking to support those who demonstrate talent in their chosen discipline, strong creative potential, and a high motivation for a career in the creative industries.	-be accepted to and enrolling on the first year of an undergraduate degree course at one of our UK campuses - be a UK resident - have a combined household income below £25,000pa AND/OR come from an underrepresented group in higher education, including: * global majority students *disabled students *care leavers, care experienced, or estranged students * mature students *LGBTQIA+ students	per Faculty, per campus	time study (award value £27,750), with additional tailored career support	up to three years of full-time study

Annex A: Assessment of Performance

We have conducted a thorough performance assessment based on the July 2023 OfS APP data release, which covers up to the 2021/22 monitoring year. We have supplemented this with internal data where relevant to provide additional insights, particularly where datasets are small. From this analysis, we have determined our key Indicators of Risk, which we have explored further using supplemental information, data and evidence from internal and local sources, and from the wider sector and sector bodies (e.g., UCAS).

We considered our performances across all APP measures, at each stage of the student lifecycle:

- Access – enrolment
- Continuation – continuing students measured at 1 year and 15 days after initial enrolment
- Completion – students completing their course within 6 years of beginning their studies
- Attainment – the proportion of students awarded a First or 2:1 degree classification
- Progression – progression into highly skilled employment or postgraduate study within 18 months of graduation

This assessment presents the identified indicators of risk areas from our full analysis.

Summary of Indicators of Risk and Target Areas

The following table (1) highlights all the indicators of risk we have identified from the full initial data analysis.

	Access (enrolment)	Continuation (still on course 1 year and 15 days after initial enrolment)	Completion (successfully completed degree, within 6 years)	Attainment (awarded a 2:1 or a 1st class degree award)	Progression (in highly skilled employment or further study 15 months after graduation
Indices of Multiple Deprivation (IMD 2019)	10pp b/w Q5 and Q1	4pp gap b/w Q5 and Q1 for 2018 entrants	9pp gap b/w Q5 and Q1 for 2017 entrants	9pp gap b/w Q5 and Q1 for 2021 entrants	1pp gap b/w Q5 and Q1 for 2020 entrants
TUNDRA (replaces POLAR)	7pp b/w Q5 and Q1	1pp gap b/w Q5 and Q1 for 2020 entrants	3pp gap b/w Q5 and Q1 for 2017 entrants	2pp gap b/w Q5 and Q1 for 2021 entrants	10pp gap b/w Q5 and Q1 for 2020 entrants
Global Majority	22% of new entrants were part of the global majority in 2021/22	3pp gap b/w White and GM for 2020 entrants	5pp gap b/w White and GM for 2017 entrants	10pp gap b/w White and Asian students; 37pp gap b/w White and Black students	8pp gap b/w White and GM students for 2020 entrants
Disability	20% of new entrants reported a disability in 2021/22	4pp gap b/w disabled and non-disabled students for 2020 entrants	8pp gap b/w disabled and non-disabled students for 2017 entrants	8pp gap b/w disabled and non-disabled 2021 entrants	6.9pp gap b/w disabled and non-disabled 2020 entrants
Mature students (21+ at time of enrolment)	25% of new entrants in 2021/22	3pp gap b/w U21 and Mature 2020 entrants	No gap b/w U21 and 26-30 for 2017 entrants. 5pp gap for U21 vs 21-25 and 31-40.	No gap	No gap
ABCS	10.8% of new entrants from ABCS Q1 in 2021/22	3.7pp gap (4-year aggregate)	16.6pp gap (4-year aggregate)		
FSM at KS4	14% of new entrants in 2020/21	4pp gap in 2020/21	10pp gap for 2017 entrants	10pp gap for 2021 entrants	6pp gap for 2020 entrants

Priority Target Areas

We have determined the following priority areas of concern under this APP, with associated targets and milestones:

1. Enrolment of students from IMD Quintile 1
2. Enrolment of students from the global majority
3. Completion outcomes for students from IMD Quintile 1
4. Completion outcomes for disabled students
5. Attainment outcomes for students from the global majority
6. Progression outcomes for disabled students

Analysis

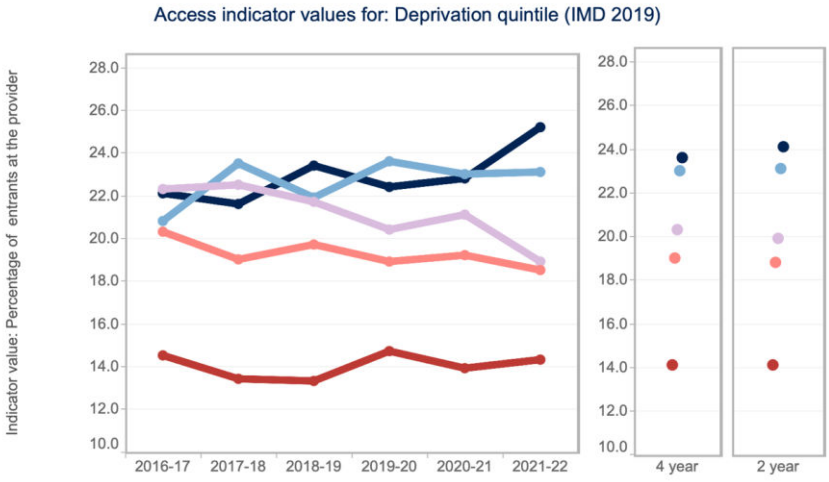
Access

This section provides BIMM University's performance in enrolling students from the OfS key target groups, identified in the table above.

Overall, BIMM University has increased its intake in recent years, growing from 1,770 entrants in 2016/17 to 2,620 entrants in 2021/22.

Index of Multiple Deprivation (IMD) 2019

BIMM University has seen the proportion of its intake from IMD Quintile 1 (the most disadvantaged group) remain largely static over the 6 years analysed (14.1%, 4-year average). The proportion of students from Q5 has also remained similar until the most recent year of data where it has increased to 25.2% of BIMM's intake. This is in contrast to the equivalent sector figures which have seen the proportion of entrants from IMD Q1 increase every year since 2016-17, going from 19.7% to 22.8% in 2021-22. Over the same period, the proportion of students from IMD Q5 has declined year on year, decreasing from 21.9% to 19.6% in 2021-22. We observe therefore that BIMM is bucking the national trend with its intake of students when split by IMD and while it has not seen a decline in IMD Q1 students over this period, it will be important to understand why BIMM has not experienced the wider sector increase in entrants from the most disadvantaged quintile. For this reason, we have identified a target in this area.



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (most deprived)	14.5%	13.4%	13.3%	14.7%	13.9%	14.3%	14.1%	14.1%
Quintile 2	20.3%	19.0%	19.7%	18.9%	19.2%	18.5%	19.0%	18.8%
Quintile 3	22.3%	22.5%	21.7%	20.4%	21.1%	18.9%	20.3%	19.9%
Quintile 4	20.8%	23.5%	21.9%	23.6%	23.0%	23.1%	23.0%	23.1%
Quintile 5 (least deprived)	22.1%	21.6%	23.4%	22.4%	22.8%	25.2%	23.6%	24.1%

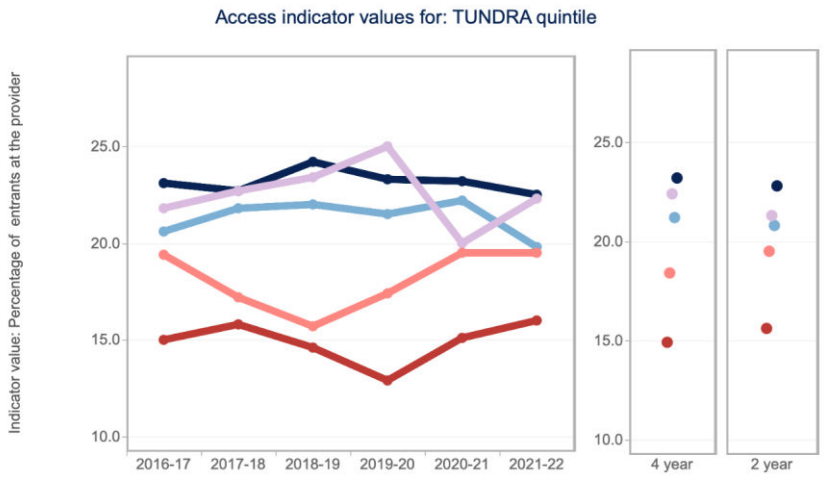
Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

TUNDRA (Low Participation Neighbourhoods)

The TUNDRA measure of under-representation replaces the POLAR4 measure.

4- and 2-year aggregates show that only 14.9% and 15.6% (respectively) of entrants are TUNDRA Quintile 1, although the latest year 2021-22 has seen a slight improvement with 16% of entrants from this group. BIMM University's gap in participation between the most under-represented and least under-represented learners (Q1 and Q5, respectively) is 8.3pp (4-year aggregate) and 6.5pp for the latest year (2021-22).

This is less than half of the sector gap, which sits at 18.4pp (4-year aggregate) and 18.0pp for the latest year (2021-22), however the sector figures are not always a useful benchmark for small specialist providers and improvement in this area may be considered. We will continue to monitor this metric.



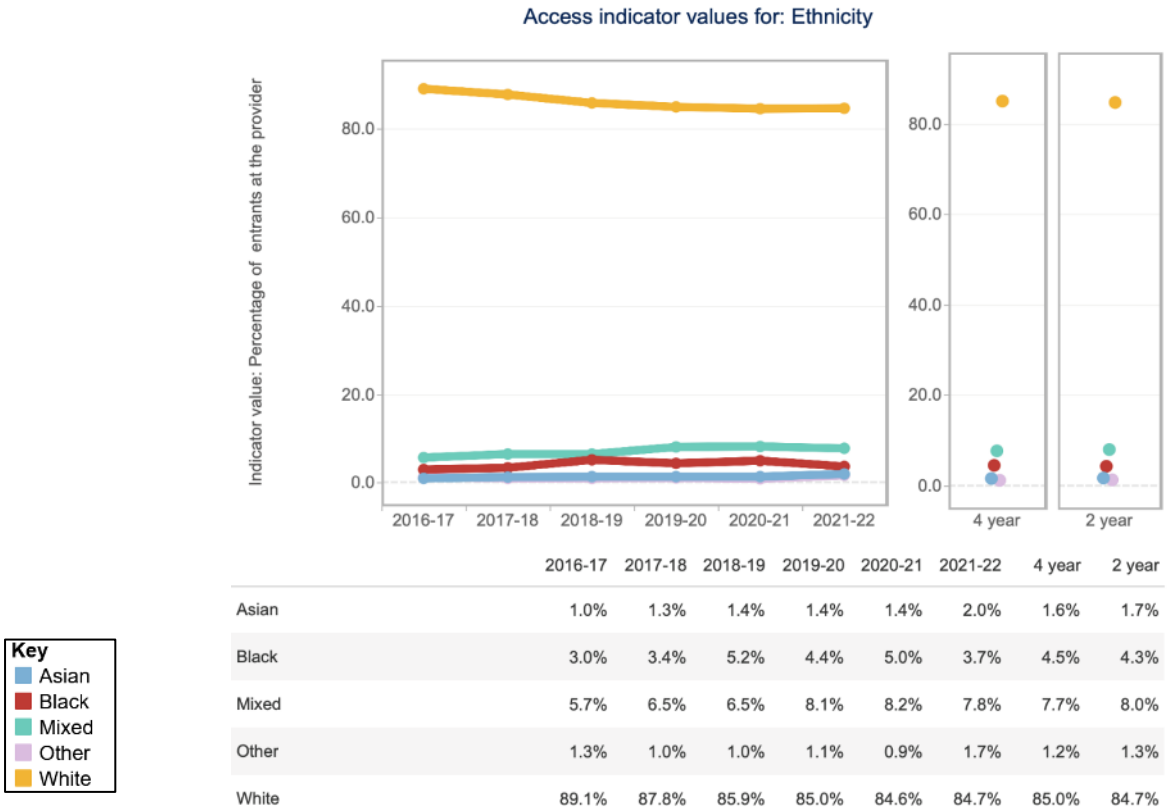
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (least participation)	15.0%	15.8%	14.6%	12.9%	15.1%	16.0%	14.9%	15.6%
Quintile 2	19.4%	17.2%	15.7%	17.4%	19.5%	19.5%	18.4%	19.5%
Quintile 3	21.8%	22.7%	23.4%	25.0%	20.0%	22.3%	22.4%	21.3%
Quintile 4	20.6%	21.8%	22.0%	21.5%	22.2%	19.8%	21.2%	20.8%
Quintile 5 (most participation)	23.1%	22.7%	24.2%	23.3%	23.2%	22.5%	23.2%	22.8%

Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

Students from the Global Majority

BIMM University has steadily increased the proportion of its intake from Global Majority ethnicity groups over the last 6 years, going from 10.9% in 2016-17 to 15.3% in 2021-22. The HE sector more widely has seen a similar increase in proportion of entrants from this group, but the sector figure for 2021-22 (34.8%) is more than double that of BIMM University. BIMM's proportion of entrants is also below the population proportion for Global Majority ethnicity groups which sits at 18.3% in the latest 2021 census for England and Wales.

Analysing intake from specific ethnicity groups, our data shows a mixed picture in relation to parity with the sector and population demographics (based on the 2021 census). Entrants from Asian backgrounds are well below sector parity over the last 4-year average at 1.6% for BIMM and 15.0% for the sector (population is 9.3%, 2021). Comparing entrants for Black ethnicity groups, BIMM is well below the sector with 4.5% of entrants over the last 4-year average compared to 10.4% in the sector (population is 4%, 2021). BIMM is attracting more entrants than the sector from Mixed ethnicity backgrounds at 7.7% (4-year average) compared to 5.3% for the sector (population is 2.9%, 2021). We are slightly below the sector proportion for students from Other ethnicity groups, at 1.2% (4-year average) compared to 2.6% for the sector (population is 2.1%, 2021). For these reasons, we have identified a target in this area.

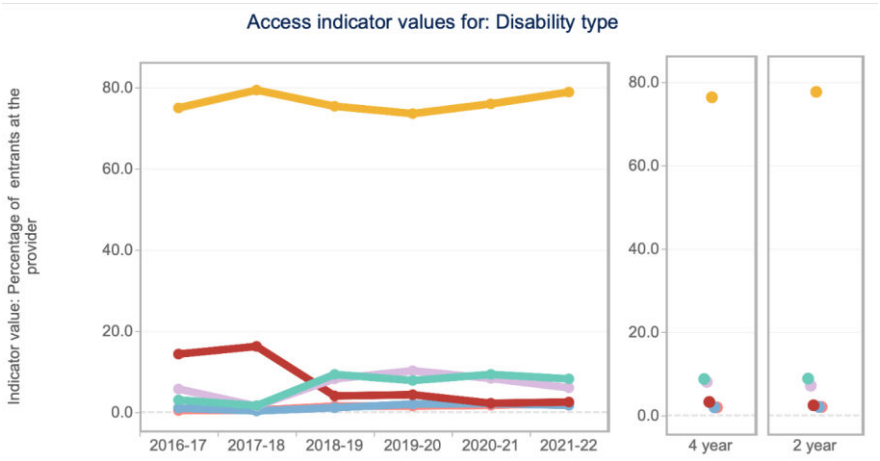


	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Asian	1.0%	1.3%	1.4%	1.4%	1.4%	2.0%	1.6%	1.7%
Black	3.0%	3.4%	5.2%	4.4%	5.0%	3.7%	4.5%	4.3%
Mixed	5.7%	6.5%	6.5%	8.1%	8.2%	7.8%	7.7%	8.0%
Other	1.3%	1.0%	1.0%	1.1%	0.9%	1.7%	1.2%	1.3%
White	89.1%	87.8%	85.9%	85.0%	84.6%	84.7%	85.0%	84.7%

Disabled Students

Overall, BIMM University have seen a decrease in entrants reporting a disability over the last 6 years, with the proportion of entrants declaring a disability falling from 25% in 2016-17 to 21.1% in 2021-22. This in contrast to the sector figures which saw a slight increase in the proportion of students declaring a disability, going from 13.7% to 17.4% over the same period. While BIMM's proportion of students declaring a disability remains above the sector average, the decline is concerning and will be closely monitored.

When our disabled student cohort is disaggregated into disability type, data for some groups is small (n = <50 for some types in certain years). We note that 8% (4-year average) of entrants fall into the Mental Health Condition category but that the proportion of students in this group is declining with the proportion down to 6.1% in 2021-22. This is higher than the equivalent sector figure, but the sector has seen a steady increase of students with this disability type rather than a decline (going from 2.9% in 2016-17 to 5.0% in 2021-22).



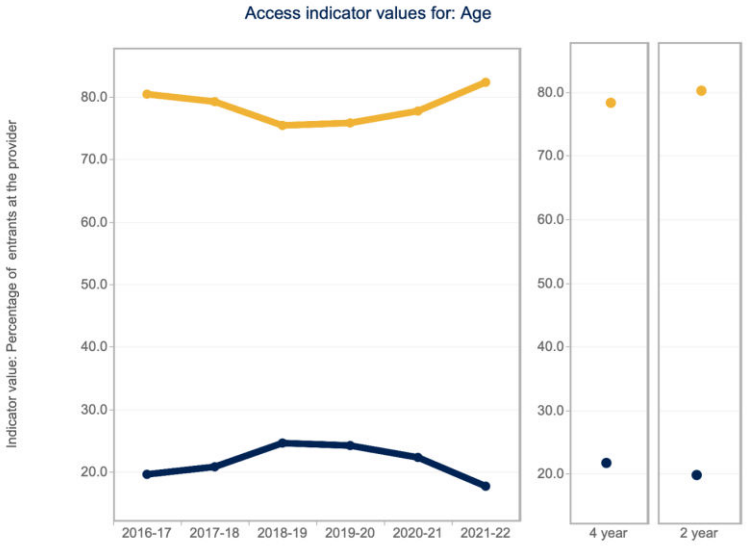
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Cognitive or learning difficulties	3.1%	1.7%	9.4%	7.9%	9.4%	8.3%	8.7%	8.8%
Mental health condition	5.8%	1.6%	8.3%	10.3%	8.4%	6.1%	8.0%	7.1%
Multiple impairments	14.4%	16.3%	4.1%	4.4%	2.3%	2.6%	3.2%	2.4%
No disability reported	75.0%	79.4%	75.4%	73.6%	76.0%	78.9%	76.3%	77.6%
Sensory, medical or physical impairment	1.1%	0.4%	1.2%	2.1%	2.2%	1.8%	1.9%	2.0%
Social or communication impairment	0.5%	0.6%	1.6%	1.6%	1.8%	2.3%	1.9%	2.0%

Key
- Cognitive or learning difficulties
- Mental health condition
- Multiple impairments
- Sensory, medical or physical impairment
- Social or communication impairment
- No disability reported

Mature Learners (21 years and over)

BIMM University have seen a decline in their mature learner intake, down from a peak of 24.6% in 2018-19 to 17.7% in 2021-22. This is well below the sector proportion (29.0% in 2020-21) and therefore Access for mature learners is a concern and somewhere we are investigating further.

We note from our disaggregated analysis that the majority of our mature cohort (30% in 2021-22) are learners aged 21-25 years. We have approximately 20% of learners across the 26-30 and 31-40 age groups, which informs our support and curriculum considerations as these groups are most likely to be managing competing priorities and have dependents.



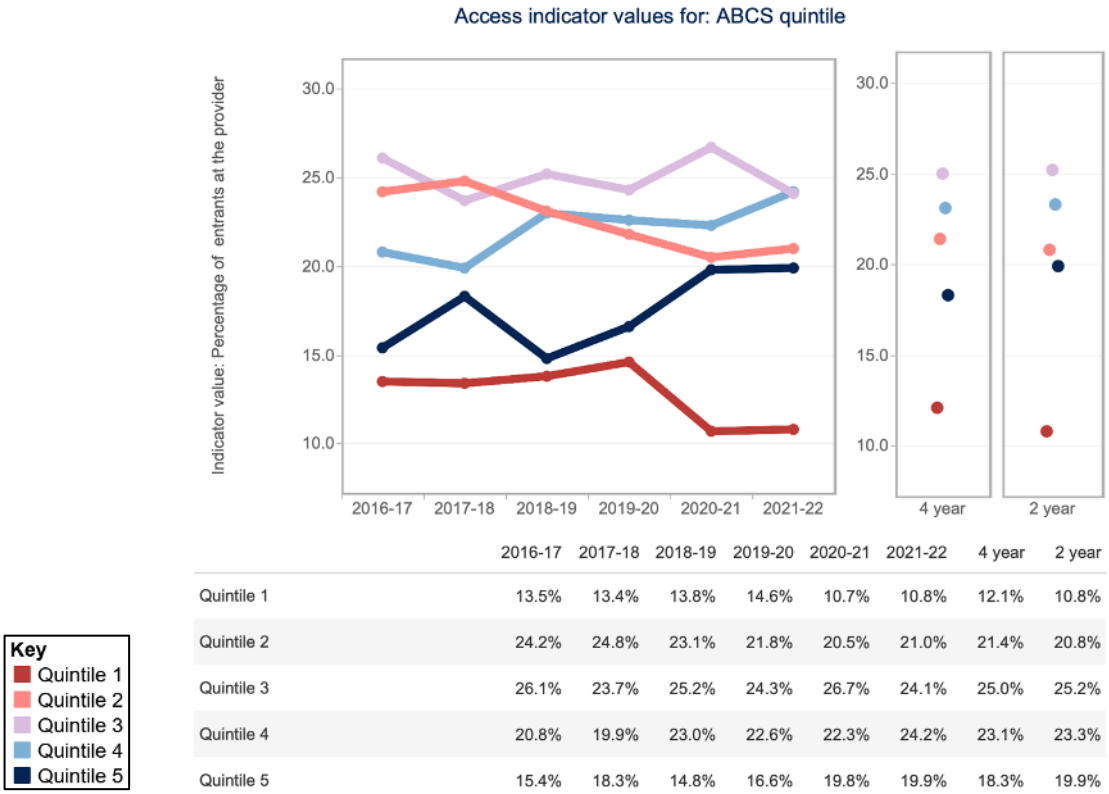
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Mature (21 and over)	19.6%	20.8%	24.6%	24.2%	22.3%	17.7%	21.7%	19.8%
Young (under 21)	80.4%	79.2%	75.4%	75.8%	77.7%	82.3%	78.3%	80.2%

Key
- Mature (21 and over)
- Young (under 21)

ABCS

The ABCS measure is again a gap measure, similar to IMD and TUNDRA, with Quintile 1 representing the most disadvantaged students. BIMM University are enrolling 10.8% of students from ABCS Quintile 1 in 2021-22, with an aggregate performance over the last 4-years of 12.1%. The gap between participation between ABCs Quintile 1 and Quintile 5 in 2021-22 is 9.1pp, with the last 4-year aggregate being slightly better at 6.2pp.

While there is a small gap, BIMM outperforms the sector where enrolment of ABCS Quintile 1 is 7.1% (2021-22) and the gap in participation between ABCS Quintile 1 and Quintile 5 is significantly higher at 27.8pp (2021-22). Given this performance and the newness of this measure we are not proposing setting a target for this group at this time, although we will continue to monitor the ABC measure closely.



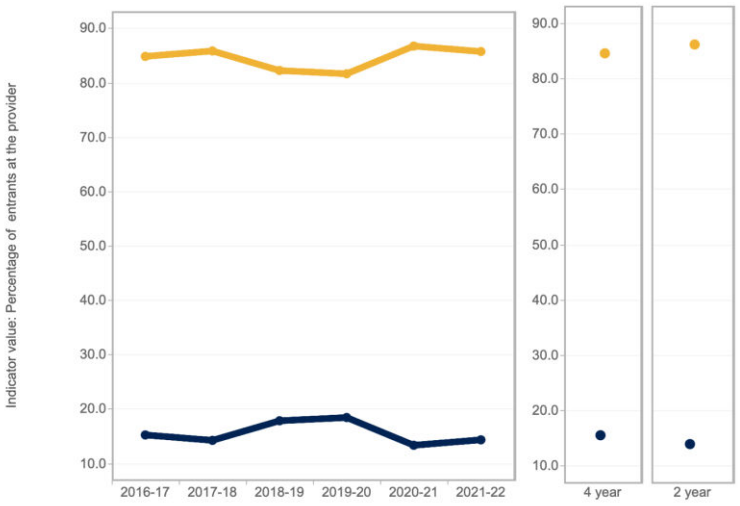
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1	13.5%	13.4%	13.8%	14.6%	10.7%	10.8%	12.1%	10.8%
Quintile 2	24.2%	24.8%	23.1%	21.8%	20.5%	21.0%	21.4%	20.8%
Quintile 3	26.1%	23.7%	25.2%	24.3%	26.7%	24.1%	25.0%	25.2%
Quintile 4	20.8%	19.9%	23.0%	22.6%	22.3%	24.2%	23.1%	23.3%
Quintile 5	15.4%	18.3%	14.8%	16.6%	19.8%	19.9%	18.3%	19.9%

Students Eligible for Free School Meals (FSM) at Key Stage 4

This section analyses the proportion of BIMM entrants who have been eligible for Free School Meals (FSM) at Key Stage 4. BIMM University saw a slight increase in the proportion of FSM entrants up till 2019-20 (peaking at 18.4%) but the proportion has fallen since then to 14.3% in 2021-22. This is smaller than the sector average, which was 18.4% in 2021-22.

Given our poor performance compared to the sector, this is an area we will continue to monitor.

Access indicator values for: Eligibility for free school meals (at key stage 4)



Key
- Eligible
- Not eligible

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Eligible	15.2%	14.2%	17.8%	18.4%	13.3%	14.3%	15.5%	13.9%
Not eligible	84.8%	85.8%	82.2%	81.6%	86.7%	85.7%	84.5%	86.1%

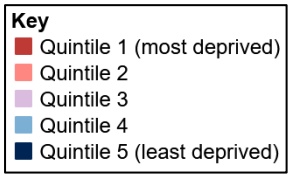
Continuation

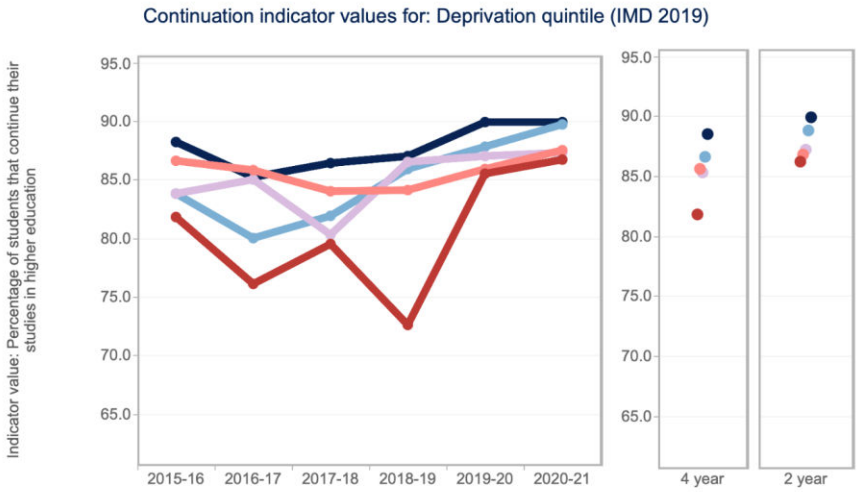
This section provides BIMM University's performance in continuation of students from the OfS key target groups. Continuation is measured from Year 1 into Year 2, at 1 year and 15 days post-enrolment.

Overall, continuation at BIMM University in 2020-21 was 88.6%, with a 4-year aggregate continuation rate of 85.9%. This is comparable to sector performance for 2020-21 (89.0% for the sector) but the 4-year aggregate is worse than the sector (which sits at 90.0%).

Index of Multiple Deprivation (IMD) 2019

Continuation for students from the most disadvantaged backgrounds (IMD Quintile 1) across a 4-year average at BIMM University is 81.8%, compared to continuation of students from IMD Quintile 5 (least disadvantaged) at 88.5%. This represents a gap in continuation of 6.7 percentage points (pp) which is slightly better than the sector gap of 8pp for the same period. While the latest 2020-21 data shows an improvement for IMD Quintile 1 students (86.7%, compared to IMD Quintile 5 at 89.9%, a smaller gap of 3.2pp), the 4-year aggregate data is of concern, and we will continue to monitor this area.

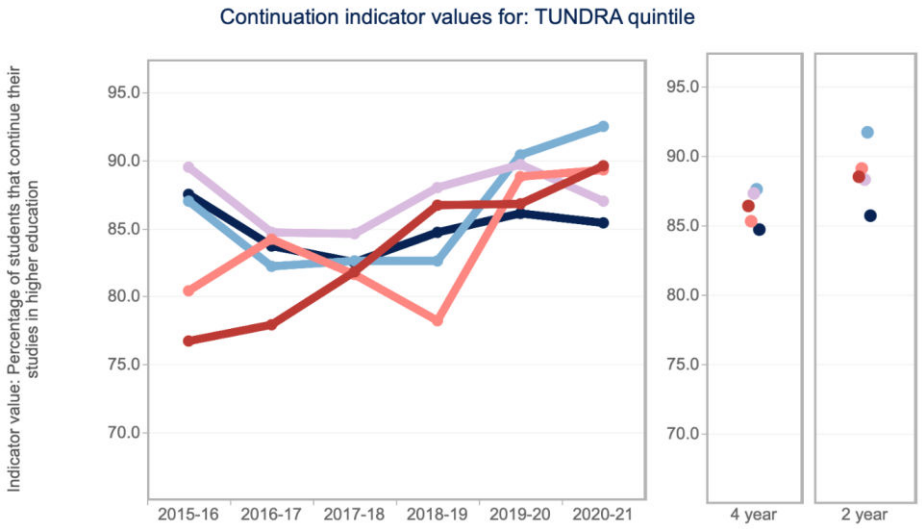




	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1 (most deprived)	81.8%	76.1%	79.5%	72.6%	85.5%	86.7%	81.8%	86.2%
Quintile 2	86.6%	85.8%	84.0%	84.1%	85.9%	87.5%	85.6%	86.8%
Quintile 3	83.8%	85.0%	80.3%	86.5%	87.0%	87.3%	85.3%	87.2%
Quintile 4	83.8%	80.0%	81.9%	85.9%	87.8%	89.7%	86.6%	88.8%
Quintile 5 (least deprived)	88.2%	85.2%	86.4%	87.0%	89.9%	89.9%	88.5%	89.9%

TUNDRA (Low Participation Neighbourhoods)

Considering the 4-year aggregate data, we note that students from TUNDRA Quintile 1 have higher continuation outcomes (86.4%) than their Quintile 5 peers (84.7%). This represents a positive gap for Quintile 1 of 1.7pp. A similar positive gap is noted (2.8pp) for the latest 2-year aggregate data. This is in contrast to the average sector performance, which shows a 3.4pp gap in continuation over the 4-year aggregate.



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1 (least participation)	76.7%	77.9%	81.8%	86.7%	86.8%	89.6%	86.4%	88.5%
Quintile 2	80.4%	84.2%	81.6%	78.2%	88.8%	89.3%	85.3%	89.1%
Quintile 3	89.5%	84.7%	84.6%	88.0%	89.7%	87.0%	87.3%	88.3%
Quintile 4	87.0%	82.2%	82.6%	82.6%	90.4%	92.5%	87.6%	91.7%
Quintile 5 (most participation)	87.5%	83.7%	82.5%	84.7%	86.1%	85.4%	84.7%	85.7%

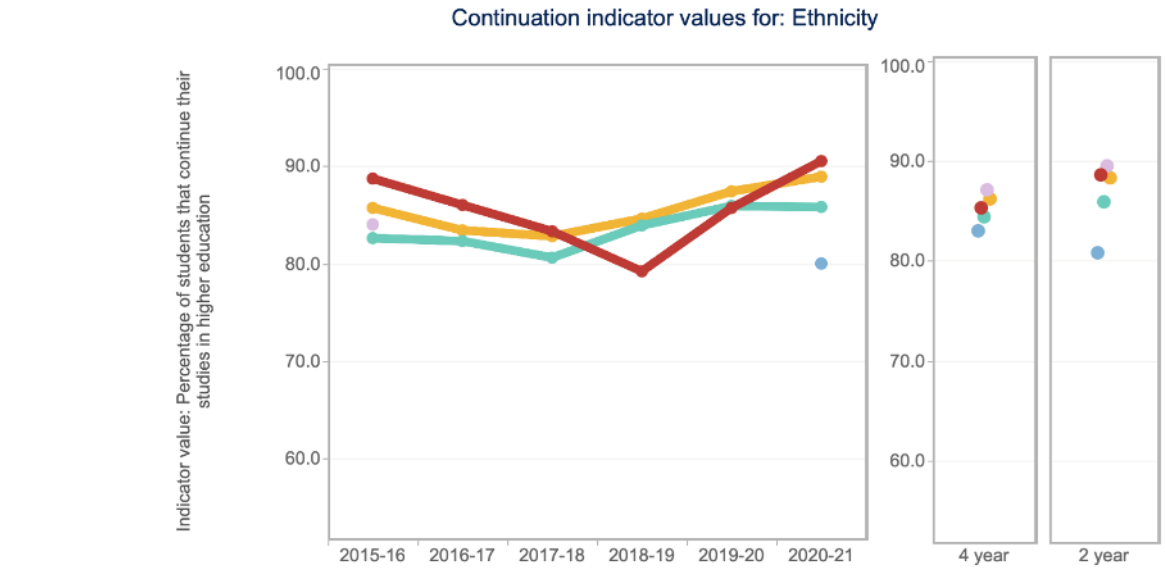
Data Visualisation

Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

Students of the Global Majority

Examining specific ethnicity groups, White students at BIMM University have the second highest continuation outcomes over the 4-year aggregate period at 86.2% (only the Other ethnicity group is better at 87.1%, though note small numbers here). While data is very small for some ethnicity groups in individual years (Asian and Other ethnicity groups have fewer than 30 students each year), examining the 4-year and 2-year averages the worst continuation outcomes are for Asian students, at 83% and 80.8% respectively. The 2-year aggregate gap between White and Asian students is therefore represents a 7.5 percentage points (pp) gap in continuation between White and Asian students. By comparison, the sector gap over the same aggregate period is just 0.6pp.

There are also gaps for Black and Mixed ethnicity groups, though they are much smaller and in the most recent 2-year aggregate continuation rates were better for Black and Other ethnicity groups. The continuation gap for Asian students is concerning though small numbers make it difficult to see year-on-year changes. We will monitor this indicator carefully as our datasets continue to grow.

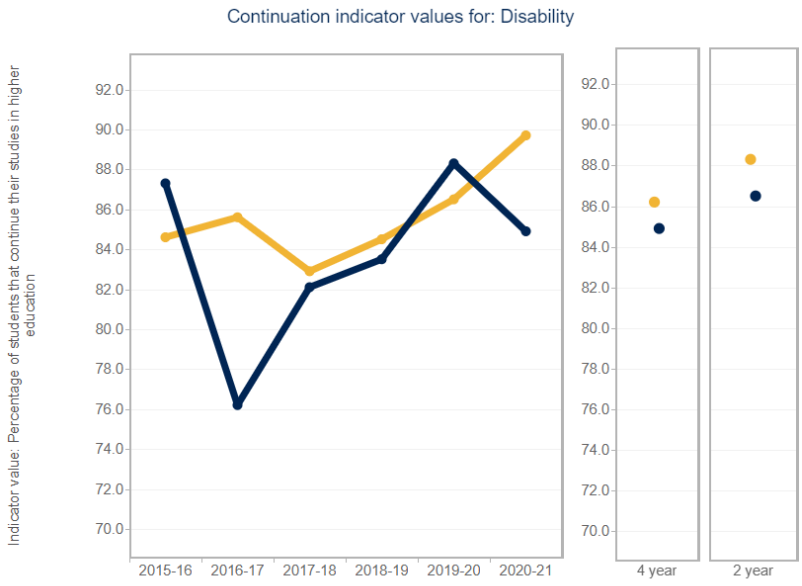


	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Asian	[low]	[low]	[low]	[low]	[low]	80.0%	83.0%	80.8%
Black	88.7%	86.0%	83.3%	79.2%	85.7%	90.5%	85.3%	88.6%
Mixed	82.6%	82.3%	80.6%	83.9%	85.9%	85.8%	84.4%	85.9%
Other	84.0%	[low]	[low]	[low]	[low]	[low]	87.1%	89.5%
White	85.7%	83.4%	82.8%	84.6%	87.4%	88.9%	86.2%	88.3%

Key
- Asian
- Black
- Mixed
- Other
- White

Disabled Students

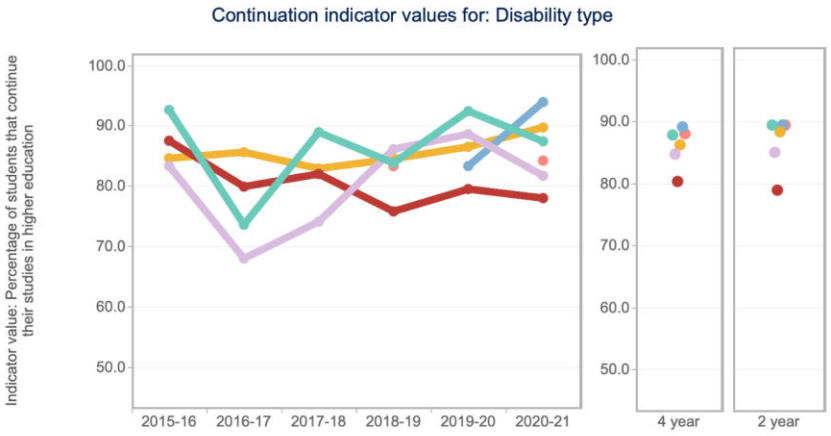
Continuation for all students reporting a disability over the last 4-year aggregate is 84.9% compared to 86.2% for students with no declared disability, representing a 1.3pp continuation gap. This is comparable to the gap for the sector over the same period which sits at 0.8pp.



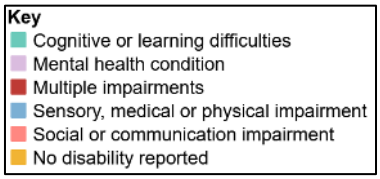
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Disability reported	87.3%	76.2%	82.1%	83.5%	88.3%	84.9%	84.9%	86.5%
No disability reported	84.6%	85.6%	82.9%	84.5%	86.5%	89.7%	86.2%	88.3%

However, considering the disaggregated 4-year aggregate data we note that students with multiple impairments have the lowest continuation rates (80.3%). The gap in continuation between this group and students with no disability is 8.8 percentage points (pp). Gaps for other disability types are smaller (<6pp).

However, because cohort sizes are extremely small, it is difficult to make meaningful assessment at a disaggregated level.

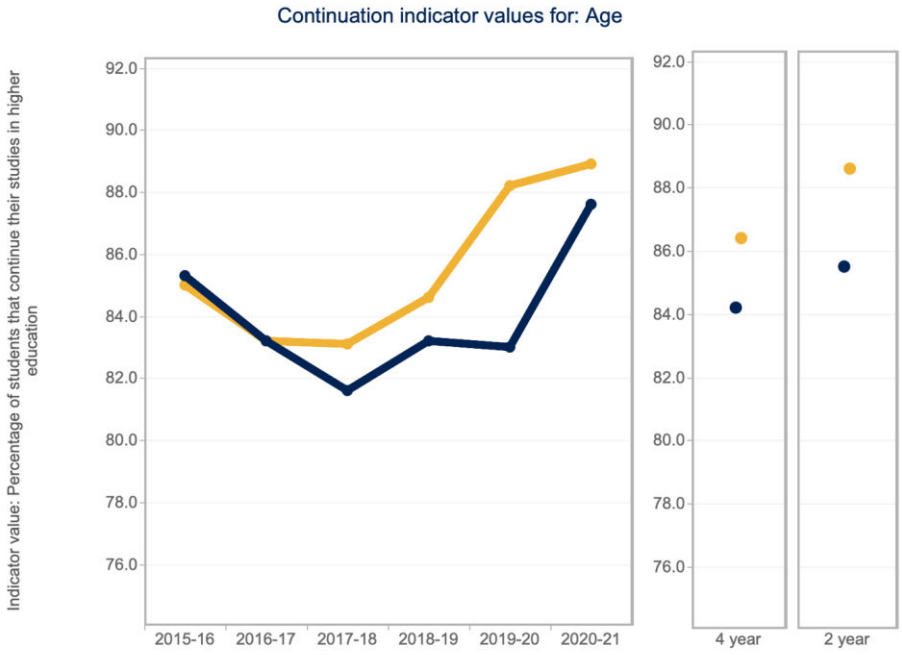


	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Cognitive or learning difficulties	92.6%	73.6%	88.9%	83.8%	92.4%	87.4%	87.8%	89.4%
Mental health condition	83.3%	68.0%	74.1%	86.1%	88.6%	81.7%	84.7%	85.0%
Multiple impairments	87.5%	79.9%	82.0%	75.8%	79.5%	78.0%	80.3%	78.9%
No disability reported	84.6%	85.6%	82.9%	84.5%	86.5%	89.7%	86.2%	88.3%
Sensory, medical or physical impairment	[low]	[low]	[low]	[low]	83.3%	93.9%	89.1%	89.4%
Social or communication impairment	[low]	[low]	[low]	83.3%	[DPH]	84.2%	88.0%	89.4%



Mature Students (21 years and over)

Young learners at BIMM University have consistently continued at higher rates than mature learners, with a gap in continuation between these groups over the last 4-year aggregate period of 2.2 percentage points (pp). This gap is much smaller than the equivalent sector figure, which shows an 8.7pp gap over the same 4-year aggregate. Given the small gap and good performance compared to the sector this is not an area where we are considering a target.

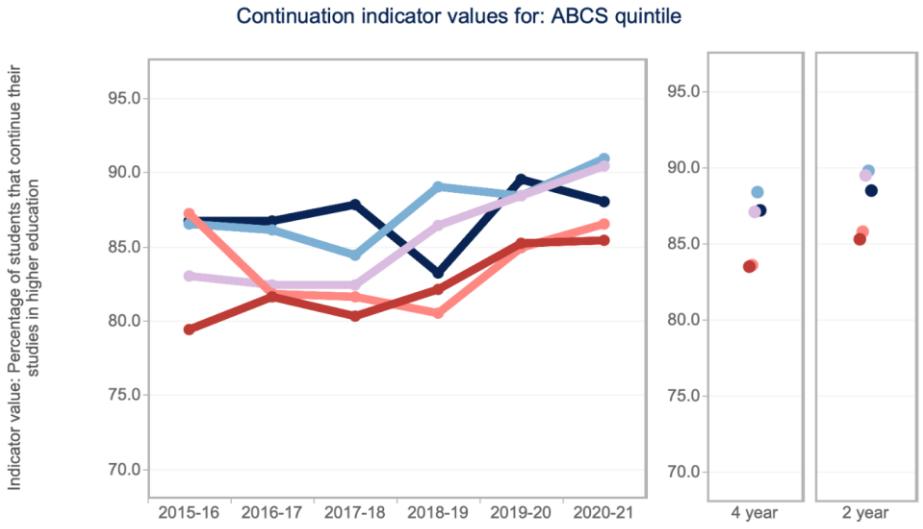


Key
- Mature (21 and over)
- Young (under 21)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Mature (21 and over)	85.3%	83.2%	81.6%	83.2%	83.0%	87.6%	84.2%	85.5%
Young (under 21)	85.0%	83.2%	83.1%	84.6%	88.2%	88.9%	86.4%	88.6%

ABCS

When examining continuation by ABCS quintile, we observe a small gap between Quintile 1 and Quintile 5, sitting at 3.7pp for the 4-year average and closing to 3.2pp for the 2-year average. This is far smaller than the gap observed at sector level, which sits at 13.7pp for the 4-year average and 13.8pp for the 2-year average. Given the relative newness of this measure and our performance against the sector we do not intend to make any targets for continuation by ABCS at this time.

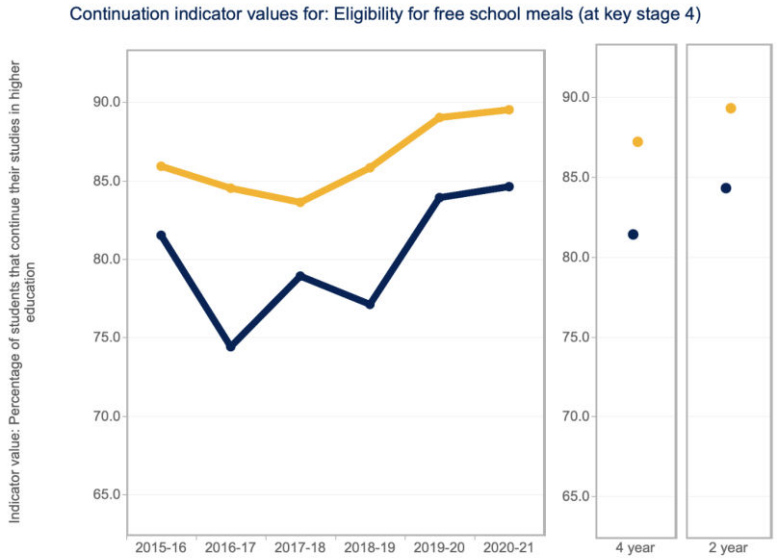


	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1	79.4%	81.6%	80.3%	82.1%	85.2%	85.4%	83.5%	85.3%
Quintile 2	87.2%	81.8%	81.6%	80.5%	84.9%	86.5%	83.6%	85.8%
Quintile 3	83.0%	82.4%	82.4%	86.4%	88.4%	90.4%	87.1%	89.5%
Quintile 4	86.5%	86.1%	84.4%	89.0%	88.4%	90.9%	88.4%	89.8%
Quintile 5	86.7%	86.7%	87.8%	83.2%	89.5%	88.0%	87.2%	88.5%

Key
- Quintile 1
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5

Students Eligible for Free School Meals (FSM) at Key Stage 4

There is a gap (5.8pp) in the 4-year aggregate continuation outcomes between FSM eligible students (81.4% continuation) and non-eligible students (87.2% continuation). This is comparable to the average sector gap over the same aggregate period, which was 5pp. Given the gap is steady over the period examined and our comparable performance with the sector, we do not intend to prioritise this gap with a target, though we will continue to monitor performance here closely.



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Eligible	81.5%	74.4%	78.9%	77.1%	83.9%	84.6%	81.4%	84.3%
Not eligible	85.9%	84.5%	83.6%	85.8%	89.0%	89.5%	87.2%	89.3%

Key
- Eligible
- Not eligible

Completion

This section provides BIMM University's performance in completion of students from the OfS key target groups. Completion is measured by students completing their course, up to 6-years.

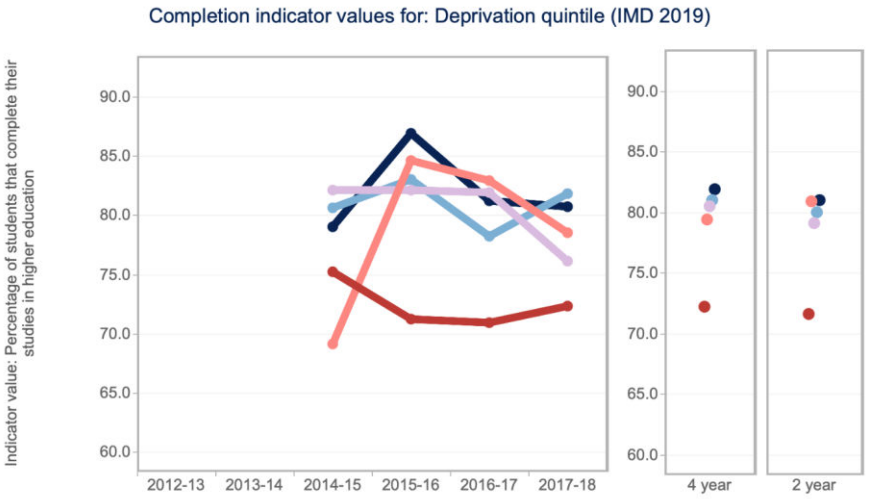
BIMM University only has completion data available for 4 academic years on the OfS APP dashboard, running from 2014-15 to 2017-18. During this period, BIMM University's overall completion rate has hovered around 80.0% with a 4-year average of 79.9%. This is worse than the equivalent sector figure, which shows an 87.6% completion rate over the same period.

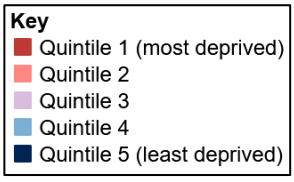
Index of Multiple Deprivation (IMD) 2019

Students from IMD Quintile 1 have consistently completed study at lower rates than their Quintile 5 peers over the 4 years of available data. In 2017-18 (latest year of data), there is a large completion rate gap between Q1 and Q5 students of 8.4 percentage points (pp). The 4-year aggregate performance shows a similar gap at 9.7pp.

While the average sector completion rates are generally higher overall, the gap between completion rates for IMD Quintile 1 and Quintile 5 is slightly higher at 10.7pp for 2017-18 and 10.5pp for the 4-year aggregate.

Given the large gap in completion between IMD Q1 and Q5 student, this is an area of concern for BIMM and we have introduced a target here.



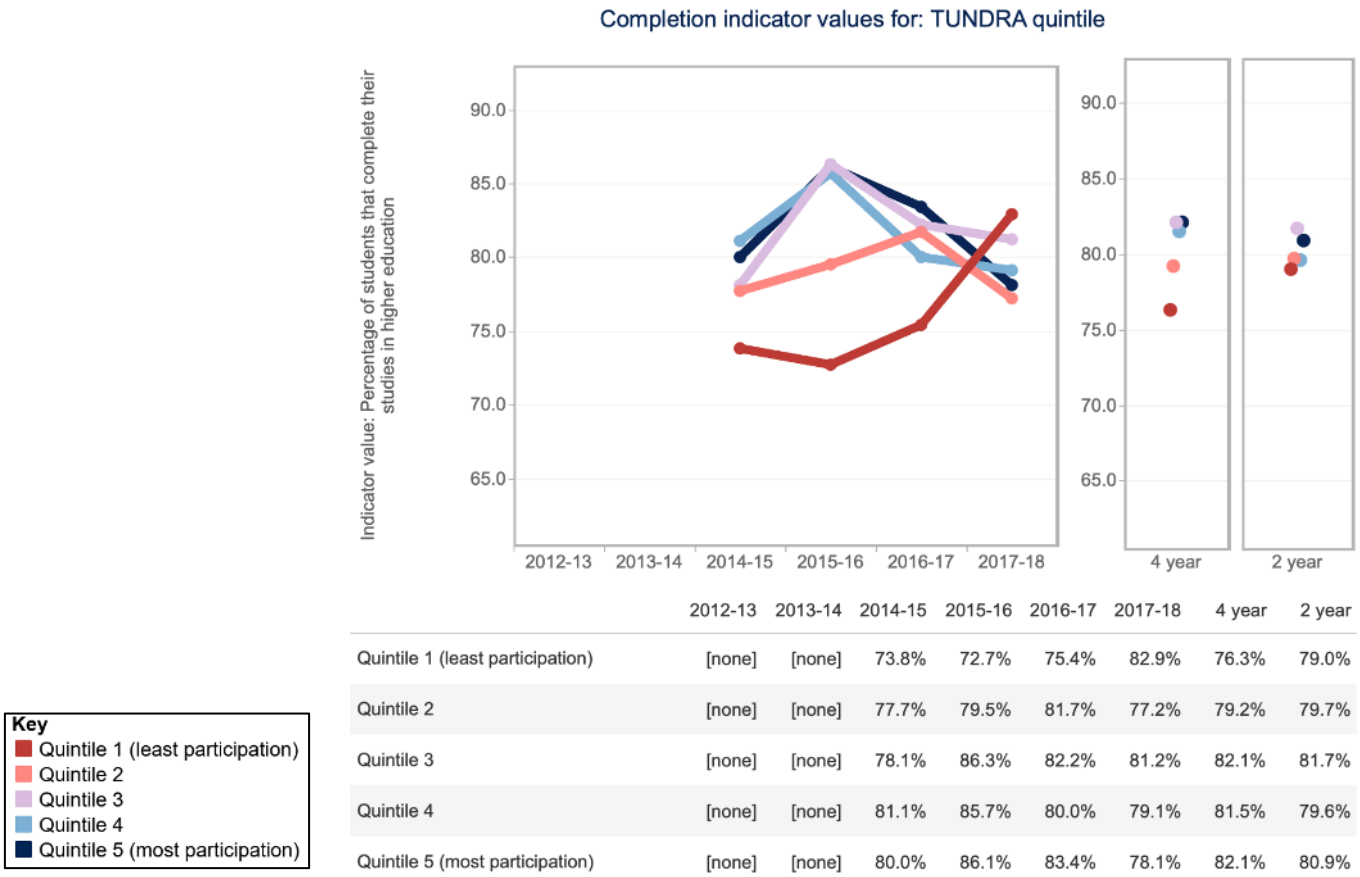


	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Quintile 1 (most deprived)	[none]	[none]	75.2%	71.2%	70.9%	72.3%	72.2%	71.6%
Quintile 2	[none]	[none]	69.1%	84.6%	82.9%	78.5%	79.4%	80.9%
Quintile 3	[none]	[none]	82.1%	82.1%	81.9%	76.1%	80.5%	79.1%
Quintile 4	[none]	[none]	80.6%	83.0%	78.2%	81.8%	81.0%	80.0%
Quintile 5 (least deprived)	[none]	[none]	79.0%	86.9%	81.2%	80.7%	81.9%	81.0%

TUNDRA (Low Participation Neighbourhoods)

Considering the 4-year aggregate data, we note that students from TUNDRA Quintile 1 have worse completion outcomes (76.3%) than their Quintile 5 peers (82.1%). This represents a gap of 5.8pp. This is comparable to sector performance, which shows a 4.8pp gap in completion over the 4-year aggregate. However, in the most recent year of data TUNDRA Q1 students had the highest completion rate of all

students at 82.9%, surpassing their peers in Q5 whose completion rate was only 78.1%. Given this recent improvement, this is an area we will continue to monitor closely but is not a priority for any APP targets at this time.

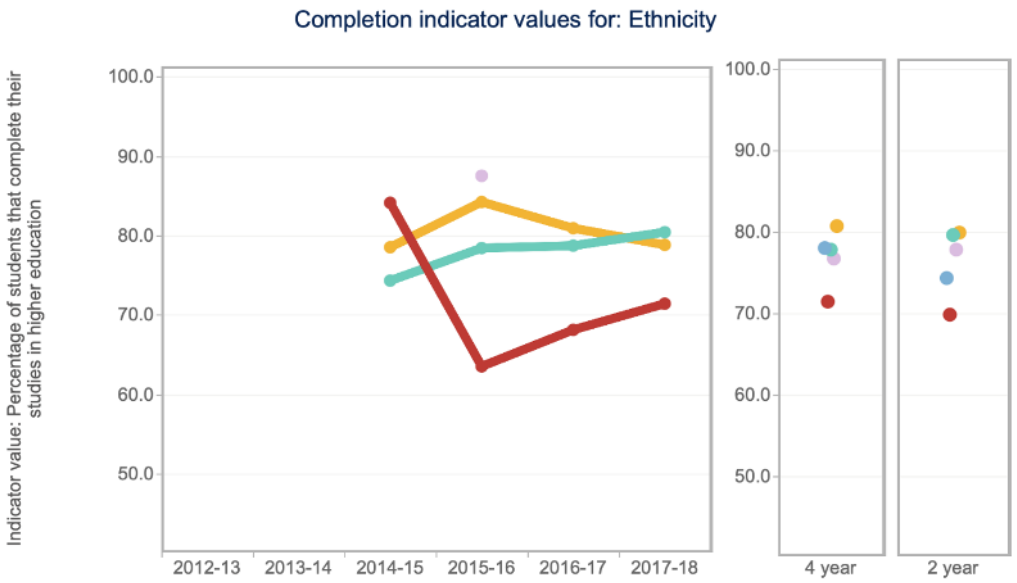


	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Quintile 1 (least participation)	[none]	[none]	73.8%	72.7%	75.4%	82.9%	76.3%	79.0%
Quintile 2	[none]	[none]	77.7%	79.5%	81.7%	77.2%	79.2%	79.7%
Quintile 3	[none]	[none]	78.1%	86.3%	82.2%	81.2%	82.1%	81.7%
Quintile 4	[none]	[none]	81.1%	85.7%	80.0%	79.1%	81.5%	79.6%
Quintile 5 (most participation)	[none]	[none]	80.0%	86.1%	83.4%	78.1%	82.1%	80.9%

Students from the Global Majority

Ethnicity data for some specific ethnicity groups is very small, with data for Asian and Other groups being subject to suppression in some academic years. White students at BIMM University have the highest completion outcomes (80.7%) over the 4-year aggregate period. We note that the worst outcomes are for Black students, at 71.4% (4-year aggregate). This represents a 9.3 percentage points (pp) gap in continuation between White and Black students. This is slightly worse than the sector gap over the same aggregate period (7.6pp). Given the large Black completion gap at BIMM and poor performance compared to the sector, this is an area of concern and an area that we will continue to monitor.

While gaps for other ethnic groups are much smaller and are also based on extremely small cohorts, they are still present and worth further consideration.



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Asian	[none]	[none]	[low]	[low]	[low]	[low]	78.0%	74.3%
Black	[none]	[none]	84.1%	63.5%	68.1%	71.4%	71.4%	69.8%
Mixed	[none]	[none]	74.3%	78.4%	78.7%	80.4%	77.8%	79.6%
Other	[none]	[none]	[low]	87.5%	[low]	[low]	76.7%	77.8%
White	[none]	[none]	78.5%	84.2%	80.9%	78.8%	80.7%	79.9%

Key
- Asian
- Black
- Mixed
- Other
- White

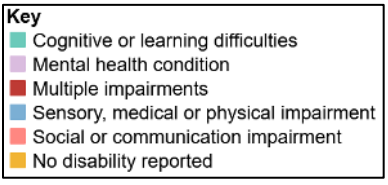
Disabled Students

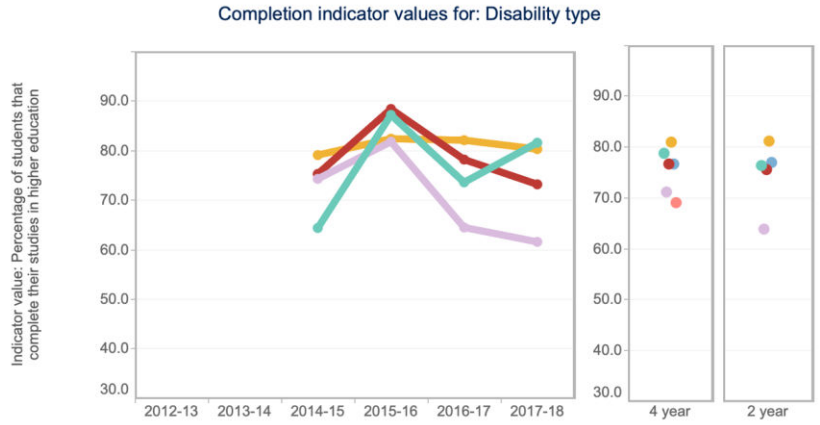
Overall completion for all disabled learners over the last 4-year aggregate is 75.8%, compared to 80.9% for students with no declared disability. This represents a completion gap of 5.1pp. This is nearly double the completion gap for the wider sector over the same period, which sits at 2.2pp.

Analysing data by specific disability type, data for *Social or communication impairment* and *Sensory, medical or physical impairment* groups are largely supressed for annual performance data. However, considering the disaggregated 4-year aggregate data we note that students with social or communication impairments have the lowest continuation rates (69%). The gap in continuation between this group and students with no disability is 7.6 percentage points (pp). This is nearly double the sector average, at 4.4pp.

Students in the Mental Health disability group also have poor completion outcomes compared to their peers with no disability, with students in the Mental Health disability group having 71.1% and 63.8% completion rates for 4-year and 2-year aggregates respectively. This decline is concerning, though it is worth noting the small numbers in this group for the most recent year of available data (n<30).

Given the overall completion gap between disabled and non-disabled students, as well as the poor completion outcomes for students in the Mental Health and Social or communication impairments groups, this is an area of concern for BIMM University and we have identified an APP target in this area.

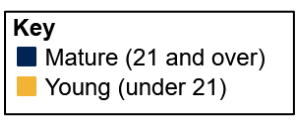


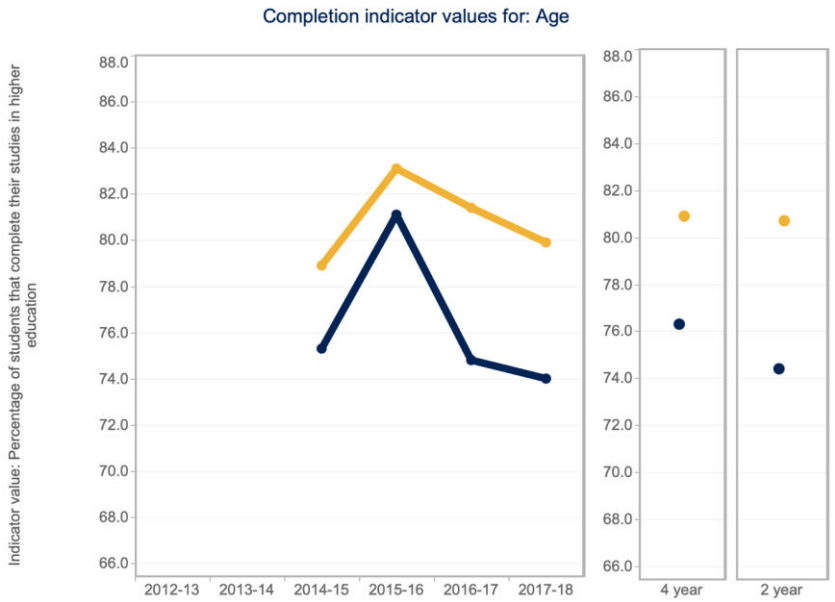


	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Cognitive or learning difficulties	[none]	[none]	64.3%	87.1%	73.5%	81.5%	78.7%	76.3%
Mental health condition	[none]	[none]	74.2%	81.7%	64.4%	61.5%	71.1%	63.8%
Multiple impairments	[none]	[none]	75.2%	88.3%	78.1%	73.1%	76.6%	75.5%
No disability reported	[none]	[none]	79.0%	82.3%	82.0%	80.2%	80.9%	81.1%
Sensory, medical or physical impairment	[none]	[none]	[low]	[low]	[low]	[low]	76.6%	76.9%
Social or communication impairment	[none]	[none]	[low]	[low]	[low]	[low]	69.0%	[low]

Mature Students (21 years and over)

Young learners at BIMM University have consistently completed at higher rates than mature learners, with a gap in continuation between these groups over the last 4-year aggregate period of 4.6 percentage points (pp). This is better than the sector, which shows an 9.8pp completion gap over the same 4-year aggregate.

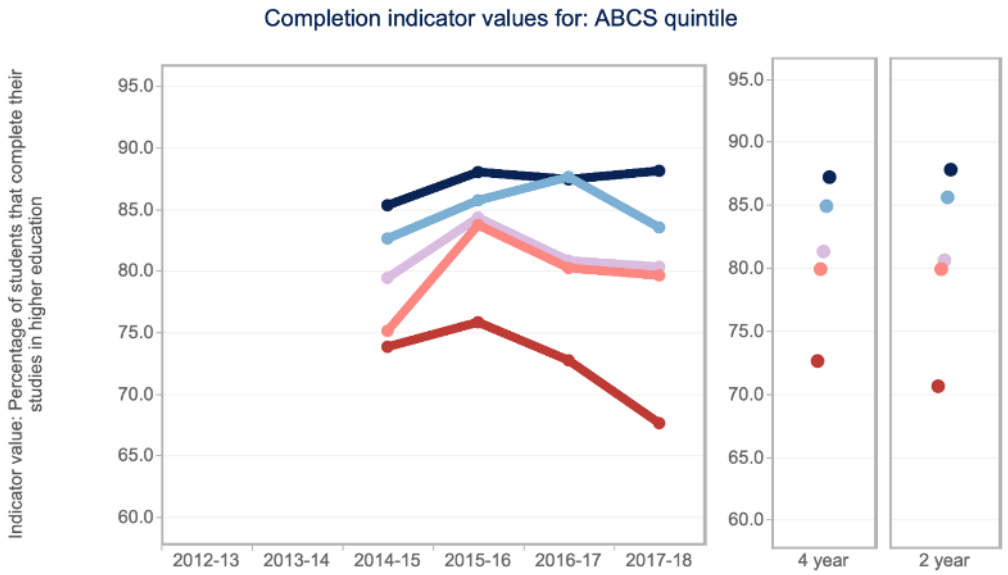




	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Mature (21 and over)	[none]	[none]	75.3%	81.1%	74.8%	74.0%	76.3%	74.4%
Young (under 21)	[none]	[none]	78.9%	83.1%	81.4%	79.9%	80.9%	80.7%

ABCS

Considering completion rates by ABCS Quintile, BIMM University's 4-year aggregate shows a 16.6 percentage point (pp) gap in completion between ABC Quintile 1 and Quintile 5. However, we note a similar trend in the sector average over the last 4-year aggregate, where a larger 23.2pp gap between ABC Quintile 1 and Quintile 5 is observed. There is a notable decline in the most recent two years of data for BIMM however, with the 2-year aggregate gap between ABCS Q1 and Q5 students widening to 17.2pp as outcomes for Q1 students have worsened to 67.6%. Completion rates for ABCS Q1 students are concerning but we note that this is a new measure and the gap between Q1 and Q5 students remains smaller than the wider sector. We will therefore closely monitor this measure in our own context, and emergent trends, as our datasets grow.



Key
- Quintile 1
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Quintile 1	[none]	[none]	73.8%	75.8%	72.7%	67.6%	72.6%	70.6%
Quintile 2	[none]	[none]	75.1%	83.7%	80.2%	79.6%	79.9%	79.9%
Quintile 3	[none]	[none]	79.4%	84.3%	80.8%	80.3%	81.3%	80.6%
Quintile 4	[none]	[none]	82.6%	85.7%	87.6%	83.5%	84.9%	85.6%
Quintile 5	[none]	[none]	85.3%	88.0%	87.4%	88.1%	87.2%	87.8%

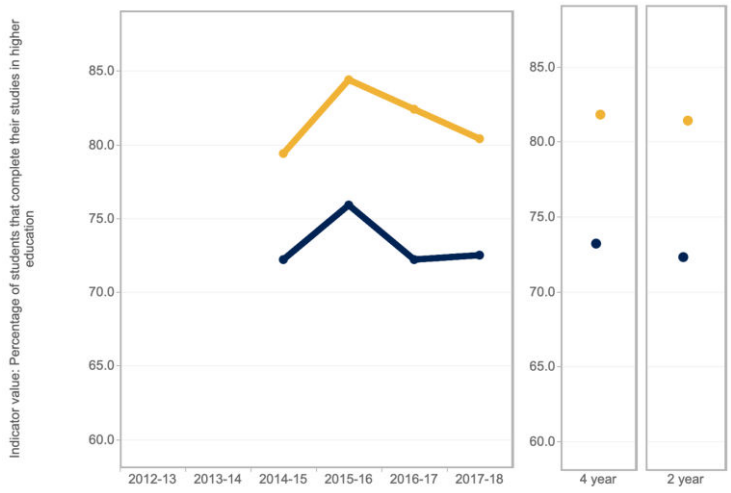
Students Eligible for Free School Meals (FSM) at Key Stage 4

BIMM University has an 8.6pp completion gap (4-year aggregate) between FSM eligible students and non-eligible students. This is slightly worse than the average sector gap over the same aggregate period, which was 7.7pp.

With a large completion gap and poor performance compared to the sector, completion for FSM eligible students is an area of concern for BIMM University and we will continue monitoring this metric.

Key
- Eligible
- Not eligible

Completion indicator values for: Eligibility for free school meals (at key stage 4)



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Eligible	[none]	[none]	72.2%	75.9%	72.2%	72.5%	73.2%	72.3%
Not eligible	[none]	[none]	79.4%	84.4%	82.4%	80.4%	81.8%	81.4%

Attainment

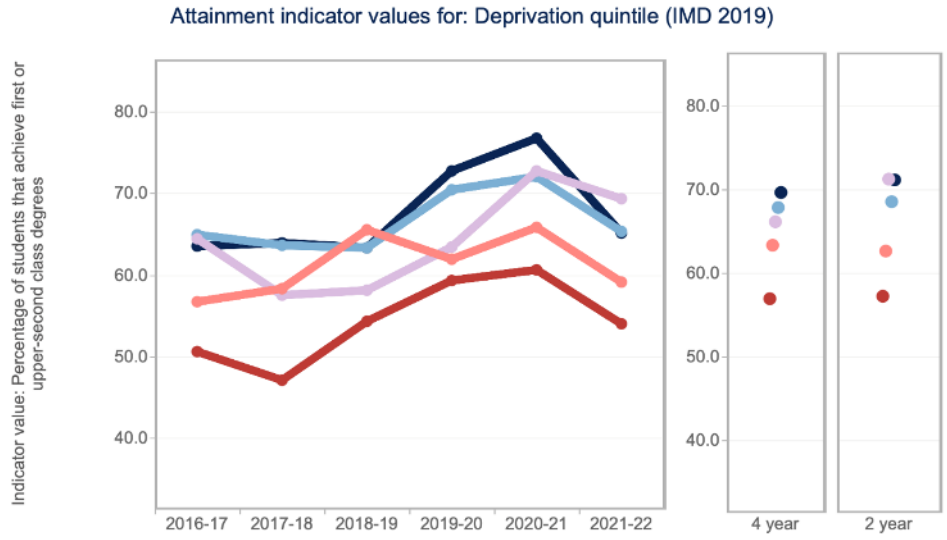
This section provides BIMM University's performance in respect of attainment for students from the OfS key target groups. Attainment is measured as students who are awarded a First or 2:1 degree.

Overall at BIMM University, the attainment rate was on an upward trend after reaching a low of 59.8% in 2017-18, peaking at 71.1% in 2020-21. However, the most recent year of data has seen the attainment rate fall again to 63.5%. Attainment at BIMM University falls behind the wider sector, which has a 4-year average attainment rate of 80.5% (compared to BIMM's 65.6%).

Index of Multiple Deprivation (IMD) 2019

Students from IMD Quintile 1 have consistently lower attainment outcomes (First or 2:1 degrees) than their Quintile 5 peers at BIMM University. Considering the latest 4-year aggregate figure, Q1 students had an attainment rate of 56.9% compared to 69.6% for Q5 students, representing an attainment gap of 12.7pp. The most recent year of data shows attainment rates for all groups falling but the gap between Q1 and Q5 students narrowed slightly to 11.1pp.

The sector attainment gap between IMD Quintile 1 and Quintile 5 over the same period was 16.9pp (4-year aggregate) which is slightly worse than the gap observed for BIMM University. Despite better performance than the wider sector, this attainment gap is large, and we will continue monitoring this area.



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (most deprived)	50.6%	47.1%	54.3%	59.3%	60.6%	54.0%	56.9%	57.2%
Quintile 2	56.7%	58.3%	65.5%	61.9%	65.8%	59.1%	63.3%	62.6%
Quintile 3	64.4%	57.5%	58.1%	63.4%	72.7%	69.3%	66.1%	71.2%
Quintile 4	64.9%	63.6%	63.3%	70.4%	72.0%	65.3%	67.8%	68.5%
Quintile 5 (least deprived)	63.5%	63.9%	63.3%	72.7%	76.7%	65.1%	69.6%	71.1%

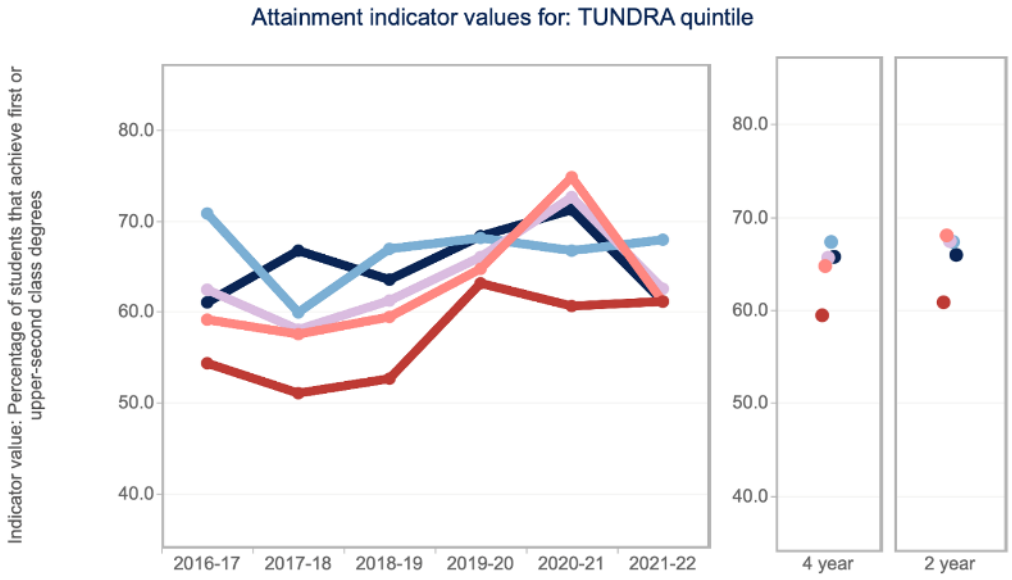
Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

TUNDRA (Low Participation Neighbourhoods)

Analysing good degree attainment by TUNDRA quintile, BIMM University had a persistent attainment gap between Quintile 1 and Quintile 5 students from 2016-17 but this closed in the most recent year of data with

students in both groups achieving good degrees at a rate of 61.1%. This at the same time that the sector shows an attainment gap which has steadily widened from 5.5pp to 6.4pp.

As the previous year of data showed a large attainment gap of 10.6pp at BIMM University (2020-21), this is an area we plan to monitor closely to ensure the attainment gap doesn't open up again in future years.



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (least participation)	54.3%	51.0%	52.6%	63.1%	60.6%	61.1%	59.4%	60.8%
Quintile 2	59.1%	57.5%	59.4%	64.7%	74.8%	61.1%	64.7%	68.0%
Quintile 3	62.4%	58.0%	61.2%	66.0%	72.6%	62.5%	65.6%	67.4%
Quintile 4	70.8%	59.9%	66.9%	68.1%	66.7%	67.9%	67.3%	67.3%
Quintile 5 (most participation)	61.0%	66.7%	63.5%	68.3%	71.2%	61.1%	65.7%	65.9%

Key
- Quintile 1 (least participation)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (most participation)

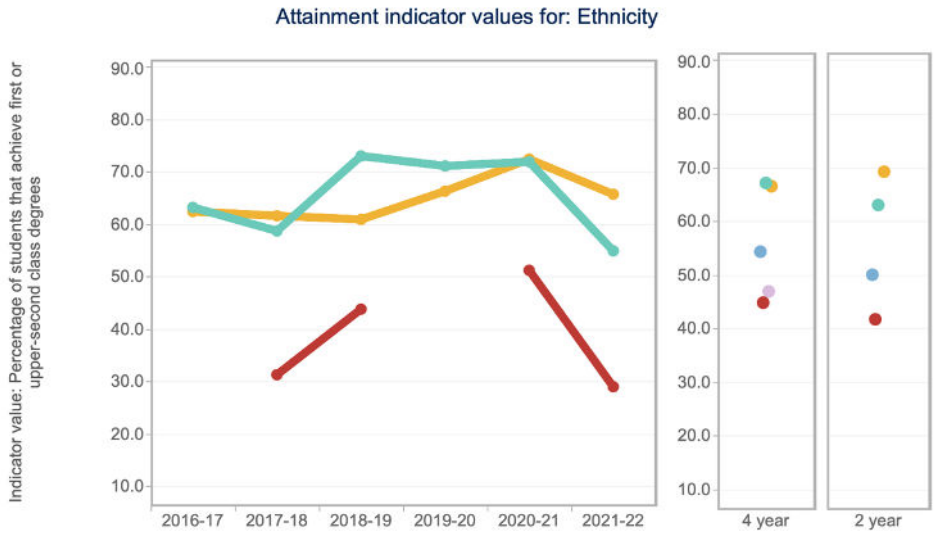
Students from the Global Majority

Ethnicity data is very small for some specific ethnicity groups (n =<25 for Asian and Other ethnic groups in each year), with some annual attainment rates being subject to suppression. Examining the 4-year and 2-year aggregate measures, White students had the second highest completion outcomes (66.5%) over the 4-year aggregate period and the highest for the 2-year aggregate (69.2%). Mixed ethnicity students did have the highest attainment rate (67.1% 4-year aggregate) but have declined recently with their attainment rate falling to 54.9% in the most recent year available (2021-22).

We note that the worst attainment outcomes are for Black students, at 44.8% (4-year aggregate) and 41.7% (2-year aggregate). This represents a 21.7 and 27.5 percentage points (pp) gap in attainment outcomes between White and Black students for the aggregate measures respectively. By comparison, the average sector gap over the same aggregate periods was 20.2pp and 19.2pp.

Attainment gaps are observed for Asian students too, at 54.3% (4-year aggregate) representing a 12.2pp gap compared to White students (compared to sector average for this group, at 8.6pp gap). Small numbers are worth noting for this group however, which make year-on-year trends difficult to identify with confidence.

Given the stark attainment gap between Black and White students, and apparent gap for Asian students too, we have prioritised an APP target in this area.

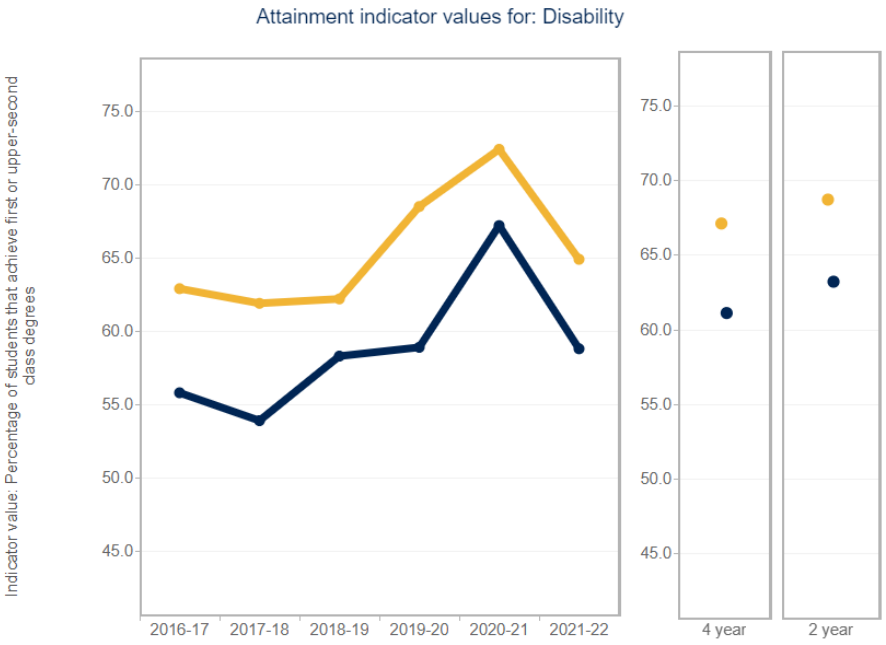


Key
- Asian
- Black
- Mixed
- Other
- White

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Asian	[low]	[low]	[low]	[low]	[low]	[low]	54.3%	50.0%
Black	[low]	31.3%	43.8%	[low]	51.2%	29.0%	44.8%	41.7%
Mixed	63.2%	58.7%	73.0%	71.1%	71.9%	54.9%	67.1%	63.0%
Other	[low]	[low]	[low]	[low]	[low]	[low]	46.9%	[low]
White	62.4%	61.6%	60.9%	66.3%	72.4%	65.7%	66.5%	69.2%

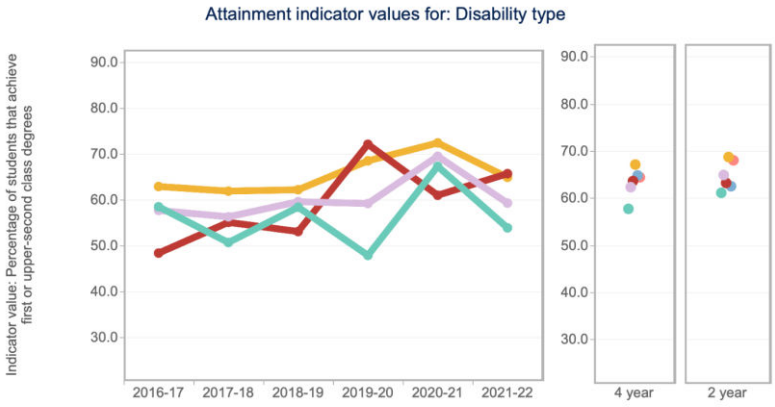
Disabled Students

Overall attainment outcomes for all disabled learners over the last 4-year aggregate is 61.1%, which is lower than the rate for students with no declared disability (67.1%). Overall, for disabled students, this represents a gap in attainment outcomes of 6 percentage points (pp). Sector data for the same period shows a much smaller gap of just 1pp, with disabled students outperforming students without a disability in the most recent year of available sector data (a slight positive gap for disabled students of 0.5 in 2021-22) while BIMM University's gap remained stubborn at 6.1pp.

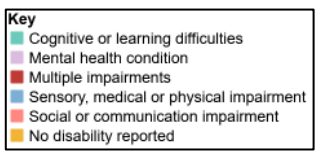


	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Disability reported	55.8%	53.9%	58.3%	58.9%	67.2%	58.8%	61.1%	63.2%
No disability reported	62.9%	61.9%	62.2%	68.5%	72.4%	64.9%	67.1%	68.7%

Examining specific disability types, data for *Social or communication impairment* and *Sensory, medical or physical impairment* groups are largely supressed for annual performance data due to small numbers. Considering the available 4-year aggregate data by specific disability type, we note that students with cognitive or learning difficulties have the lowest attainment rates (57.7%). The gap in continuation between this group and students with no disability is 9.4 percentage points (pp).

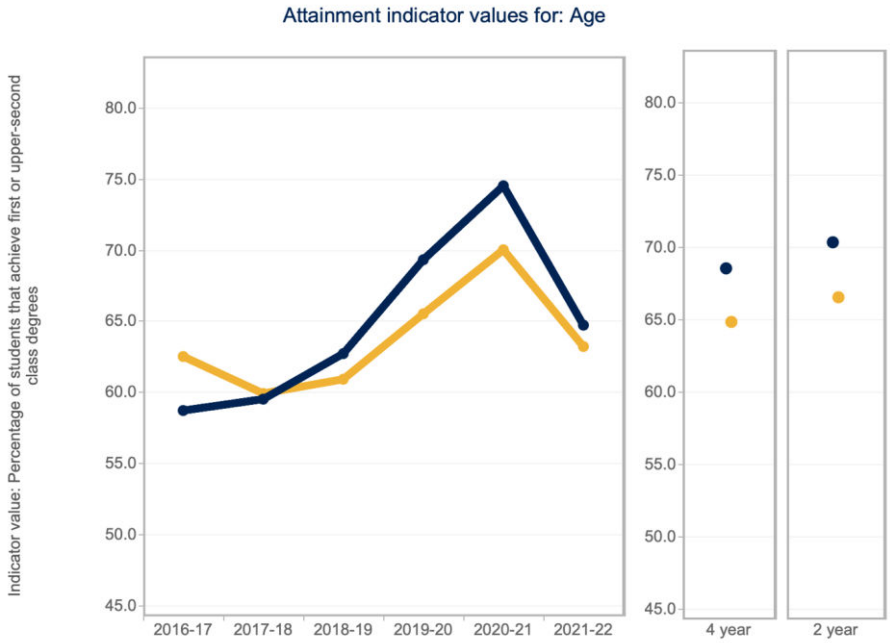


	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Cognitive or learning difficulties	58.5%	50.7%	58.4%	47.9%	67.3%	53.9%	57.7%	61.1%
Mental health condition	57.7%	56.3%	59.6%	59.2%	69.5%	59.3%	62.3%	64.9%
Multiple impairments	48.4%	55.1%	53.1%	72.1%	61.0%	65.7%	63.6%	63.2%
No disability reported	62.9%	61.9%	62.2%	68.5%	72.4%	64.9%	67.1%	68.7%
Sensory, medical or physical impairment	[low]	[low]	[low]	[low]	[low]	[low]	64.8%	62.5%
Social or communication impairment	[low]	[low]	[low]	[low]	[low]	[low]	64.4%	68.0%



Mature Students (21 years and over)

Mature learners at BIMM University have enjoyed a steadily increasing rate of achievement of First or 2:1 degree outcomes between 2016-17 and 2021-22. In the latest year, outcomes for mature learners are higher (64.7%) than young learners (63.2%). There is a positive gap in attainment between these groups of over the last 4-year aggregate period of -3.7 percentage points (pp). This positive gap is more pronounced for the latest 2-year aggregate, at -3.8pp. This contrasts with the average sector performance, which shows a 10.2pp gap in attainment for mature learners over the same 4-year aggregate.



Key
- Mature (21 and over)
- Young (under 21)

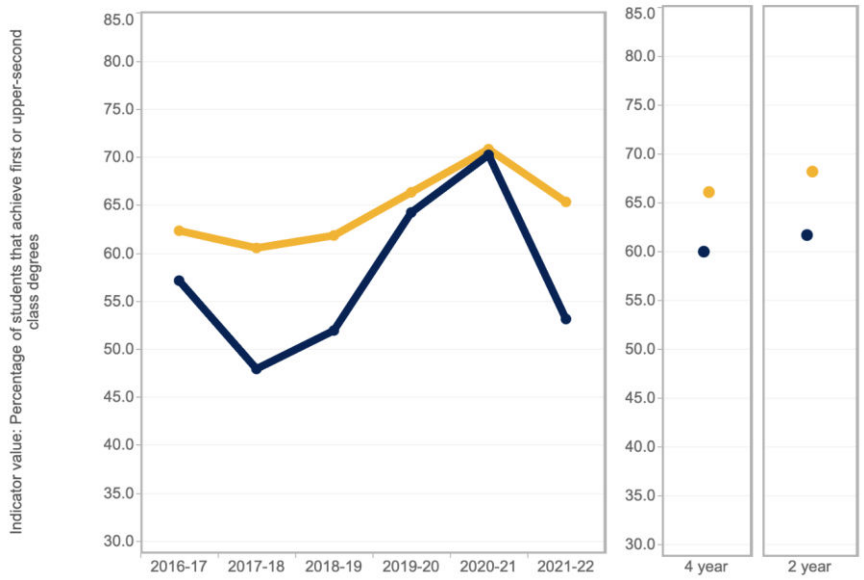
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Mature (21 and over)	58.7%	59.5%	62.7%	69.3%	74.5%	64.7%	68.5%	70.3%
Young (under 21)	62.5%	59.9%	60.9%	65.5%	70.0%	63.2%	64.8%	66.5%

Students eligible for Free School Meals (FSM) at Key Stage 4

There is a gap (6.1pp) in the 4-year aggregate attainment outcomes between FSM eligible students and non-eligible students. This is better than the average sector gap over the same aggregate period, which was 11.5pp.

The gap nearly closed entirely in 2020-21, with FSM-eligible students obtaining good degree outcomes at a rate of 70.2% compared to 70.8% for non-eligible students. Unfortunately, the attainment gap has opened up again in the most recent year of data available, with FSM-eligible students obtaining good degree outcomes at a rate of 53.1% compared to 65.3% for non-eligible students (a gap of 12.2pp). This gap is similar to the sector for the most recent year (12.4pp) and this is widening gap is a concern. We will monitor this are closely and take action to close the gap should this trend continue.

Attainment indicator values for: Eligibility for free school meals (at key stage 4)



Key
- Eligible
- Not eligible

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Eligible	57.1%	47.9%	51.9%	64.2%	70.2%	53.1%	59.9%	61.6%
Not eligible	62.3%	60.5%	61.8%	66.3%	70.8%	65.3%	66.0%	68.1%

Progression

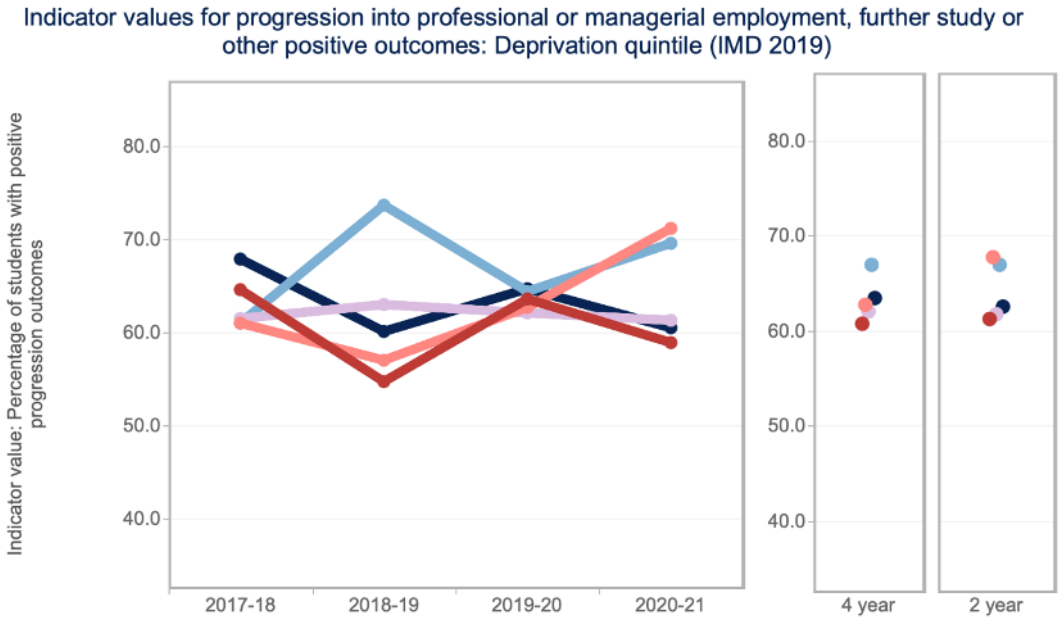
This section provides BIMM University's performance in progression of students from the OfS key target groups. Progression is measured as graduation into further post-graduate study, or into highly skilled/ professional or managerial employment outcomes. Progression data is only available for four academic years on the OfS APP dashboard, from 2017-18 to 2020-21.

Progression rates overall at BIMM are lower than the sector, with the 4-year aggregate for BIMM sitting at 63.5% compared to 72.6% for the sector. Both BIMM and the sector have seen their progression rates remain largely consistent across the four years of data available.

Index of Multiple Deprivation (IMD) 2019

The 4-year aggregate performance data shows a small gap in progression outcomes between IMD Quintile 1 and Quintile 5, at 2.7pp and, when compared to the 2-year aggregate gap at just 1.3pp, the gap appears to have narrowed over the 2 most recent years. This performance is better than the average sector performance, where a gap of 10.3pp over the last 4-year aggregate data is observed.

Given the narrowing gap and strong performance compared to the sector, this is not an area we have prioritised for this APP.



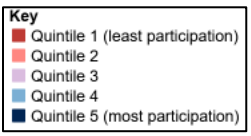
	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1 (most deprived)	64.6%	54.7%	63.6%	58.9%	60.7%	61.2%
Quintile 2	61.0%	57.0%	62.7%	71.2%	62.7%	67.7%
Quintile 3	61.5%	63.0%	62.1%	61.3%	62.0%	61.7%
Quintile 4	61.0%	73.7%	64.4%	69.6%	66.9%	66.9%
Quintile 5 (least deprived)	67.9%	60.1%	64.7%	60.5%	63.4%	62.5%

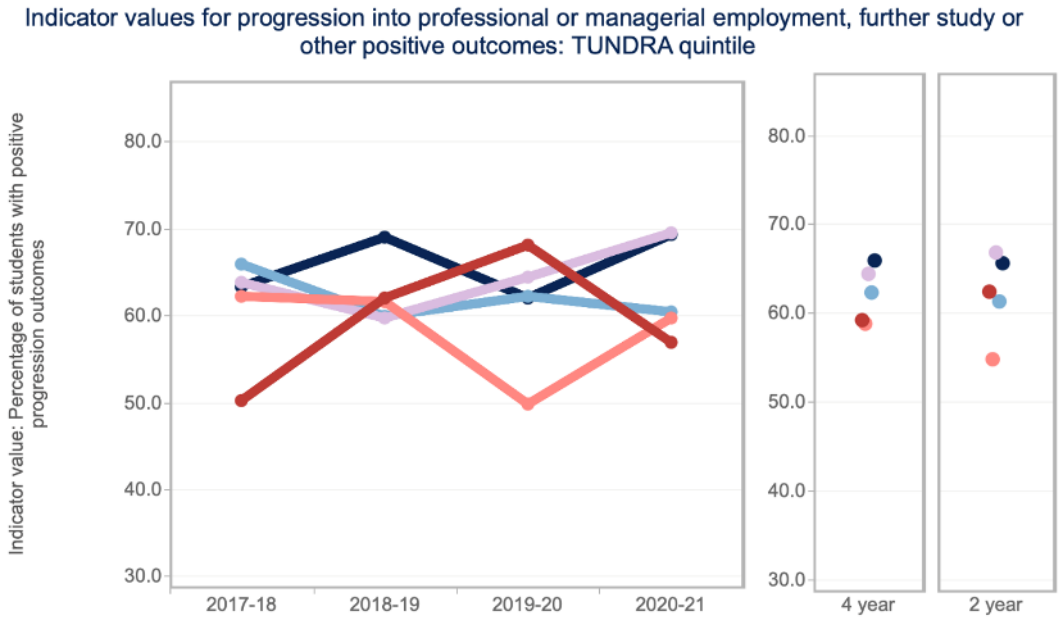
Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

TUNDRA (Low Participation Neighbourhoods)

Analysing progression outcomes by TUNDRA Quintile, we note that over the 4 years of data available, Q1 students saw a steady improvement in their progression outcomes from 2017-18, peaking at 68.1% in 2019-20 but this has fallen again in the most recent year of data available for 2020-21 (56.9%). There has been similar fluctuation in progression outcomes for Q5 students, with them having worse outcomes than Q1 students in 2019-20 but being back on top in the most recent year of data with a progression rate of 69.3%. This at a time when the sector figures show a steady progression gap between Q5 and Q1 students of around 6-7% with Q5 students showing better progression outcomes each year.

Given the fluctuating numbers this is an area we intend to continue monitoring, and we will take action should the gap between Q5 and Q1 students open up further.



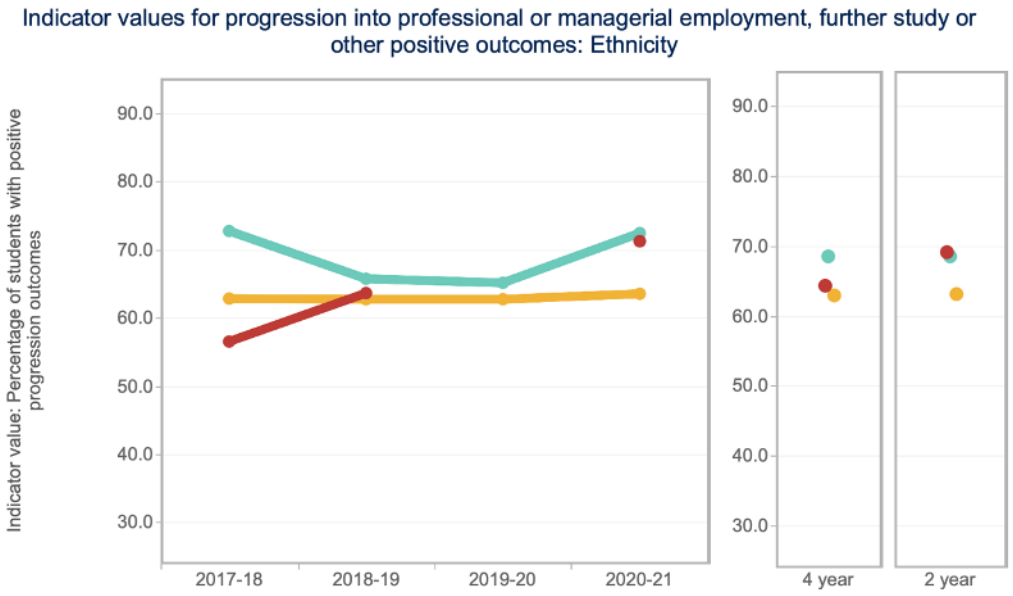


	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1 (least participation)	50.2%	62.0%	68.1%	56.9%	59.2%	62.4%
Quintile 2	62.2%	61.6%	49.8%	59.7%	58.8%	54.8%
Quintile 3	63.8%	59.7%	64.4%	69.5%	64.4%	66.8%
Quintile 4	65.9%	59.9%	62.2%	60.4%	62.3%	61.3%
Quintile 5 (most participation)	63.3%	69.0%	62.0%	69.3%	65.9%	65.6%

Students from the Global Majority

Small numbers for the Asian and Other ethnicity groups at BIMM University mean data on progression rates for these groups is entirely suppressed in the OfS APP dashboard, even at the 4-year and 2-year aggregate levels. Data is mostly available for Mixed and Black ethnicity groups, and in both cases they outperform their White peers (by far the largest group). At the 4-year aggregate level, Mixed ethnicity students have a 68.5% progression rate and Black students 64.3%, compared to 62.9% for White students. There is similar strong performance for Mixed students at sector level, but Black students consistently have worse progression outcomes than their White peers at sector level so BIMM University is doing well here.

Given this recent performance, this is not an area of concern for BIMM University.



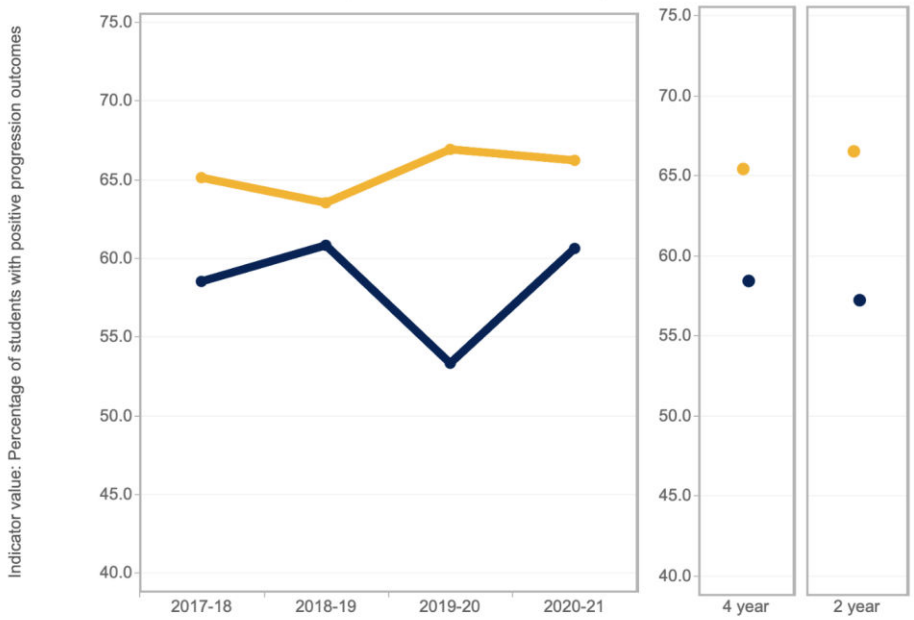
Key
- Asian
- Black
- Mixed
- Other
- White

	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Asian	[low]	[low]	[low]	[low]	[low]	[low]
Black	56.5%	63.6%	[low]	71.2%	64.3%	69.1%
Mixed	72.7%	65.7%	65.1%	72.4%	68.5%	68.5%
Other	[low]	[low]	[none]	[low]	[low]	[low]
White	62.8%	62.7%	62.7%	63.5%	62.9%	63.1%

Disabled Students

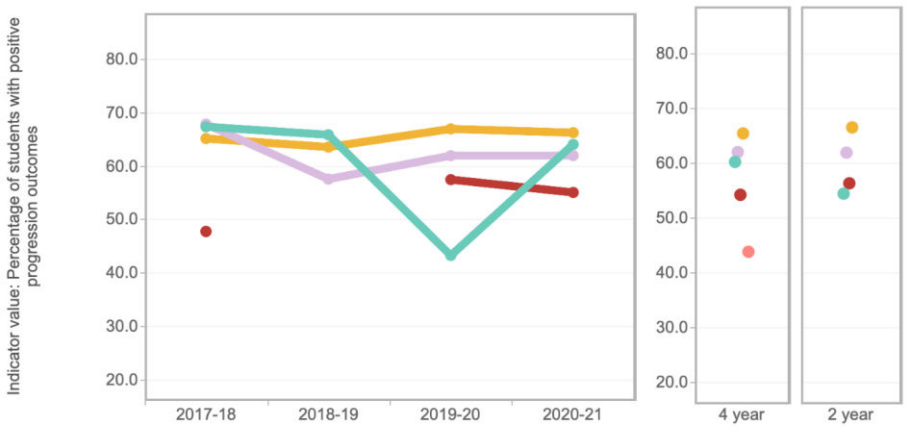
Overall progression outcomes for all disabled learners over the last 4-year aggregate is 58.4%, which is lower than the outcome as for students with no declared disability (65.4%). This represents a 7.0 percentage point (pp) gap in progression. This is worse than the sector figure for the same period, which shows a 1.9pp gap for disabled student progression. Given the large gap and poor performance compared to the sector, we have identified an APP target in this area.

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Disability



	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Disability reported	58.5%	60.8%	53.3%	60.6%	58.4%	57.2%
No disability reported	65.1%	63.5%	66.9%	66.2%	65.4%	66.5%

Indicator values for progression into professional or managerial employment, further study or other positive outcomes: Disability type



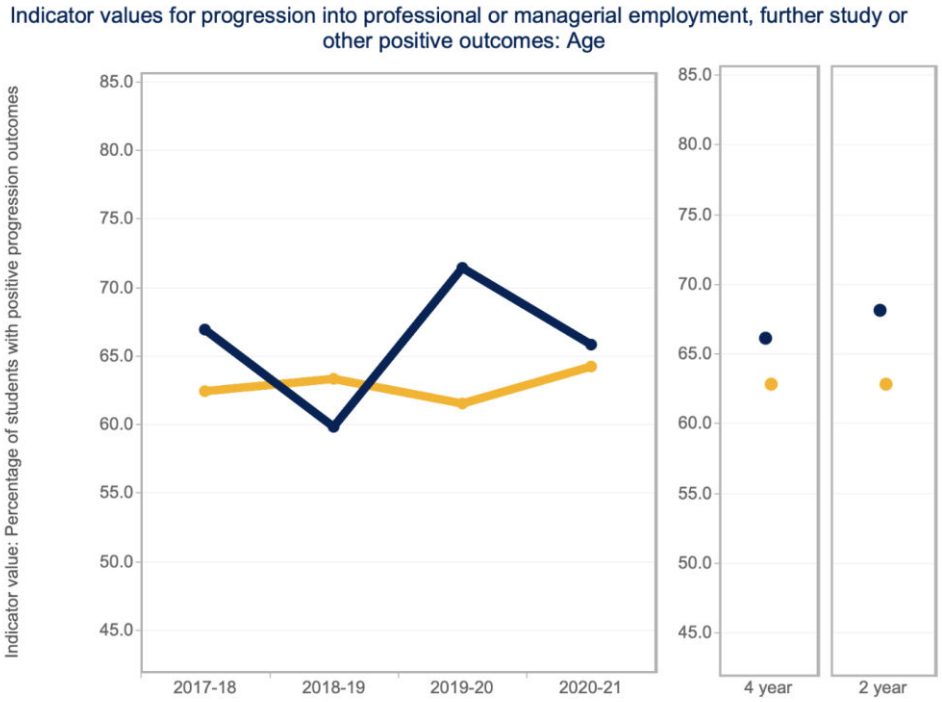
	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Cognitive or learning difficulties	67.3%	65.8%	43.2%	64.0%	60.2%	54.4%
Mental health condition	67.8%	57.5%	61.9%	61.9%	62.0%	61.9%
Multiple impairments	47.7%	[low]	57.4%	55.0%	54.2%	56.3%
No disability reported	65.1%	63.5%	66.9%	66.2%	65.4%	66.5%
Sensory, medical or physical impairment	[low]	[low]	[low]	[low]	[low]	[low]
Social or communication impairment	[low]	[low]	[low]	[low]	43.8%	[low]

Key
- Cognitive or learning difficulties
- Mental health condition
- Multiple impairments
- Sensory, medical or physical impairment
- Social or communication impairment
- No disability reported

Mature Students (21 years and over)

Mature learners at BIMM University have consistently progressed at higher rates than young learners, with a positive gap in progression between these groups over the last 4-year aggregate period of -3.3 percentage points (pp). While the average sector performance also shows a positive gap, it is much less pronounced, at 0.3pp gap over the same 4-year aggregate.

Given this positive gap and strong performance compared to the sector this is not an area of concern for BIMM currently.

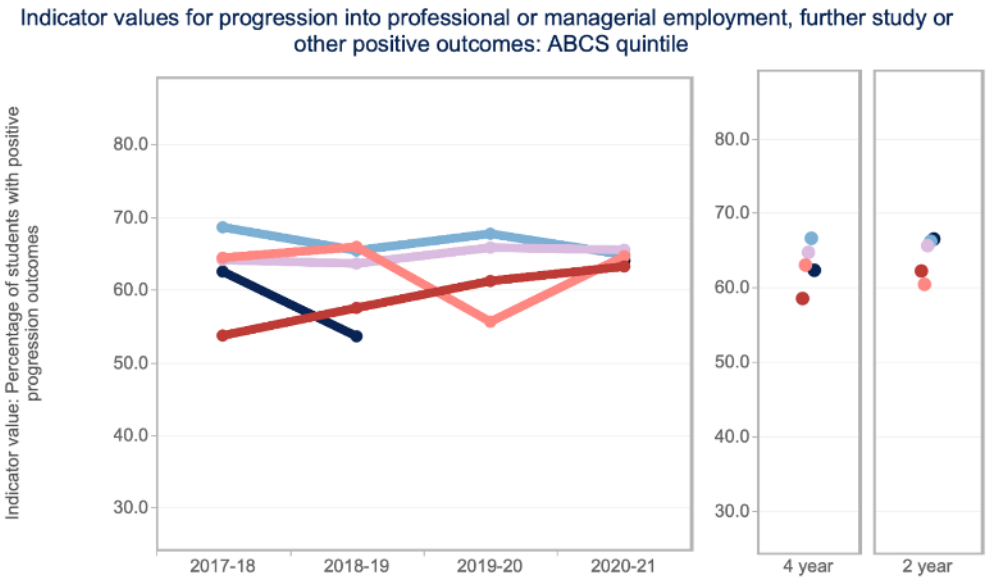


Key
- Mature (21 and over)
- Young (under 21)

	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Mature (21 and over)	66.9%	59.8%	71.4%	65.8%	66.1%	68.1%
Young (under 21)	62.4%	63.3%	61.5%	64.2%	62.8%	62.8%

ABCS

Data on progression split by ABCS quintile shows a closing gap, with all quintiles converging in the most recent year of data available, with Quintile 1 students progressing at a rate of 63.2% compared to their Quintile 5 peers progressing at 64.0%, representing a negligible 0.8pp gap in 2020-21. This is in contrast to the sector, where progression rates for most quintiles is higher but the gap between Q1 and Q5 remains large at 17.3pp. Given the lack of gap between Q1 and Q5 students compared to the sector and the newness of the measure we do not intend to make an APP target in this area.

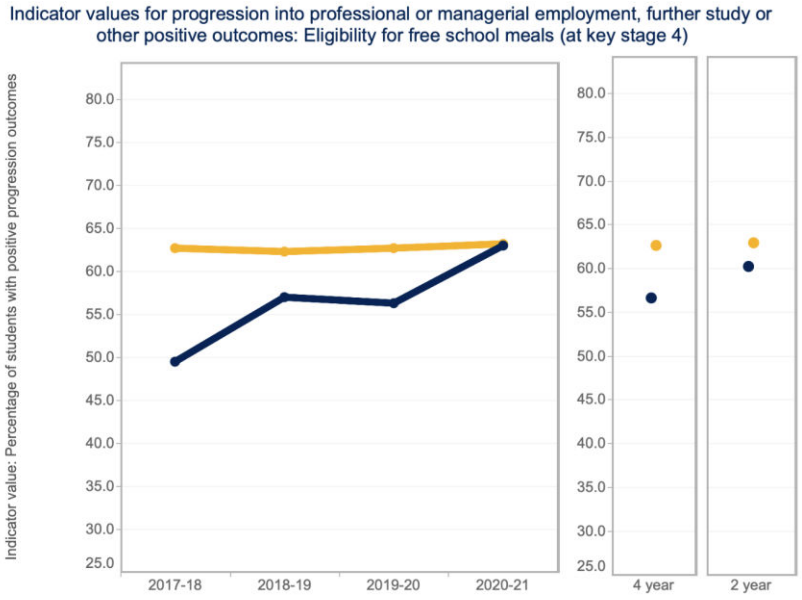


	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Quintile 1	53.7%	57.5%	61.2%	63.2%	58.5%	62.2%
Quintile 2	64.4%	65.9%	55.6%	64.6%	63.0%	60.4%
Quintile 3	64.1%	63.6%	65.8%	65.5%	64.7%	65.6%
Quintile 4	68.6%	65.4%	67.7%	64.8%	66.6%	66.2%
Quintile 5	62.5%	53.6%	[low]	64.0%	62.3%	66.5%

Key
- Quintile 1
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5

Students Eligible for Free School Meals (FSM) at Key Stage 4

Analysing the progression data available for BIMM, a small gap between FSM eligible students (FSM) and non-eligible students has almost entirely closed in the latest year (2020-21) with FSM students progressing at a rate of 62.9% and non-eligible students at a rate of 63.1%, a gap of 0.2pp. This is in contrast to the sector gap for the same year which was 6.8pp. Given this good performance against the sector in the most recent year of data, we will continue to monitor this area carefully to ensure a gap does not open up again.



Key
- Eligible
- Not eligible

	2017-18	2018-19	2019-20	2020-21	4 year	2 year
Eligible	49.4%	56.9%	56.2%	62.9%	56.6%	60.2%
Not eligible	62.6%	62.2%	62.6%	63.1%	62.6%	62.9%

Summary of Target Areas

We have used the initial performance assessment above and the emerging indicators of risk (i.e. measures where our performance is weak) to signpost to the priority areas for further investigation and/or including as target areas in the new Access and Participation Plan (APP). In summary, these areas are:

Access

- Students from IMD Quintile 1 areas
- Student from the global majority

Continuation

We have not identified any Continuation targets.

Attainment

- Students from the global majority

Completion

- Students from IMD Quintile 1 areas
- Disabled students

Progression

- Disabled students

Areas for continued monitoring

- IMD Quintile 1 continuation and attainment
- TUNDRA completion, attainment, and progression
- Global majority continuation and completion
- Disability access

- Mature learners access
- ABCS access and completion
- FSM access, completion, attainment, and progression

Risks to Equality of Opportunity

We have considered the identified indicators of risk against the national Equality of Opportunity Risk Register (EORR). This highlights 12 risks that are of national concern, and which are more likely to affect students with particular characteristics.

Access (Pre-Enrolment)

The first five (5) Risks on the EORR relate to the Access (pre-enrolment) area. All of these are more likely to have an impact for the target groups we have identified in relation to Access outcomes (students from IMD Quintile 1 areas, and students from the Global Majority). We have therefore considered all 5 Risks in relation to our context at BIMM University, and in consultation with our community of staff and students. The following information provides a summary of our context in relation to each risk and a considerations of whether it is occurring and potentially the cause of the indicators of risk (i.e. poor performance) we have identified. Further information can also be found in references in the main Access and Participation Plan and in Annex B

Risk 1 – Knowledge and Skills

It is noted that applicants from our target groups are likely to have had fewer experiences which support their knowledge and skill development to access higher education. It is then even more likely that they will not have the skills and knowledge to enter a specialist creative industries provider. Due to the systematic devaluing of creative subjects in state-funded compulsory education, students from low socioeconomic backgrounds have significantly less access to music and art prior to university than their more affluent peers.

Evidence from Campaign for the Arts shows a significant decrease in children's access to creative subjects in schools since 2010, decreasing by up to 48% in Primary schools and 23% in secondary schools. BIMM will ensure that our intervention strategies for access will seek to improve this whilst recognising that the impact will be limited, as there are factors at play beyond our scope.

Risk 2 – Information and Guidance

Information and Guidance on accessing specialist providers is often lacking in schools and colleges. The process of applying to study any of our auditioned courses may differ from the typical UCAS application. Sound understanding of these key differences is often lacking in schools, especially where they haven't had a student apply to this type of course before. Percy and Amegah (2021) find, furthermore, that there is a measurable benefit in affording very young primary students with access to information about a wide range of possible career paths.

There is, however, a lack of understanding of a typical career in the arts at compulsory education level. parents/guardians, teachers and other influencers, can affect young people's perceptions of creative careers, 'with a perception amongst many that jobs are poorly paid, insecure or not open to those without existing links into industry' (Enhancing Creative Education, PEC 2022), plus the visibility of role models from underrepresented groups is also lacking (*Future Film Skills, An Action Plan,* Work Foundation & BFI, 2017) with young people 'in areas 'outside London in particular think the industry does not offer a viable career path for them.' (Independent Review of the Creative Industries, Bazalgette 2017). Often only limited information

about alternative career paths or portfolio careers is provided due to a lack of knowledge by those advising young people.

IS1 of this plan with therefore include robust information and guidance opportunities for the young people we interact with, especially at the key pre-16 stage when educational decisions can carry long consequences.

Risk 3 – Perceptions of Higher Education

There is a longstanding perception that a degree in an arts subject is the reserve of the elite and affluent, and that historically marginalised groups may not be able to access the careers they dream of. Learners from the global majority or low socioeconomic backgrounds, for example, are often discouraged from pursuing an arts career and degree in favour of courses which are perceived to guarantee a steady income and stable career, and these perceptions are only bolstered by reports from the Musician's Census (2023) and Arts Council England (2021), which examine the makeup of the workforce in our creative industries. This is exacerbated for students who are in the first generation of their families to access higher education ('100 Faces' 2023).

Our Evidence Base (Annex B) indicates that sense of belonging is crucial to ensuring a successful transition from applicant to enrolled student. IS1 therefore applies evidence-based strategies for supporting young people to see themselves in the degrees and careers that will support their aspirations.

Risk 4 – Application Success Rates

Due to the nature of our provision, we utilise auditions and interviews as part of our application process for many courses. We recognise that auditioning or interviewing may present a barrier to some applicants, either through costs or through a lack of experience/advice. We already do not charge an audition or interview fee, in line with similar arts specialists in the sector. As part of IS1, we will additionally provide funding for applicants from low-income households to support travel and other indirect audition and interview costs. We will also be reviewing our applicant journey, from first contact to enrolment, to identify where we need to provider better support.

Risk 5 – Limited Choice of Course Type and Delivery Mode

As a small specialist provider, we are limited in some aspects of this risk due to our size and our delivery model. However, over the course of this plan, we will be building a part-time undergraduate degree provision in the Music faculty (IS1). We will pilot this model with two courses initially and conduct thorough evaluation to assess the feasibility for scaling up across BIMM's other faculties, and indeed to other Music courses. We will continue to consider alternative models, such as remote and hybrid delivery, as appropriate.

On-Course (Student Success)

The remaining Risks on the EORR relate to the on-course and progression areas, and we note that all these risks (7) are generally more likely to have an impact on outcomes for the target groups we have identified in relation to attainment and completion outcomes (students from IMD Quintile 1 areas, student from the Global Majority, and disabled students). Again, we have therefore considered all 7 Risks in relation to our context at BIMM University and in consultation with our community of staff and students.

The following information provides a summary of our context in relation to each risk, and considerations of whether it is occurring and potentially the cause of the indicators of risk (i.e. poor performance) we have identified. Further information can also be found in references in the main Access and Participation Plan, and in Annex B.

Risk 6 – Insufficient Academic Support and Risk 7 – Insufficient Personal Support

Each of our campuses includes a dedicated Learning Support Team, who provide additional academic guidance over and above what is available from Course Leaders, Deputy Course Leaders, and Lecturers. We have also prioritised updates to our Academic Framework and Staff Assessment Handbook that encourage the use of Universal Design for Learning (UDL) to reduce the need for individual reasonable accommodations in many cases. However, we could still do more here, and the new APP includes provision for academic support specifically around the 'hidden curriculum' (Gable 2021) especially as it affects first generation students and neurodivergent students (IS2).

Risk 7 was seen to be of particular importance to our students and staff. Due to the impact of rising living costs (Risk 10) and an increasing number of students declaring a disability - a significant proportion of these relating to mental health conditions or neurodivergence (Risk 8) – a high number of students are seeking Wellbeing support during their studies. As a smaller institution, the capacity to deliver personal support is often limited and therefore our ability to offer some services that may be readily available at a typical-sized institution is also limited. Despite service capacity issues, we saw an increase of 2.7 percentage points in the 2024 National Student Survey compared to 2024 in positive responses to Question 26: How well communicated was information about your university/college's mental wellbeing support service? Anecdotally, we also hear from our Student Consultants and student course representatives that students appreciate the work done by our Wellbeing and Learning Support Teams. We aim to bolster institutional support for these teams through the activities identified in IS2.

Risk 8 – Mental Health

Given the current rising cost of living in the UK (Risk 10), students who would normally not consider themselves to have a mental health condition are experiencing high levels of stress and worry. Given the nature of our courses, performance is an expectation for many of our students so we often see many students dealing with performance anxiety; at the same time, performance courses with high contact hours may limit the amount of paid work students can undertake outside of their course. There are also 'pinch points' in our academic calendar, where a number of assessments occur within quick succession and which may create challenges for some students; however, we are aiming to address this through proactive planning for, e.g., a 'Wobble Week' event in Week 6 (IS2). Across the UK, the NHS' mental health services are stretched with extremely high volumes of need, so our students may not be able to access the professional mental health services they need to cope with the requirements of study. While we do provide on-site counselling services, they also operate with limited capacity.

Risk 9 – Ongoing Impacts of Coronavirus

The ongoing impact of the Coronavirus pandemic will continue to affect both students and staff throughout the life of this Plan. While Risk 9 is not one of our identified priority risks for this Plan, we will remain vigilant to the ongoing effects of the pandemic, closely monitoring relevant data to ensure that emerging gaps throughout the student lifecycle are identified and addressed. We have also developed an activity that supports students with chronic illnesses, specifically, to address the intersection between chronic illnesses such as long covid and disability (see PTS_2 and IS2).

Risk 10 – Cost Pressures

Evidence indicates that increases in cost pressures affect a student's ability to complete their course and obtain a good degree outcome. The Student Academic Experience Survey 2023 delivered by Advance HE and HEPI notes there has been a 10% rise in the number of students in paid employment since 2022. Research by MillionPlus (2022) suggests that students are now more concerned with their living expenses when they consider the cost of higher education, rather than focusing on tuition fee rates. We see these challenges play

out in our student population at BIMM, especially among students supported by the Fair Access Fund. For this reason, a number of our intervention activities focus on addressing the costs of studying over and above tuition fees, including the cost of attending auditions/interviews (IS1), the cost of housing and public transit (IS2), and the challenges of balancing paid work and family responsibilities with studying (Part-Time Degree Options, IS1).

Risk 11 – Capacity Issues

As in most small providers, space is always at a premium at BIMM University, although the effects of our new Campus Blueprint will alleviate some of the pressures here over the coming years. The availability of specialist spaces is finite, which may pose issues for students who lack suitable practice space at home or in their accommodation. The Fair Access Fund, particularly the Access Awards, support students with initial costs related to specialist equipment. Issues at present are sporadic and we are able to support students on an individual basis when they present. This is not a priority risk for at this time, but we will monitor the impact and build it into our internal strategies going forward.

Risk 12 – Progression from higher education

While the national narrative has long suggested that STEM degrees lead to more lucrative and stable careers, there is a growing evidence base supporting arts and humanities education as viable, sustainable pathways to career success (see British Academy 2017 and 2020). Our graduate attributes speak to the qualities that are highly desirable to employers in a range of sectors, and our graduate outcomes reflect the range of opportunities for which creative industries education can prepare students.

BIMM University established a new Creative Futures team during Project Arrow, which joins up careers support for current students and alumni. Our strong performance against sector-level gaps under Progression indicates the success of this team in supporting students with their next steps after graduation. For disabled students, however, we could still do more, and they will be supported by our activities under IS2. As our progression outcomes sit below the sector benchmark in aggregate, we will continue to monitor this area closely.

Annex B: Evidence Base

Intervention Strategy	Activity	Evidence (reference/links)	Key points from evidence and reference to proposed activity

IS1 Supporting Progression to Creative Industries Degrees by Championing Students' Aspirations and Lowering Barriers to Access	**External partnerships to support young people (pre-16) to achieve their goals**
	
	Target: students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and from the Global Majority.
	
	What is it?
	
	• Linking with established charities and other relevant bodies to raise awareness of pathways to HE and progression to creative industries careers
	• Collaborate with partners to provide enrichment and creative industries education for young people who may not have arts provision at school. Activities may include: extracurricular arts programming, one-off workshops or classroom visits, and participation in community-based projects.
		[1] Campaign for the Arts. 2023. 'Huge decline in arts subjects worsens at GCSE and A-level'. https://www.campaignforthearts.org/huge-decline-in-arts-subjects-worsens-at-gcse-and-a-level/
		
		[2]TASO evidence toolkit, on pre-entry aspiration raising:
		
		https://taso.org.uk/intervention/aspiration-raising-interventions-pre-entry/
		
		[3]TASO evidence toolkit, on pre-entry study and soft skills support: https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/
		
		[4]Universities UK. 2017. Raising Attainment Through University- School Partnerships. https://dera.ioe.ac.uk/30504/1/Raising-attainment-through-university-school-partnerships.pdf
		
		[5]TASO. 2021. Summary report: An investigation into the relationship between outreach participation and KS4 attainment/ HE progression. https://s33320.pcdn.co/wp-content/uploads/relationship-outreach-attainment-progression.pdf
		
		[6] Percy, Chris and Alice Amegah, with contributions from Nick Chambers. 2021. 'Starting Early: Building the foundations for success'. Education & Employers. Starting
			Evidence indicates that:
			
			• provision of arts and creative subjects in schools has dropped precipitously since 2010.[1]
			• partnerships with schools, colleges, and community organisations help, e.g.[1]
			  ○ understand and respond to diversity of needs and barriers to accessing HE,
			  ○ engage hard to reach groups, e.g., care leavers,
			  ○ increase efficiency through collaboration and learning between partners, and
			  ○ extend the reach of small and specialist HE providers.
			• partnerships can positively impact the aspirations[2] and attainment[3] of disadvantaged students at, e.g., GCSE level, including the achievement of sufficient grades in the minimum of five GCSEs required for accessing HE[4,5].
			• there is a benefit to making contact with young people at an early age: 'the more career-related learning pupils had done [at primary level] – and the more jobs they had heard about – the more likely they were to have a job they were interested in for the future and the more positive they felt about school subjects'.[6]
			• this is even more important given that students from our target groups (low-

		Early: Building the foundations for success (educationandemployers.org) [7] Comunian, R., Dent, T., O'Brien, D., Read, T. & Wreyford, N. 2023. Making the Creative Majority: A report for the All-Party Parliamentary Group for Creative Diversity on 'What Works' to support diversity and inclusion in creative education and the talent pipeline, with a focus on the 16+ age category. KCL. https://www.kcl.ac.uk/cultural/projects/creative-majority-education [8]Cultural Learning Alliance. 2017. The Case for Cultural Learning: Key Research Findings. https://culturallearningalliance.org.uk/wp-content/uploads/2017/08/CLA-key-findings-2017.pdf [9]Winner, E., T. Goldstein & S. Vincent-Lancrin. 2013. Art for Art's Sake?: The Impact of Arts Education, Educational Research and Innovation, OECD Publishing. http://dx.doi.org/10.1787/9789264180789-en [10]Office for Students. 2020. Data use for Access & Participation in higher education. Review and recommendations by CFE Research for the Office for Students. https://dera.ioe.ac.uk/id/eprint/35065/1/data-use-for-access-and-participation-in-higher-education.pdf [11]HEAT. 2024. Tracking, Research, and Evidence. https://heat.ac.uk/how-it-works/tracking-research-and-evidence/	income families, Global Majority) are less likely to consider and apply to study creative subjects in HE[7]. • disadvantaged students, e.g., from our target groups (low-income families, Global Majority) who have the opportunity to engage in creative activities at school are three times likelier to access HE, and likelier to get graduate employment if they study creative subjects.[8] • arts education has been shown to have cognitive and meta-cognitive benefits for children, e.g.: ○ music education has been shown to improve academic performance, IQ, phonological awareness, and word decoding in children; ○ drama education conclusively improves a range of verbal abilities; ○ dance education positively influences students' general academic achievement, reading, and visual-spatial skills.[9] • tracking the engagement of target student groups with outreach activities helps evaluate effectiveness and impact, personalise learner support, and apply evidence-based selection of activities to context, target learners, and learner needs[10,11]. **Through our framework for outreach partnership work, we will:**

			• select and establish strategic partner organisations. • tailor outreach to with our partners to support the target groups. • establish a data tracking system for our target learners and their engagement with our outreach activities and use the data to evaluate impact. • tailor our provision based on evidence from our tracking system and the impact evaluation it serves of our outreach. • target students from a) the lowest socioeconomic backgrounds (IMD Quintiles 1 and 2) and b) the Global Majority. • raise engagement with creative arts for pre-16 pupils • provide information about studying creative subjects in HE through bespoke, targeted, and practical workshops and collaborative activities.
IS1 Supporting Progression to Creative Industries Degrees by Championing Students' Aspirations and Lowering	**Financial Support for Audition and Interview Costs** **Target:** Students from lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and from the Global Majority **What is it?** • Bursaries for applicants from target groups to support travel and accommodation costs, necessary	[1] TASO evidence toolkit, on financial support (pre-entry) https://taso.org.uk/intervention/financial-support-pre-entry/ [2] Dearden, Lorraine, Emla Fitzsimons, and Gill Wyness. 2014. 'Money for nothing: estimating the impact of student aid on participation in higher education'. *Economics of Education Review,* vol. 43, pp. 66-78 https://doi.org/10.1016/j.econedurev.2014.09.005 [3] Herbaut, Estelle and Koen Geven. 2020. 'What works to reduce inequalities in higher education? A systematic review of the (quasi-)experimental literature on outreach and	Evidence indicates that: • 'providers should include financial support as part of their approach to boosting participation among students from low-income backgrounds', and financial support is most effective when: ○ universities work proactively to help prospective students understand the support available;

Barriers to Access	clothing or equipment, and other related costs. **Review of the Applicant Journey** **Target:** Students from lowest socioeconomic backgrounds (IMD 2019 Quintile 1), students from the Global Majority, and disabled students. **What is it?** • Assess accessibility, inclusivity, and clarity of the applicant process, from first contact to completed enrolment • Seek feedback from current students about their enrolment process and any concerns or challenges they may have encountered • Identify areas of concern and pilot, evaluate, and implement updates as relevant • Produce a 'road map' to support the applicant journey, offered in multiple formats (e.g., visual, audio) to support students with differing needs	financial aid'. *Research in Social Stratification and Mobility,* vol. 65. https://doi.org/10.1016/j.rssm.2019.100442 [4] ONS. 2024. RPI: Percentage change over 12 months – Fares and other travel costs. Consumer Price Inflation Team. https://www.ons.gov.uk/economy/inflationandpriceindices/timeseries/czed/mm23 [5] Noden, Philip, Michael Shiner, and Tariq Modood. 2014. 'Black and minority ethnic access to higher education: a reassessment'. LSE Department of Social Policy and the Nuffield Foundation. https://www.nuffieldfoundation.org/sites/default/files/files/BMEaccessHE_FINAL.pdf [6] UCAS. 2022. 'Next Steps: What is the experience of disabled students in education?' https://www.ucas.com/file/610106/download)	○ it forms part of a multi-intervention outreach programme; ○ it is assessed on the basis of financial background (need) rather than prior attainment (merit). [1] • International studies from the USA, UK, and Europe consistently find that investment in student financial aid results in higher participation in HE.[2] • students incur direct (tuition fees, living expenses, course materials) and indirect (foregone earnings) costs in order to pursue HE, and these costs have risen dramatically over time[3] • the cost of public transit fares and other travel costs increased by 7.6% over 12 months (January to December) in 2023.[4] • while Global Majority students are just as likely to apply to higher education as their white peers, some groups are disadvantaged in terms of the proportion of offers they receive relative to the number of applications they submit. These include Pakistani, Bangladeshi, Black (African and Caribbean), and Chinese applicants.[5] • Disabled learners were 28% more likely to defer entry to HE in 2021 compared to non-disabled students, and their decision-making is heavily influenced by the support available from the HE institutions to which they apply.[6]

			Through our financial support for students attending auditions and interviews, and our review of the overall applicant journey, we will: • audit internal processes, communications with students, and all forms and touchpoints to identify where students may not feel supported • mitigate the financial challenges of attending auditions and interviews, providing better support for target groups in relation to Access • improve retention of students in target groups throughout the application, audition/interview, and enrolment process • establish a data tracking system for our target learners and their engagement with the financial support and the enrolment process and use the data to evaluate impact. • tailor our provision based on evidence from our tracking system and student feedback
IS1 Supporting Progression to Creative Industries Degrees by Championing Students'	**Part-time undergraduate degree options** **Target:** Students from lowest socioeconomic backgrounds (IMD 2019 Quintile 1), students from the Global Majority, and disabled students.	[1] HEFCE. 30 April 2014. 'Higher education in England 2014: Analysis of latest shifts and trends'. https://webarchive.nationalarchives.gov.uk/ukgwa/20140430121331/http://www.hefce.ac.uk/ [2] Hubble, Sue and Paul Bolton. 2022. 'Part-time undergraduate students in England'. House of Commons briefing paper.	Evidence indicates that: ○ the decline in part-time entries to HE 'may have a detrimental impact on widening access overall'.[1] ○ part-time students are more likely to come from disadvantaged backgrounds or to report a disability.[2]

Aspirations and Lowering Barriers to Access and **IS2** Holistic and Integrated On-Course Student Support	**What is it?** • building on our existing part-time postgraduate degree options, pilot flexible undergraduate degree options designed to support target groups, beginning with two degree courses in the Music faculty • support students to manage rising living costs by making it easier to balance education with paid work • support disabled students to study at a pace more compatible with their needs • provide additional options for mature students, students with caring or parental responsibilities, and commuting students • assess whether pilot courses could also be delivered online or in a hybrid format	https://commonslibrary.parliament.uk/research-briefings/cbp-7966/ [3] Butcher, John. 2015. '"Shoe-horned and Sidelined"? Challenges for Part-Time Learners in the New HE Landscape'. Higher Education Academy. https://core.ac.uk/reader/30275584 [4] NatCen Social Research & Institute for Employment Studies. 2023. 'Student Income and Expenditure Survey 2021 to 2022'. Department for Education. https://assets.publishing.service.gov.uk/media/65674cf6750074000d1dee46/Student_Income_and_Expenditure_Survey_2021_to_2022_report.pdf **See also evidence on cost of living:** sources 3 and 4 under 'Financial Support for Audition and Interview Costs', above.	○ part-time undergraduate students are a less homogenous group overall compared to full-time students.[2] ○ students from disadvantaged backgrounds may prefer part-time study options because they are perceived to be more economically beneficial (reducing lost income during year of study, e.g.)[3] ○ part-time students are highly likely to combine work and study (74%, as compared to 58% of full-time students in 2021/22), and 59% of these work continuous jobs, with a median of 37 hours per week.[4] ○ part-time students are less likely to benefit from family support and are more likely to contribute more to their families than they receive; they are also more likely to be receiving income from benefits (accounts for 9% of mean total income excluding Tuition Fee Loans).[4] ○ See also evidence on cost of living: sources 3 and 4 under 'Financial Support for Audition and Interview Costs', above. **Through our pilot of part-time undergraduate degree options, we will:** ○ improve choice of course type and delivery mode. supporting access to HE for target groups ○ increase flexibility for students, making degrees more accessible and affordable for target groups

			○ improve outcomes across the student lifecycle for target groups ○ establish a data tracking system for our target learners and their engagement with new course options, and use that data to evaluate impact ○ tailor our provision based on evidence from our tracking system and student feedback as we look to expand part-time provision.
IS2 Holistic and Integrated On-Course Support	**Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment** **Target:** Students from the Global Majority (and intersections) **What is it?** • Apply the SEER EIA Curriculum Tool as a diagnostic tool to audit the current curriculum, informed by subject experts, resulting in recommendations for updates to case studies, reading lists, and teaching methods/interpretation. • Design and deliver CPD/training for staff to upskill in racial literacy, disability justice, knowledge of global artistic practices, and cultural theory	[1] Cureton, Debra and Phil Gravestock. 2019. '"We belong": differential sense of belonging and its meaning for different ethnic groups in higher education'. University of Wolverhampton. https://wlv.openrepository.com/bitstream/handle/2436/622733/Cureton%20and%20Gravestock%20(2019)%20COMPASS%20(1).pdf?sequence=1 [2] Vázquez-Montilla, Elia, Lynn K. Wilder, and Robert Triscari. 2012. 'Ethnically Diverse Faculty in Higher Ed: Belonging, Respect, and Role as Cultural Broker'. *Multicultural Learning and Teaching*. https://doi.org/10.1515/2161-2412.1097 [3] Amisi, Alende and Elizabeth Bates. 2024. 'How does the curriculum contribute to the experiences of belongingness in higher education'. *Psychology Teaching Review,* 30.1, pp. 96-106 https://doi.org/10.53841/bpsptr.2024.30.1.96 [4] Thomas, Liz, Mike Hill, Joan O'Mahony, and Mantz Yorke. 2017. 'What works? Student retention and success	Evidence indicates: ○ there is a distinct difference between the sense of belonging reported by global majority students and their white peers[1] ○ this gap in sense of belonging is mirrored in awarding gaps at sector level[1] ○ global majority students may find it challenging to balance belonging with finding ways to express and celebrate their cultural identities[2] ○ Although belonging is a 'critical factor influencing academic achievement, retention, and overall success', different demographic groups 'do not experience a sense of belonging equitably, especially in predominantly White institutions'.[3, 4] ○ global majority students who feel unrepresented or under-represented in their curriculum 'reported fewer academic interactions with teachers, and had lower levels of interest' than white peers, indicating that the degree of

	• Identify, resource, and develop staff advocates in each faculty, with responsibility for reviewing the curriculum and providing feedback • Review library provision annually and ensure it is meeting targets for inclusivity and accessibility • Review current programme of guest lecturers and masterclasses annually to ensure wide representation • Continue to review assessment and module design policies to encourage flexibility and inclusivity.	programme'. AdvanceHE. https://www.advance-he.ac.uk/knowledge-hub/supporting-student-success-strategies-institutional-change [5] Thomas, Dave S. P. and Katheleen M. Quinlan. 2023. 'Reimagining curricula: effects of cultural (in)sensitivity on racially minoritised students' engagement'. *Studies in Higher Education,* 48.2, pp. 283-98. https://doi.org/10.1080/03075079.2022.2134332 [6] Nouri, A. and S. M. Sajjadi. 2014. 'Emancipatory Pedagogy in Practice: Aims, Principles and Curriculum Orientation. The International Jounral of Critical Pedagogy, 5.2 https://libjournal.uncg.edu/ijcp/article/view/228 [7] Museus, Samuel D. 2013. 'The Culturally Engaging Campus Environments (CECE) Model: A New Theory of Success Among Racially Diverse College Student Populations'. *Higher Education: Handbook of Theory and Research* 29, pp. 189-227 https://link.springer.com/chapter/10.1007/978-94-017-8005-6_5 [8] Goodenow, Carol. 1993. 'Classroom belonging among early adolescent students: relationship to motivation and achievement'. *The Journal of Early Adolescence,* 13.1 https://doi.org/10.1177/0272431693013001002	representation on the curriculum affects engagement from minoritised students [5] ○ Belongingness is a particular challenge for multiply marginalised students[3, 8] ○ Curriculua have not historically considered or accounted for the needs, interests, perspectives, and priorities of marginalised students, and despite some progress there is still work to be done in correcting this historical bias. [6] ○ Tokenistic (e.g., singular events) and deficit-based models of intervention (i.e., attempting to make students 'fit' or assimilate to the existing system/curriculum) will not be effective. A holistic and systemic approach is necessary. [3, 8] ○ culturally relevant knowledge and culturally validating environments are two key indicators of culturally engaging campus environments[7] ○ improving diversity and cultural sensitivity in the curriculum significantly improves the number of positive interactions between students and academic staff, which is a key indicator of student success[5] ○ See also evidence on belongingness and student agency: sources 4, 5, 7, and 8 under Campus Inclusion Collective / EDI Student Committee Pilots, below. **Through our approach to building an inclusive and relevant curriculum and**

		See also evidence on belongingness and student agency: sources 4, 5, 7, and 8 under Campus Inclusion Collective / EDI Student Committee Pilots, below.	**approaches to teaching, learning and assessment, we will:** ○ develop culturally relevant knowledge and culturally validating environments through a holistic approach to students' learning experiences ○ build agency in staff to make AP interventions in their classrooms, leading to higher student confidence, engagement, and interactions in target groups ○ establish a data tracking system for our target learners and their engagement with new course options, and use that data to evaluate impact ○ tailor our provision based on evidence from our tracking system and student feedback as we continue to review the curriculum ○ improve the proportion of good degree outcomes and completion outcomes for global majority students
IS2 Holistic and Integrated On-Course Support	**Programme of support for students who are first in family (FiF) to HE** **Targets:** Students from lowest socioeconomic backgrounds (IMD 2019 Quintile 1), students from the Global Majority **What is it?**	[1] Universities UK. 2023. '100 Faces: Stats Behind the Stories'. https://100faces.universitiesuk.ac.uk/stats-behind-the-stories [2] Nguyen, Thai-Huy and Baach Mai Dolly Nguyen. (2018) 'Is the "First-Generation Student" Term Useful for Understanding Inequality? The Role of Intersectionality in Illuminating the Implications of an Accepted – Yet Unchallenged – Term'. *Review of Research in Higher*	Evidence indicates that: • FiF family students are more likely to be from a global majority background, more likely to be from the lowest socio-economic backgrounds, and more likely to rely on maintenance loans and bursaries than their peers[1] • FiF is an intersectional category, and multiple additional factors contribute to these students' experiences of HE, including socio-economic status,

	• Peer mentor scheme and BSA society to build strong peer-to-peer support across faculties and years of study • Targeted 'hidden curriculum' demystifying events throughout the academic year, and throughout the degree • Proactive rather than reactive communication strategy, anticipating students' needs at crunch points (e.g., Week 6 slump; assessment deadlines; transition from L4 to L5) • These students will also be supported by **Part-Time Degree Options** and **Housing Support**	*Education* 42, pp. 146-76. https://www.jstor.org/stable/44668717 [3] Gable, Rachel. 2021. *The Hidden Curriculum: First Generation Students at Legacy Universities.* Princeton University Press. [4] DeAngelo, Linda, et al. (2011) *Completing College: Assessing Graduation Rates at Four-Year Institutions.* Higher Education Institute, UCLA. https://www.heri.ucla.edu/DARCU/CompletingCollege2011.pdf **See also evidence on belongingness**: sources 1, 2, 3, 4, and 8 under 'Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment', above.	race, and previous educational experience[2] • a majority of FiF graduates report that attending university made them more confident in themselves (78%), gave them independent life skills (74%), made them more professionally ambitious (74%) and fostered a sense of self-pride (82%)[1] • a key barrier for FiF students is the 'hidden curriculum', a term for the 'norms and values that are implicitly, but effectively, taught in schools and that are not usually talked about in teachers' statements of end or goals'[3] • Explicating and demystifying the hidden curriculum can have significant benefits for FiF students by improving transparency, clarity, and accessibility of support.[3] • Research from the United States shows that FiF students have historically graduated at significantly lower rates compared to peers whose parents completed a degree course[4] • See also evidence on belongingness: sources 1, 2, 3, 4, and 8 under 'Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment', above. **Through our provision of support for FiF students, we will:**

			• Support a sense of community, belonging, and wellbeing among this intersectional group of students, leading to improved on-course outcomes • improve our understanding of the FiF community at BIMM, to support outcomes for our target groups • demystify the 'hidden curriculum', to support
IS1 Supporting Progression to Creative Industries Degrees by Championing Students' Aspirations and Lowering Barriers to Access and **IS2**	**Housing Support** **Targets:** Students from lowest socioeconomic backgrounds (IMD 2019 Quintile 1), students from the Global Majority, and disabled students. **What is it?** • Provide financial support in the form of an institutional guarantor scheme and subsidised public transit by 2028/29 • Hire, train, and resource dedicated Housing Support Officers who provide advice and guidance in relation to rental contracts, deposit protection, and legal requirements**,** and signpost to internal and external support	[1] MillionPlus: The Association for Modern Universities. 2022. 'Learning with the lights off: students and the cost-of-living crisis'. https://www.millionplus.ac.uk/documents/Learning_with_the_lights_off_-_students_and_the_cost_of_living_crisis.pdf [2] HEPI Report 166. 2023. 'Student accommodation costs across 10 cities in the UK'. https://www.hepi.ac.uk/wp-content/uploads/2023/10/Student-accommodation-costs-across-10-cities-in-the-UK.pdf [3] Schuette, Anthony. 2023. 'Transportation as a barrier to higher education: evidence from the 2022 student financial wellness survey'. Trellis Research. https://www.trelliscompany.org/wp-content/uploads/2023/07/Research-Brief_Jul23_Transportation.pdf [4] Clay, Janelle R. and Jess L. Valentine. 2021. 'Impact of Transportation Supports on Students' Academic Outcomes'. The Hope Center.	Evidence indicates that: ○ students in the UK are feeling the brunt of the current cost-of-living crisis, with inflation consistently and significantly outstripping wage and benefit rises since 2021. Low-income households are facing the most hardship[1] ○ Students may be more concerned about the 'indirect' costs of studying, including cost of living, than about tuition fee rates as such[1] ○ UK universities should be concerned about the rapid changes to the student housing market since 2021.[2] ○ Even where universities rely on the private rental market, in-house expert staff are important for effective student support with housing. 'Universities need to invest in expert housing advice' (41)[2] ○ Average rent now eats through the whole of an average maintenance loan, leaving students reliant on paid work for their remaining living costs. 'Being able to afford the cost-of-living is an important factor in remaining financially solvent

Holistic and Integrated On-Course Support	• Improve pre- and post-offer communications in relation to housing, to ensure students have correct and up-to-date information • Manage a list of 'approved' landlords with a track record of supporting student renters, to provide peace of mind • Support students to find accommodation available 365 days/year, to minimise issues outside of term time	https://hope.temple.edu/sites/hope/files/media/document/RioHondoReport_FINAL.pdf [5] Office for National Statistic (ONS). 2024. 'Private rent and house prices, UK: September 2024'. https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/privaterentandhousepricesuk/latest [6] Stevenson, Jacqueline, et al. 2020. 'Positive Impact? What factors affect access, retention and graduate outcomes for university students with a background of care or family estrangement?' Unite Foundation / Sheffield Hallam University. https://thisisusatuni.org/wp-content/uploads/2021/02/PositiveImpactReport2020_UniteFoundation_SheffieldHallamUniversity.pdf **See also evidence on cost of living (including public transit costs) and financial support:** sources 1, 2, 3, and 4 under Financial Support for Audition and Interview Costs, above.	throughout the study cycle' and, therefore, in student attainment, completion, and continuation outcomes (41).[2] ○ Research from the United States, where subsidy for student travel is more common, finds that 'students with access to public transit through a university pass or program earn more credits in their first semester and first year of [university]. These students graduate at higher rates and are six percent more likely to be retained'(Schuette) [3, 4] ○ ONS records an 8.4% increase in average UK private rents in the 12 months to August 2024, following a record-high annual rise of 9.2% in March 2024.[5] ○ Insecure housing for vulnerable students, including care leavers and estranged students, can lead to illegal subletting, 'couch surfing' and/or homelessness, particularly during university holidays[6] ○ See also evidence on cost of living (including public transit costs) and financial support: sources 1, 2, 3, and 4 under Financial Support for Audition and Interview Costs, above. **Through our Housing Support activities, we will:** ○ establish a Housing Support Office, sitting within Student Wellbeing and Learning Support, to build in-house accommodation expertise.

			○ subsidise public transit for our most financially disadvantaged students, support both access and on-course outcomes ○ improve students' understanding of the private rental market and its requirements, leading to higher confidence and sense of agency ○ lower barriers to access, particularly in relation to EORR Risks 11 and 12 ○ establish a data tracking system for our target learners and their engagement with new Housing Support options, and use that data to evaluate impact ○ tailor our provision based on evidence from our tracking system and student feedback as we continue to review our support provision
IS2 Holistic and Integrated On-Course Support	**Campus Inclusion Collective / EDI Student Committee Pilots** **Targets:** Students from lowest socioeconomic backgrounds (IMD 2019 Quintile 1), students from the Global Majority, and disabled students. **What is it?** • Concurrent pilot programmes to develop pre-existing activities at the	[1]TASO Evidence Toolkit, on Promoting self-advocacy for disabled students (post-entry). https://taso.org.uk/intervention/promoting-self-advocacy-for-disabled-students-post-entry/ [2]Fleming, Allison R., Anthony J. Plotner, and Kathleen Marie Oertle. 2017. 'College Students with Disabilities: The Relationship between student characteristics, the academic environment, and performance'. *Journal of Postsecondary Education and Disability,* 30.3, pp. 209-21. https://files.eric.ed.gov/fulltext/EJ1163997.pdf	Evidence suggests that: ○ self-advocacy and meaningful relationships with staff are key predictors of positive on-course outcomes for disabled students[1, 2, 3] ○ thinking of students as 'partner[s] in learning' supports their autonomy and agency, which are positively correlated to improved on-course and progression outcomes (Kleiman)[4, 5, 6] ○ building staff-student coalitions that cut across courses and faculties support students' overall sense of belonging and engagement with their campus community[7]

	Bristol (Campus Inclusion Collective) and Manchester (EDI Student Committee) campuses and assess their suitability for implementation at other campuses. • Campus Inclusion Collective brings together staff and students from various parts of the campus to identify, discuss, and advocate in relation to local inclusivity concerns • EDI Student Committee builds capacity in students to participate in governance structures and identify, discuss, and advocate in relation to local EDI concerns • Improve sense of belonging, agency, and inclusion in relation to campus-level policies, procedures, and activities • Assess whether these models are scalable to other campuses, and rollout as appropriate	[3] Markle, Larry, Roger D. Wessel, and Jennifer Desmond. (2017) 'Faculty mentorship program for students with disabilities: academic success outcomes (practice brief)'. *Journal of Postsecondary Education and Disability,* 30.4, pp. 383-90. https://files.eric.ed.gov/fulltext/EJ1172790.pdf [4] Kleiman, Paul. (2014) 'Dance, Drama and Music', in *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, eds. Stephanie Marshall, Heather Fry, and Steve Ketteridge. 4th edition. Routledge. pp. 261-77 [5] Kingsbury, Martyn. (2014) 'Encouraging Independent Learning', in *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*, eds. Stephanie Marshall, Heather Fry, and Steve Ketteridge. 4th edition. Routledge. pp. 169-79 [6] Williams, Manuela (2022) 'Very qualified for the future: history graduates' employability and earnings'. *History UK*. https://www.history-uk.ac.uk/2022/07/15/very-qualified-for-the-future-history-graduates-employability-and-earnings/ [7] Morieson, Lucy et al. (2013) 'Belonging in education: lessons from the Belonging Project'. *The International Journal of the First Year in Higher Education,* 4.2, pp. 87-96 https://www.researchgate.net/profile/Rachel-Wilson-37/publication/270247177_Belonging_in_Education_Lessons_from_the_Belonging_Project/links/576a1ee808ae1a43d2	○ Participating in partnership work between staff and students can foster a sense of belonging, contribute to a culturally sustaining pedagogy, and redress harms experiences by global majority students[8] ○ See also evidence on belongingness: sources 1, 2, 3, 4, and 8 under 'Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment', above. **Through our piloting and evaluation of staff/student coalitions on two BIMM campuses, we will:** ○ support students' sense of belonging and engagement in their campus communities, leading to improved on-course outcomes ○ prioritise student voice in resolving local EDI concerns, supporting students' agency and autonomy ○ build local capacities to support the APP targets in ways that speak to the needs, priorities, and desires of the campus community in question ○ establish a data tracking system for our target learners and their engagement with these initiatives, and use that data to evaluate impact before assessing whether to roll out one or both models to other campuses ○ tailor our provision based on evidence from our tracking system and student feedback

		3a3ea1/Belonging-in-Education-Lessons-from-the-Belonging-Project.pdf [8] Cook-Sather, Alison and Khadijah Seay. (2021). '"I was involved as an equal member of the community": how pedagogical partnership can foster a sense of belonging in Black, female students'. *Cambridge Journal of Education,* 51.6, pp. 733-50. https://www.tandfonline.com/doi/abs/10.1080/0305764X.2021.1926926 **See also evidence on belongingness**: sources 1, 2, 3, 4, and 8 under 'Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment', above.	○ improve on-course and progression outcomes for global majority, economically disadvantaged, and disabled students
IS2 Holistic and Integrated On-Course Support	**Support for Neurodivergent (ND) Students** **Targets:** Disabled students (and intersections) **What is it?** • Training for staff and students on working with ND students from external partners, both live and asynchronously through our new staff Professional Development Hub and	[1]Saporito, Karen. 2022. 'Why autism has been underdiagnosed in girls and women'. *Psychology Today*. https://www.psychologytoday.com/intl/blog/understanding-the-diversity-in-neurodiversity/202202/why-autism-has-been-underdiagnosed-in?msockid=1b7db99b80256cb22400ad5981c56d91 [2]Riches, Caroline and Angela North. 2024. 'Why are so many neurodivergent women misdiagnosed?'. *Australian Psychological Society*. https://psychology.org.au/insights/why-are-so-many-neurodivergent-women-misdiagnosed	Evidence indicates that: • neurodivergence is most likely under-diagnosed in the general population, especially for women, girls, and those of marginalised genders[1, 2, 3] • neurodivergent young people may face criminalisation, as they are over-represented in court and custodial settings, indicating a lack of awareness and support in the educational system[4] • neurodivergence is complex, and while certain characteristics or experiences are common, two people with the same diagnosis may have

	student Study Skills Hub, with an annual budget for regular updates • Consistent practices for clear communication with students implemented across all campuses and teams • ND champions within teaching teams, with contracted time to provide support for ND student queries in relation to assessments. • ND Students BSA society, student-led but with staff facilitation. Peer mentor scheme to build strong peer-to-peer support across faculties and years of study • Encouraging lecturers to use the principles of Universal Design for Learning (UDL) in their module and assessment design, reducing the need for individual reasonable adjustments	[3] Hannant, Penelope. 2021. 'Too many neurodiverse children don't have a full diagnosis—here's why'. *The Conversation* https://theconversation.com/too-many-neurodiverse-children-dont-have-a-full-diagnosis-heres-why-169038 [4]Keele University. 2022. 'More support needed for neurodiverse young people in education and youth offending, research finds'. https://www.keele.ac.uk/about/news/2022/july/keele-research/keele-research-neurodivergent.php [5] Apperly, Ian A., Robert Lee, Sanne W. van der Kleij, and Rory T. Devine. 2024. 'A transdiagnostic approach to neurodiversity in a representative population sample: the N+ 4 model'. *JCPP Advances,* 4.2 https://doi.org/10.1002/jcv2.12219 [6] Tobias, Wendy Ann. 2023. *Disability Identity, Belongingness, and Persistence in Students with Disabilities in Higher Education*. Doctoral dissertation, San Francisco State University. https://www.proquest.com/openview/84c300cf8f1ad0c1199714df888092db/1?pq-origsite=gscholar&cbl=18750&diss=y [7] TASO. 2024. 'Project Report: Supporting Disabled Students: Mapping Reasonable Adjustments and Transition Support'. https://cdn.taso.org.uk/wp-content/uploads/TASO_Report-Supporting-disabled-students-APR-2024_-_.pdf	highly variable presentations and experiences[5] • accommodations-focused support for disabled students follows a deficit model that does not offer holistic support[6] • there can be differences in how different areas of the university implement reasonable adjustments, leading to different educational experiences for disabled students across different modules and courses[6] • embedding inclusive pedagogy and UDL can reduce the need for reasonable adjustments and provide proactive support for students who may be undiagnosed/waiting for assessment or who do not wish to disclose their disability[6, 7] • successful inclusive practices require buy-in from senior leadership and consistent application from academic staff[6, 7] • Neurodivergence is an intersectional issue, and multiply marginalised students typically face additional barriers in getting their needs met[8] • See also evidence on belongingness: sources 1, 2, 3, 4, and 8 under 'Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment', above.

		[8] Nelson, Tiffany. (2024) '"Before people see the autism, they see my race": An intersectional exploration of the lived experiences of masking and camouflaging Black Autistic girls in UK education using IPA and DisCrit'. Doctoral dissertation. University of Essex & Tavistock and Portman NHS Foundation Trust. https://repository.essex.ac.uk/39207/ **See also evidence on belongingness**: sources 1, 2, 3, 4, and 8 under 'Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment', above.	**Through our programme of support for neurodivergent students, we will:** • develop and deploy relevant training for staff and students, to ensure a high level of understanding in the BIMM population. • use UDL and inclusive pedagogy techniques to inform learning, teaching, and assessment design, to improve inclusivity and sense of belonging, including for those who are un- or misdiagnosed. • co-create activities with target students, to ensure they are fit for purpose and speaking to the range of students' needs. • establish a data tracking system for our target learners and their engagement with new activities, and use the data to evaluate impact. • tailor our provision based on evidence from our tracking system and from student feedback • take an assets-focused and disability justice approach, avoiding a deficit model that focused on reasonable accommodations only • target students with diagnosed neurodivergence (e.g., autism, ADHD, dyslexia, dyspraxia) while providing broad support to include undiagnosed students who may also benefit. • improve completion and progression outcomes for neurodivergent students.

			• consider the holistic student experience and support student-led activities such as an ND student society, to bolster belongingness and agency
IS2 Holistic and Integrated On-Course Support	**Support for Students with Chronic Illnesses** **Targets:** Disabled students (and intersections) **What is it?** • Clarified guidance and better signposting to the support available • Improve communication and cascading processes, take more proactive approach so that onus is not always on students to ask for help • Helping students recognise what support might be beneficial for them (e.g., for students who may feel they're not ill enough to get help) • Upskilling staff on nuances of chronic illness, what interventions are appropriate, and where to get additional advice and support	[1] Ball, Karly B., Heather L. Walter, and Harriet B. Fox. 2024. 'Chronically Ill College Student Well-Being: A Systematic Review of the Literature'. *Journal of Postsecondary Education and Disability*, 37.1, pp 3-17 https://research.ebsco.com/c/famm7a/search/details/vzfdk2d74f [2] Association for Young People's Health (AYPH). 2021. 'Key Data 2021: Physical Health Conditions: Long-Term Conditions'. https://ayph-youthhealthdata.org.uk/key-data/physical-health-conditions/long-term-conditions/ [3] National Institute for Health and Care Research (NIHR). 2022. 'Researching Long COVID: addressing a new global health challenge'. https://doi.org/10.3310/nihrevidence_50331 [4] Greenhalgh, Trisha, Manoj Sivan, Alice Perlowski, and Janko Ž Nikolich. 2024. 'Long COVID: a clinical update'. *The Lancet,* 404.10453, pp. 707-24 – summarised in University of Oxford News. 2024. 'New study highlights scale and impact of Long COVID'. https://www.ox.ac.uk/news/2024-08-01-new-study-highlights-scale-and-impact-long-covid	Evidence indicates that: • there is 'a critical need' for additional research into the wellbeing of chronically ill university students[1] • based on a 2021 GP survey, 34% of young people between the ages of 16 and 25 have at least one long-term health condition, and approximately 75% of these are a physical chronic illness or disability[2] • women, those living in 'more deprived areas', and those with a pre-existing health condition or disability are among the groups at highest risk for developing long COVID, and overall numbers of long COVID cases are rising nationally[3] • the rates of long COVID in those from the lowest socioeconomic backgrounds (3.2%) is more than twice as high as in the most privileged fifth of the UK population (1.5%)[4] • See also evidence on belongingness: sources 1, 2, 3, 4, and 8 under 'Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment', above.

	• Review attendance policies, mitigating and extenuating circumstances policy, and reasonable adjustments policies to ensure chronically ill students are not being disadvantaged • Work with Creative Futures team to empower students with knowledge about what accommodations they can expect in industry (e.g., disability riders)	**See also evidence on belongingness**: sources 1, 2, 3, 4, and 8 under 'Inclusive and Relevant Curriculum, Teaching, Learning, and Assessment', above.	**Through our support programme for chronically ill students, we will:** • develop and deploy relevant training for staff and students, to ensure a high level of understanding in the BIMM population. • use UDL and inclusive pedagogy techniques to inform learning, teaching, and assessment design, to improve inclusivity and sense of belonging, including for those who are un- or misdiagnosed. • co-create activities with target students, to ensure they are fit for purpose and speaking to the range of students' needs. • establish a data tracking system for our target learners and their engagement with new activities and use the data to evaluate impact. • tailor our provision based on evidence from our tracking system and from student feedback • take an assets-focused and disability justice approach, avoiding a deficit model that focused on reasonable accommodations only • support students to access existing support and build understanding of systems that are already in place • improve completion and progression outcomes for chronically ill students.

			• consider the holistic student experience and support student-led activities such as student society for those with chronic illnesses, to bolster belongingness and agency

Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: BIMM University Limited

Provider UKPRN: 10037544

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	N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	n/a	N/A	9250
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	N/A	4625
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	*	*	*

Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: BIMM University Limited

Provider UKPRN: 10037544

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	£820,000	£866,000	£944,000	£997,000
Financial support (£)	NA	£1,391,000	£1,446,000	£1,540,000	£1,605,000
Research and evaluation (£)	NA	£90,000	£95,000	£103,000	£109,000

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 (£)	£495,000	£523,000	£570,000	£602,000
Access activity investment	Post-16 access activities (£)	£305,000	£322,000	£351,000	£371,000
Access activity investment	Other access activities (£)	£20,000	£21,000	£23,000	£24,000
Access activity investment	**Total access investment (£)**	**£820,000**	**£866,000**	**£944,000**	**£997,000**
Access activity investment	***Total access investment (as % of HFI)***	**4.1%**	**4.3%**	**4.4%**	**4.1%**
Access activity investment	***Total access investment funded from HFI (£)***	**£360,000**	**£416,000**	**£445,000**	**£474,000**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£460,000**	**£450,000**	**£499,000**	**£523,000**
Financial support investment	Bursaries and scholarships (£)	£730,000	£771,000	£841,000	£889,000
Financial support investment	Fee waivers (£)	£405,000	£405,000	£405,000	£405,000
Financial support investment	Hardship funds (£)	£256,000	£270,000	£294,000	£311,000
Financial support investment	**Total financial support investment (£)**	**£1,391,000**	**£1,446,000**	**£1,540,000**	**£1,605,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**7.0%**	**7.1%**	**7.1%**	**6.7%**
Research and evaluation investment	Research and evaluation investment (£)	£90,000	£95,000	£103,000	£109,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.5%	0.5%	0.5%	0.5%

Office for Students

Fees, investments and targets

2025-26 to 2028-29

Provider name: BIMM University Limited

Provider UKPRN: 10037544

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 support access and pathways into higher education and to BIMM for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), reducing the gap between IMD Quintile 1 and IMD Quintile 5 entrants.	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context. Milestones continue as the rolling 4-year aggregate data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	8.4	8	7.5	7	6.5
To support access and pathways into higher education and to BIMM for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities).	PTA_2	Access	Ethnicity	Not specified (please give detail in description)		For this target, we are looking at Global Majority students in aggregate, with no specific ethnicities singled out. Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context. Milestones continue as the rolling 4-year aggregate data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage	15.5	16	16.5	17	18
	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 improve on-course outcomes for students from low socio-economic (IMD Quintile 1) backgrounds, closing the gap in completion for these students compared to their least disadvantaged counterparts (IMD Quintile 5)	PTS_1	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5	Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context. Milestones continue as the rolling 4-year aggregate data.	No	The access and participation dashboard	2021-22	Percentage points	13.5	12.5	11.5	10	9
To improve on-course outcomes for disabled students, closing the gap in completion for these students compared to their non-disabled peers.	PTS_2	Completion	Reported disability	Disability reported	No disability reported	Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context. Milestones continue as the rolling 4-year aggregate data.	No	The access and participation dashboard	2021-22	Percentage points	3.5	3	2.5	2	1.5

To improve degree outcomes for students from Global Majority backgrounds, closing the gap in attainment outcomes for these students compared to their white counterparts.	PTS_3	Attainment	Ethnicity	Not specified (please give detail in description)	White	For this target, we are looking at Global Majority students in aggregate, with no specific ethnicities singled out. Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context. Milestones continue as the rolling 4-year aggregate data.	No	The access and participation dashboard	2021-22	Percentage points	11.8	11.3	10.8	10.3	9.8
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To improve graduate outcomes for disabled students, closing the gap in progression compared to their non-disabled peers.	PTP_1	Progression	Reported disability	Disability reported	No disability reported	Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context. Milestones continue as the rolling 4-year aggregate data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	6.1	5.6	5	4.5	4
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														