Amity University, London Access and participation plan 2022-23 to 2026-27

Contents

1. Assessment of performance

1.1 Background to Amity

Amity University, London is a small, private, research active higher education provider that offers a portfolio of Higher Education courses at Levels 6, 7, and 8, in the subject area of Business Management. It is part of Amity Global Education Limited.

Amity University London is based in Bedford Square London. We have a special agreement with University of London, Birkbeck College under which our students have equal access to learning resources with the University of London students. Such resources include library, IT laboratories, Wi-Fi classrooms, IT desk, student services, clubs, societies and restaurants. Our students are part of Birkbeck College Student Union. Our distinctive features include:

(1) A close-knit community, where students and staff work together interactively.
(2) Research-led and research-informed teaching, encouraging independent thinking.
(3) Final years of most undergraduate final projects contain significant requirements for research/independent working.
(4) A holistic student experience, contributing to both academic success and a sense of belonging and community.
(5) Outstanding student resources in an historical location, providing a vibrant learning experience in a secure environment.
(6) Customised student services based on individual student need.
(7) A high through-put of students from undergraduate to postgraduate study

Currently, we have a validation agreement with the University of Bolton. Each contract defines clear responsibilities for all parties involved in course delivery. Amity University, London is a registered provider with the Office for Students and submitted an Access and Participation plan for 2020-21 to 2021-22 that was approved in 2020.

1.2 Access and participation at Amity

Amity is a small provider. We had less than 90 undergraduate students per year over the 2015 to 2020 period. Hence, while we have data on the access, success and progression of learners by different access and participation target groups at Amity over the 2016-17 to 2020-21 period, the numbers are small and need to be seen in this context. In addition in 2017-18 no undergraduate students were admitted. This is because we completed a franchise arrangement with a HEI in 2016-17 and then began an arrangement with another HEI in 2018-19. **Thus, as we were between agreements no undergraduates were enrolled in 2017-18**. As no students entered in 2017-18 there is no data for 2019-20 for performance in terms of Undergraduates completing with Upper 2:1 of higher/ Undergraduates progressing to highly skilled employment within six months of their graduation/ Undergraduates in employment within six months of their graduation. There is also no data on Undergraduates progressing to highly skilled employment within six months of their graduation/ Undergraduates in employment within six months of their graduation for 2020/21 as this data is not available to us yet. In 2020/21 the numbers of students graduating was small and the majority achieved less than an Upper 2:1. Therefore, in the context of GDPR regulations it was not possible to present a % gap between groups of undergraduates completing with Upper 2:1 of higher in Tables 1-3 below.

In academic year 2021-22 the number of students graduating will be larger and sufficient time will have elapsed since graduation to enable us to review the available data and identify gaps in terms of attainment and progression by socio-economic background, age and ethnicity with more certainty.

The data that is shown in Tables 1 to 3 below is taken from our own analysis of the characteristics of the students who enter Amity obtained from a survey of all students; administrative data we collect on continuation and attainment and survey data on our students employment progression.

Progression to further study

Given the relatively small number of students who are enrolled at Amity we have only a small number of students who progress to further study. Given this it is not possible to present data on their progression over the period 2016-17 to 2020-21 by a measure of socio-economic background; ethnicity, age or any background characteristic as this would contravene GDPR regulations. However, we will review our date on progression to further study in 2021-22 and annually from 2022-23 onwards. There will then be an annual report produced from 2022-23 onwards which will document the profile of students entering Amity and their progression tin terms of continuation/attainment/progression by socio-economic background/ethnicity/age/disability as well as by the protected characteristics outlined in 1.2.7 below. The data in this report will then be used to inform our approach to access and participation work for the following year. Given that we do not intend to increase student numbers beyond their present level over the period 2022-23 to 2026-27 the data produced from 2022-23 onwards will be expressed in qualitative terms as we do not wish to contravene GDPR guidance.

1.2.1 Higher education participation, household income, or socioeconomic status

We are fully aware that POLAR is the measure which the OfS encourage providers to use. However, as the numbers of students from POLAR 4 quintiles 1 who have entered Amity in recent years is very low and given the guidance regarding GDPR numerically too low to report on. The reason why participation from POLAR 4 quintile 1 areas is so low is that there are less than 20 POLAR 4 quintile 1 wards in London. They are located on the periphery of London with the largest cluster of such wards being in the Barking, Dagenham and Havering area. We are a very small provider and recruit over 80% of our students from London. We will be able to realistically aim to increase the numbers of learners from POLAR 4 quintile 1 areas entering Amity over the 2022-23 to 2026-27 period as we extend the footprint of our outreach work. We have therefore included increasing the number of students entering Amity by POLAR 4 quintile 1 as an objective in section 2.21 of the plan.

We have focused on the Index of Multiple Deprivation (IMD) as the marker of socio-economic disadvantage in our Access and Participation plan. It is difficult to put the data in the context of the performance of small providers or nationally as being based in London so we have decided to choose IMD as our indicator here. Data has been collected for all young students on entry into HE by IMD decile which shows that nearly 40% of young students entering HE from London in 2015-16 were resident in the lowest 32 deciles. In Table 1 below we have compared the participation rate of students from quintile 1/2 to quintile 3/4/5 and show this as a ratio. The gaps between students for continuation, attainment and progression in Table 1 are shown as the percentage difference between students from quintile 1/2 and quintile 3/4/5. For example, in 2016-17, 8% more undergraduates completed with Upper 2:1 of higher from IMD quintile 3/4/5 than from IMD quintile 1 / 2.

Table 1: Performance Gaps by socio-economic status – IMD

Measure/year	2016-17	2017-18	2018-19	2019-20	2020-21
ACCESS					

Access (ratio)	1 (IMD Quintile 1/2):4(IMD Quintile 3/4/5)	N/A	1:3	1:3	1:4
CONTINUATION					
Completion rates for undergraduate students	No gap	No gap	No gap	N/A	No gap
Retention rate for first-year students	No gap	N/A	No gap	No Gap	No Gap
ATTAINMENT					
Undergraduates completing with Upper 2:1 of higher	8%	12%	8%	N/A	N/A
PROGRESSION					
Undergraduates progressing to highly skilled employment within six months of their graduation	10%	5%	5%	N/A	N/A
Undergraduates in employment within six months of their graduation	6%	8%	3%	N/A	N/A
Undergraduates in further studies within six months of their graduation	N/A	N/A	N/A	N/A	N/A

Table 1 shows performance gaps across the student lifecycle as described below:

Access

As Table 1 shows the ratio of entry between those from IMD quintile 1/2 to quintile 3/4/5 fluctuates between 1:3 to 1:4.

Continuation

The data that we have available to us here and can report on shows that performance here is relatively strong and better than the sector average.

Attainment

Data on undergraduates completing with Upper 2:1 of higher in 2016-17 to 2018-19 shows on average a gap of 9.3% between students from IMD quintiles 1-2 and 3/4-5. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after discussions with the Office for

Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

Progression

Data on undergraduates progressing to highly skilled employment within six months of their graduation in 2016-17 to 2018-19 shows on average 6.66% more students from IMD quintiles 1/2 progress to highly skilled employment than from IMD quintiles 3 / 4/5. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after discussions with the Office for Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

With regard to undergraduates in employment within six months of their graduation looking at data across 2016-17 to 2018-19 the average gap between IMD quintiles 1-3 and 4-5 is 5.66%. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after discussions with the Office for Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

1.2.2 Black, Asian and minority ethnic (BAME) student

In Table 2, access performance is shown as a ratio between BAME and white students. For attainment and progression performance is shown as a percentage gap between BAME and white students. For example in 2016-17 12% more white students than BAME undergraduates completed with an Upper 2:1 of higher. Due to the small number of students we are not able to disaggregate BAME students by individual ethnic groups.

Table 2: Performance gaps for BAME students

Measure/year	2016-17	2017-18	2018-19	2019-20	2020-21
ACCESS					
Access (ratio)	2 (BAME):3(WHITE)	N/A	2:3	1: 9	1:9
CONTINUATION					
Completion rates for undergraduate students	No gap	N/A	No gap	No gap	No gap
Retention rate for first-year students	No gap	No gap	No gap	No Gap	No Gap
ATTAINMENT					
Undergraduates completing with Upper 2:1 of higher	12%	18%	12%	N/A	N/A
PROGRESSION					

Undergraduates progressing to highly skilled employment within six months of their graduation	10%	5%	6%	N/A	N/A
Undergraduates in employment within six months of their graduation	8%	10%	5%	N/A	N/A
Undergraduates in further studies within six months of their graduation	N/A	N/A	N/A	N/A	N/A

Table 2 shows performance gaps across the student lifecycle as described below:

Access

The data in Table 2 above illustrates that Amity actually recruits a relatively small number of BAME students for an alternative London HE provider. In 2019-20 the ratio of 1:9 in favour of white students is below the sector average where over 30% of students in 2019-20 were from BAME backgrounds and what data shows is the case for alternative providers and providers based in London. Evidence from HESA shows that over 40% of students at alternative providers are from non-white backgrounds.[1] In London the evidence shows that over 60% of young learners are from non-white backgrounds.[2] We have set ambitious targets in this plan based on this data to try and redress this balance

Continuation

The data that we have available to us here and can report on shows that performance here is relatively strong with no gaps between white and BAME students from 2016-17 to 2020-21.

Attainment

Data on undergraduates completing with Upper 2:1 of higher in 2016-17 to 2018-19 shows on average annual gap where 14% more white than BAME students achieved at the Upper 2:1 or higher level. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after discussions with the Office for Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

Progression

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[1] https://www.hesa.ac.uk/news/14-02-2019/sb254-higher-education-student-statistics-APs/numbers

[2] Atherton, G, & Mazhari, T, (2018) Preparing for hyper-diversity: London's student population in 2030 – London: AccessHE - https://www.accesshe.ac.uk/yYdIx0u7/Preparing-for-hyper-diversity-Londons-student-population-in-2030.pdf

Data on undergraduates progressing to highly skilled employment within six months of their graduation in 2016-17 to 2018-19 shows on average a gap of 7%. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after discussions with the Office for Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

With regard to undergraduates in employment within six months of their graduation looking at data across 2016-17 to 2018-19 the average gap between BAME and non BAME students is 7.66%. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after discussions with the Office for Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

1.2.3 Mature students

In Table 3 below the gap between mature and non-mature students is shown as a ratio. For attainment and progression performance is shown as a percentage gap.

Table 3: Performance gaps for mature students

Measure/year	2016-17	2017-18	2018-19	2019-20	2020-21
ACCESS					
Access (ratio)	1 (mature):4(non-mature)	N/A	4:1	5:1	10:1
CONTINUATION					
Completion rates for undergraduate students	No gap	No gap	No gap	N/A	No gap
Retention rate for first-year students	6%	N/A	30%	No gap	No gap
ATTAINMENT					
Undergraduates completing with Upper 2:1 of higher	7%	8%	6%	N/A	N/A
PROGRESSION					
Undergraduates progressing to highly skilled employment within six months of their graduation	8%	10%	4%	N/A	N/A

Undergraduates in employment within six months of their graduation	6%	8%	3%	N/A	N/A
Undergraduates in further studies within six months of their graduation	N/A	N/A	N/A	N/A	N/A

Table 3 shows performance gaps across the student lifecycle as described below:

Access

As Table 3 shows the balance between mature and non-mature students has shifted significantly over the 2016-17 to 2020-21 period from a preponderance of non-mature students to a situation where by 2020-21 the number of mature students is very much in the majority.

Continuation

In terms of continuation the up to 2019-20 the picture was variable with a significant variation from trend in terms of retention rates of first year students in 2018-19. This can be accounted for by the fact that actual student numbers are small, hence a small shift in the number of students who remain at the institution can shift the percentage changes significantly. From 2019-20 there has been no gap in such retention rates between mature: non-mature students. The performance in terms of completion rates is strong with no gap over the years where data is available. We will review this data annually to see if gaps emerge over time.

Attainment

Data on undergraduates completing with Upper 2:1 of higher in 2016-17 to 2018-19 shows on average a gap of 7%. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after discussions with the Office for Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

Progression

Data on undergraduates progressing to highly skilled employment within six months of their graduation in 2016-17 to 2018-19 shows on average a gap of 7.3%. Thus, one of our strategic aims is to improve performance here as outlined in section 2.24. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after discussions with the Office for Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

With regard to undergraduates in employment within six months of their graduation looking at data across 2016-17 to 2018-19 the average gap between mature and non-mature students is 5.66%. However, as explained in 1.2 above there is limited data available here from 2019-20 onwards. Hence, after

discussions with the Office for Students (OfS) we have not included any targets related to performance here as we do not have consistently available data with large enough numbers.

1.2.4 Disabled Students

The numbers of disabled students at Amity are very low and hence we cannot construct a meaningful analysis of data here. Data from HESA suggests that the percentage of students who are disabled entering alternative providers is just over 10%. However, given the small numbers of students who have entered Amity in recent years this implies that we cannot report in detail on the performance of disabled students. We will though review the data available on access, continuation, attainment and progression of disabled students in 2021-22.

We have collected qualitative data on the experience of disabled students and this data is positive in terms of the views of disabled students with regard to their experience at Amity. We have also examined in this work their post Amity progression. Of the small number of disabled students who have entered Amity in 2016-17, all of them completed their studies at Upper 2:1 or higher and progressed to highly skilled employment within six months of their graduation.

One of our objectives in section 2.2 below is to increase the number of students accessing Amity who are disabled. However, given the small numbers and the lack of baseline data we are unable to construct an annual target here, therefore will undertake commitments to widening access based on the 5 year period for this plan.

1.2.5 Care leavers

Amity is not alone in having challenges in term of the recruiting of care leavers. Less than 10 care leavers have entered Amity over the 16-17 to 20-21 period. Given the low numbers of care leaver entering HE overall this is unsurprising. These low numbers also mean that it is difficult to set the performance of Amity in the context of the performance of alternative providers. We will though review the data available on access, continuation, attainment and progression of care leavers in 2021-22.
Looking at recent research into the numbers entering HE from care leaver backgrounds however, suggests that there is potential for Amity if it was to improve its performance for it to access more learners from care leaver backgrounds[3].

Of the small number of care leavers who have entered Amity in 2016-17, all of them completed their studies at Upper 2:1 or higher and progressed to highly skilled employment within six months of their graduation.

As outlined in section 2.2 below we wish to increase the number of students accessing Amity who are from care leaver backgrounds. However, given the small numbers and the lack of baseline data we are unable to construct an annual target here, therefore will undertake commitments to widen access based on the 5 year period for this plan.

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[3] MOVING ON UP: Pathways of care leavers and care-experienced students into and through higher education - https://blogs.lse.ac.uk/politicsandpolicy/care-leavers-in-higher-education/

1.2.6 Intersections of disadvantage

The small numbers of students who have entered Amity from 2016-17 to 2020-21 mean that it is not possible to include information on the intersection of disadvantage in terms of baseline data, nor set targets in section 2 as this would contravene GDPR guidance.

We will over the course of 2022-23 to 2026-27 via our evaluation and monitoring though focus on identifying intersectionality and building into our strategic/operational framework mechanisms work which recognizes and supports specific groups of students on the basis of the intersection of characteristics which shape their entry, progression and success in HE. This will include working with disabled students to identify the nature of their disability and how it may impact on their academic performance.

We will review our date on intersectionality in 2021-22 and annually. There will then be an annual report produced from 2022-23 onwards which will document the profile of students entering Amity and their intersectionality of disadvantage in terms of continuation/attainment/progression by socio-economic background/ethnicity/age/disability as well as by the protected characteristics outlined in 1.2.7 below. The data in this report will then be used to inform our approach to access and participation work for the following year. Given that we do not intend to increase student numbers beyond their present level over the period 2022-23 to 2026-27 the data produced from 2022-23 onwards will be expressed in qualitative terms as we do not wish to contravene GDPR guidance.

1.2.7 Other groups who experience barriers in higher education

Of the range of other groups included in the definition of under-represented groups we did not admit any students from these groups over the 2016-17 to 2020-21 period:

- Carers
- People estranged from their families
- People from Gypsy, Rome and Traveller communities
- Children of military families

In terms of the groups listed above, we will of course welcome these students to Amity. We will outline below how through our strategic measures we intend to ensure that we have the capacity to support those from all under-represented groups to succeed at Amity. We will also via our evaluation and monitoring work identify such students where they enter Amity. However, given our size it will not be feasible to set numerical targets regarding the access of these particular groups to Amity.

2. Strategic Aims and objectives

2.1 Target groups

On the basis of the assessment of performance undertaken in Section 1, the target groups of learners for access and participation work at Amity are outlined below.

For access Tables 1-2 & sections 1.2.4 and 1.2.5 show that there are gaps in performance for the 5 years where we have data by higher education participation by household income, or socioeconomic status, for Black, Asian and minority ethnic students; for disabled students and for Care Leavers. Hence, we have designated target groups in Table 4 consistent with this data. We have not designated mature students

entering HE as a target group because as Table 3 shows in the last 3 years we have had a student body where the majority of students are mature.

We do not have targets related to completion rates for undergraduate students because as Tables 1-2 show our performance is strong here. Nor do we have targets related to the retention rates for first year students related to measures of higher education participation, household income, or socioeconomic status or for black, Asian and minority ethnic students.

In terms of students completing with Upper 2:1 of higher; full-time first-degree graduates progressing to highly skilled employment and undergraduates in employment within six months of their graduation Tables 1-3 show that there are gaps in performance by measures household income, or socioeconomic status; for black, Asian and minority ethnic students and for mature students for some or all of the 5 years where we have data. However, we have not set targets in relation to attainment and progression because as is clear from the Tables 1-3 and explained in sections 1.2.1. to 1.2.3 we do not have sufficient data to do so. We will through as outlined in Section 1.2 be reviewing our data in 2021-22 and if the data shows this is appropriate designate target groups in relation to attainment and progression.

For disabled students and care leavers as explained in sections 1.2.4 and 1.2.5 above we have only a very small number of students in both these categories but what data we have shows strong performance across continuation, attainment and progression. Hence we have not established targets related to continuation, attainment or progression in Table 4 for these 2 groups of students.

Table 4: Amity University London Access and Participation Target Groups 2022-23 to 2026-27

	Higher education participation, household income, or socioeconomic status	Black, Asian and minority ethnic students	Mature students	Disabled students	Care Leavers
Access	**X**	**X**		**X**	**X**

2.2 Strategic aims and objectives

The University aims to raise aspirations and widen participation to HE programmes across London and have a clear, measurable and positive impact on the economic, cultural and educational lives of the communities we serve. We work closely with local businesses, schools and other organisations to ensure that our academic offer meets the needs of the local economy and skills gap, and that our degrees equip our graduates with the knowledge, skills and experience for successful graduate employment. We aim to provide an inclusive and supportive environment for all students, embracing and valuing diversity and providing equality of opportunity for all. Amity's new enhanced Education Strategy is designed to integrate our Access and Participation Strategy and recognise that our students join the University from a range of backgrounds, requiring support and development to enable them to achieve their full potential throughout the full student life cycle.

We remain committed to improving the representation, progression and success of underrepresented groups of both staff and students. We regularly review and develop the curriculum and methods of teaching and assessment to ensure staff and students can fully participate in the opportunities available

to them at Amity. We regularly review our programmes for their cultural relevance to our student base and strive toward a culturally diverse and inclusive curriculum.

Amity has reviewed all current work, all the priorities and targets approved in its 2019-20 plan and based on this analysis, the University has shifted to strategic outcome-based targets designed to close the key gaps that currently exist for some underrepresented groups at different stages of the student lifecycle

On the basis of our analysis of our performance placed in the context of Amity as a provider we have established the following strategic aims for our work. These strategic aims are ones that are embedded into the long-term planning for Amity. We have endeavoured as far as possible to align our strategic aims and objectives on the national key performance measures (KPMs) and associated targets set by the OfS and outlined on page 19 of Regulatory Notice 1. There are limitations to which we can do this to an extent. The KPM (a) does not apply to Amity as we are not a high tariff institution. We do address (b) to (d), however as indicated in Section 1 our small size means that there are limitations to the extent that we are able to address outcomes for disabled students.

Our strategic aims reflect the particular challenges that Amity faces in the area of access and participation and is aligned with our target groups as stated in Table 4. In terms of access we do not have the diversity in the student body by socio-economic background, ethnicity and age of students that we should have given the nature of our institution. We are based in London, which has the most diverse student population of any part of the country where over 70% of students entering HE by the early 2020s are from BAME backgrounds. This is an area where we need to improve.

The data we have in terms of attainment and progression by socio-economic, ethnic, or age background is not at this point available consistently over an adequate enough period of time to enable us to formulate objectives that are specific and time bound in the 2022-23 to 2026-27 period. The data we do have though is enough for us to feel that we do need to make addressing gaps between groups in terms of attainment and progression a strategic aim. Using data from the academic year 2021-22 we will review our data on progression and attainment by socio-economic background, ethnicity and age to identify equality gaps. This will allow us from the academic year 2022-23 to be able to produce measurable and time bound objectives. This commitment to reviewing date and producing specific, measurable performance objectives is outlined in strategic aim 2.25 below.

2.21 Access

Aim: To reduce gaps in access to Amity for students from lower socio-economic groups, BAME groups and increase participation for care leavers, disabled students and students from low participation POLAR 4 quintile 1 neighbourhoods.

Objectives

- To reduce the performance gaps in terms of access for students from IMD quintiles 1-2 and 3/4-5 to 1:2 by 2026-27 and to eliminate it by 2029-30.
- To reduce the performance gaps in terms of access for BAME: non BAME students to 1:6 by 2026-27 and to eliminate it by 2029-30.
- For 5% of all students entering Amity over the whole period from 2022-23 - 2026-27 to be disabled students.
- For 10% of all students entering Amity over the whole period from 2022-23 - 2026-27 to be from POLAR Q1.

- For 5% of all students entering Amity over the whole period from 2022-23 - 2026-27 to be care leaver students.

2.22 Continuation

Aim: To maintain no gaps in retention rate for first year students from lower socio-economic groups, BAME groups and mature student backgrounds.

2.23 Attainment

Aim: To reduce gaps in the academic attainment performance of students by lower socio-economic groups, BAME groups and mature student backgrounds.

2.24 Progression

Aim: To reduce gaps in undergraduates progressing to employment and to highly skilled employment within six months of their graduation for lower socio-economic groups, BAME groups and mature students.

2.25 Data collection and formulating of objectives

Aim: To ensure that our objectives are measurable and time bound where sufficient data allows.

Objective: To identify equality gaps for the continuation, success and progression stages of the student lifecycle for students from lower socio-economic, BAME and mature backgrounds after reviewing the data for 2021-22 and formulate measurable performance objectives after reviewing this data for 2022-23.

3. Strategic measures

This section will outline the strategic measures that Amity will implement to enable the aims, objectives and targets described in this plan to be achieved. It will also outline the activities related to each measure and why these measures and activities are being implemented.

The strategic measures described below are institutional targets that are embedded in the design and evaluation of the APP. The interventions highlighted below will ensure that our outcomes are met by 2027. The University's strategy is fully aligned to our on-going work in reducing attainment gaps and realising the potential of all our students. Amity takes a whole-university approach to tackling identified gaps. Our work in this area is overseen by the APP Strategic Working Group (APPSWG) which consist of academics, professional service staff and students. This group is chaired by the Director of Access and Participation who has institutional responsibility for supporting student outcomes and manages all student-facing professional services. The group also includes of external advisors (including employer representatives and sector experts) who serve as critical friends.

Our overarching strategies for widening participation; partnerships; learning, teaching and assessment; equality, diversity and inclusion; employer and business engagement; and employability, provide a comprehensive, well-aligned framework for supporting student access, success and progression, and delivering change to address identified gaps in performance. The collaborative engagement of our Governing Body, Academic Board, Amity Executive Team and Student Body, with our APP Plan provides strong leadership and oversight of progress. We have a wide range of staff involved in leading and

implementing change in this area, with active engagement by teams across both academic and professional services. The collective commitment and responsibility of the whole university community to work together to successfully implement targeted strategic measures to reduce and eliminate gaps is further supported through recruitment and selection approaches for staff, corporate induction, staff development activity and appraisals.

We have developed our theory of change framework to guide the development of a sound and evidence-based programme of activities to achieve our APP targets and written commitments. Through this process, we are focused on: − identifying our aims and objectives in terms of securing equality of opportunity for target student groups − determining the changes we want to make (including both intermediate and final outcomes) − collating evidence on factors influencing equality of opportunity, including any associated barriers that we need to address planning and implementing the activities required to achieve our intended outcomes (taking into consideration assumptions we have made as we have set out our theory of change, and determining plans for managing associated risks that may impact on the success of our activities) − evaluating the impact of initiatives in terms of ensuring continuous enhancement and delivering positive change in line with our written commitments, targets and milestones.

Our theory of change provides a valuable mechanism for planning, communicating, monitoring and evaluating our activities in relation to each of our targets and written commitments. Our strategic measures will be further developed throughout 2022/27, supported by comprehensive and systematic reviews and collaborative projects that engage students from the identified target groups as partners, to ensure an evidence-based approach. All activity will be planned to use our theory of change framework, with outcome chains for all targets and written commitments.

3.1. Whole provider strategic approach

The strategic measures that will be implemented are grounded in a whole provider strategic commitment to access and participation at Amity. The whole provider commitment is based on the following strategic measures:

- Alignment with other strategies – specifically the institutional strategic plan; equality, diversity and inclusion (EDI) strategy and the Learning Teaching and Assessment (LTA) strategy.
- The creation of a specific centre for access and participation which will act as the mechanism by which the alignment between the strategic measures in this plan and those that inform the student experience are achieved.
- A commitment to collaboration with external networks and activities specifically with the National Education Opportunities Network (NEON) that is based on our context as a small, specialist provider based in London.
- A theory of change that articulates the relationship between our aims, objectives, measurements and activities/inputs.

3.2. Alignment with other strategies

3.2.1 Alignment with strategic plan

In order to achieve the challenging objectives stated in section 2.2 above, it is essential that access and participation work is aligned with our strategic plan. This is especially important in a small provider such as Amity where the distance between the strategic plan and operational delivery is inevitably smaller.

Our Strategic Plan covers the period from 2020-2025. A commitment to equality of opportunity is at the heart of the plan. The plan is part of a long term vision for Amity University. The aims of the plan that relate clearly to equality of opportunity are reproduced below:

- For Amity to be an inclusive higher education provider that provides high quality undergraduate education for all of its students.
- To deliver a holistic student experience, contributing to both academic success and a sense of belonging and community.
- To provide individualised pastoral support for learners from all backgrounds.
- For Amity to be integrated into the regional and national higher education provider community,
- To develop well rounded individuals who can make a difference when they graduate. This means when the students will leave the University they will have a sense of purpose and responsibility and the *appetite for lifelong learning*

In the production of the next iteration of the strategic plan from 2026-2030 which will cover part of the period of this access and participation plan, we will undertake a detailed consultation exercise with students and the staff body and as part of this consultation examine the relationship between the strategic plan and the access and participation plan. This consultation exercise will involve a staff survey; focus groups with staff and also with students.

3.2.2 Alignment with Equality, diversity and inclusion (EDI) strategy

In order to achieve all the objectives outlined in 2.2 above, we see alignment with the EDI strategy as crucial. The EDI strategy sets out to create a culture of inclusivity which values the contributions of all staff and students where all members of the Amity community are treated on the basis of their merits and abilities. In order for this to happen though the presence and potential within any HE environment of inequalities and discrimination must be recognized. Hence, there are three particular sets of measures in our approach to equality, diversity and inclusion which are 'co-owned' by the EDI strategy and the Access and Participation (AP) Plan and these are outlined below.

- Annual equality and diversity audit
- Equality and diversity training standard
- Inclusive curriculum working group objectives

We see the measures above, by their nature, impacting on all our objectives as listed in 2.2 above. In particular, given that as indicated in our assessment of performance we have a strongly white student body and objectives to increase significantly ethnic diversity it is crucial that our EDI work is aligned with this objective in this APP.

3.2.3 Alignment with Learning Teaching and Assessment (LTA) strategy

Our approach to LTA follows from our commitment to equality, diversity and inclusion. In this field we seek to maximize the benefit of being a small provider by engaging all our staff in an approach to LTA that has embedded within it a commitment to inclusivity. The key measures in the LTA strategy which are co-owned with our whole lifecycle approach to access/progression/success are:

- *Individualized induction and transition*: this form of support is important for all students from under-represented groups but given our small numbers learners from under-represented groups will benefit greatly from this form of support as they will not, as in a larger provider, have a community of learners like them to draw on in the same way. We see therefore, this approach and our assessment of performance as we have small numbers of learners from under-represented groups.

- *Assessing student need*; at the start of semester 1 all students will undergo a baseline assessment of their academic and study skills. We will use this data alongside what research indicates are risk factors where transition/student success is concerned – e.g. commuter student status, socio-economic background, age, extent of part time working, to build a picture of each student's individual 'potential profile'. This data will be used by the ABE Centre to support the progress of students from key target groups across the student lifecycle. This assessment links directly to the individualized approach described above and will also contribute to our commitment as described above to produce an annual internal report on inter-sectionality as it will generate data for such a report.

- *Personalisation of student support*: each student will have a personal tutor assigned on the basis of the data collected from the student assessment. An individual development plan which is informed by the data collected as described above will be produced. The individual development plan will have achievable targets and milestones as well as being agreed and signed by the student. It will be revisited at the start of years 2 and 3 of their course. The development plan needs to be informed by background data on student characteristics – hence as a piece of work it needs to be informed by this APP. It will support explicitly our commitments to close any gaps in attainment between our target groups. As section 1.2 illustrated while we do not have enough recent data to form a target that this work can support – historical data does suggest that this form of work is required as significant gaps may exist.

- *Pastoral support programme:* we will be increasing our investment in pastoral support over the 2022 – 2027 period, consistent with its prominence in the strategic plan for Amity described above. This investment will include regular and comprehensive mandatory training for all staff with relation to the mental health needs of themselves, their colleagues and students. It will be coupled by a bi-annual audit of our mental health support practices. As with the academic support programme objectives the content of the development of the pastoral support offer will be informed by the targets in this access and participation plan, with the ABE and Student Support Team working together on delivery of these objectives. Comprehensive pastoral support is key to supporting students from under-represented groups to achieve their potential.[4]

3.3 Strategic Measures

3.3.1 Working with students from under-represented groups via the creation of a specific centre for access and participation

At the centrepiece of our whole provider approach is the 'Access to Business Education' (ABE) Centre. This approach draws on the evidence regarding how to deliver whole institutional approaches to access

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[4] Gorard, et al (2006) Review of widening participation research: addressing the barriers to participation in higher education, Bristol:HEFCE - https://dera.ioe.ac.uk/6204/1/barriers.pdf

and participation including the work commissioned by the Office for Fair Access (OFFA) in 2017.[5] The ABE is led by the Director of Access and Participation. All activities related to widening access and participation run through the Centre. It has a steering group co-chaired by the Principal and the Director of the National Education Opportunities Network (NEON) (see 3.3.2 below for a full description of how Amity will work with NEON). The ABE's remit is to drive forward the integration, ownership and delivery of the aims/objectives of this plan across the whole institution. We have created the ABE because the evidence in section 1.2 shows that we will need to address gaps between under-represented and non under-represented groups across the student lifecycle from access to progression. Given our small size it would not be efficient, effective or possible to address these issues separately via different teams/departments. Hence, we have created a specific vehicle through which we can both address the needs of students from under-represented groups coherently and also collect the data, we need to inform our access and participation work going forward.

Within the ABE centre there is a steering group, which includes the Subject Academic leads, Head of the Amity Student Body, Head of Student Services. Head of Learning and Teaching and Head of Admissions. The importance of ABE is that is provides a clear vehicle whereby the co-owned measures below can be taken forward. ABE aims to become a regional excellence hub for subject specific widening access and participation work in the business field. The ABE Centre has made a productive start to its work being formally launched in Autumn 2020. The pandemic has understandably impacted to an extent in the ability of the Centre to grow its links and connect with external partners as it would have ideally liked. However, within Amity the engagement with ABE from academic staff has been very promising. All academic staff have participated in CPD training led by ABE regarding access and participation which focused on the nature of the field together with the contribution academic staff could make to achieving goals related to it. The relationship between ABE and the Amity Governing Body has also been well established.

The specific activities that the ABE will take forward across the student lifecycle relate directly to our assessment of our access and participation performance and our access and participation objectives outlined in section 2 above. These activities are described briefly below. They constitute the planned annual programme of work in access and participation over the 2022-23-2026-27. However, as described below there are mechanisms in place to allow this programme to evolve and adapt on the basis of evidence of its impact as this evidence is collected.

It is accepted that there is a need for more evidence regarding the impact of specific widening participation activities on access to higher education for those from under-represented groups.[6] However, we have constructed the activities associated with our strategic measures on the basis of the best available evidence nationally.

Access

As section 2 shows we wish to target our work at students from IMD backgrounds, BAME students, disabled students, care leavers and those from POLAR quintile 1 backgrounds. In order to reach such students the work described below will be undertaken.

Our outreach programme will be underpinned by our Amity Student Ambassador programme. We will aim to engage 8 students per year from 2022-23 to 2026-27 as ambassadors who will support the delivery

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[5] For more information please to: https://www.offa.org.uk/egp/whole-institution-approach/
[6] Robinson, D & Salvestrini, V (2020) The impact of interventions for widening access to higher education, London: EPI & TASO

of the outreach work described below. There is evidence to suggest that student ambassadors have an impact on progression to higher education for those from under-represented groups.[7]

Via ABE we will devise and deliver a 6 intervention online/face to face programme for each of years 7 – 11 focused on business as a subject in the up to 10 partner schools/colleges with whom we have established relationships. These schools and colleges will be drawn from areas of London with relatively high numbers of students from BAME backgrounds and IMD quintile 1/ 2. This is coherent programme involving at each age group multiple interventions. The available evidence we have looked at closely from both national and institutional research suggests that this the most effective way of approaching the delivery of outreach work.[8]

Amity ABE Centre pre 16 outreach programme is described below. It will be a hybrid programme with activities delivered both face to face and online. Consultations with our partner schools show they strongly favour this approach.

- **Year 7/8: What is Higher Education and what is business**: these sessions will focus on understanding differences between HE providers, how you get to HE, what subjects are offered and how HE differs from school.

- **Year 9: The Amity Challenge**: over the course learners will develop their own business idea and learn how going to HE can help you turn that idea into reality.

- **Year 10: Future Focusing**: learners will be able to develop core learning skills through working with Amity ambassadors.

- **Year 11 : Skills for Success**: these sessions will focus on building core academic skills in a personalized way to help with GCSE success.

In our access work at post 16 we will be working with learners closer to HE admission and the expertise of our academic body will be even more important to the learners. We will still partner with 20 schools/college although their composition may differ to pre16 activities above and we will include some FE colleges in this group. Again however, we will focus on schools/colleges with relatively high proportions of learners from BAME backgrounds and IMD quintile 1/ 2.

Our work here will have two elements

- **Advice on studying business in HE:** this will constitute a set of 3 sessions looking at the skills necessary to succeed in studying in business at HE, and how to maximize employability chances post HE by what you do in HE.

- **The Amity ABE Centre Masterclass Programme**: Each masterclass will look at a different topic delivered in a HE teaching style and will be 90 minutes in length. With regard to masterclasses

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[7] Burgess, et al (2018) Role models, mentoring and university applications – evidence from a crossover randomised controlled trial in the United Kingdom - Widening Participation and Lifelong Learning Volume 20, Number 4, October 2018

[8] Bainham, K. (2019) 'The impacts and benefits of employing aprogressive and sustained approach to outreach programmes foruniversities: a case study – the progress to success framework'in Broadhead, S., Butcher, J., Hill, M., Mckendry, S., Raven, N.,Renton, R., Sanderson, B., Ward, T. and Williams, S. W. (eds.). 'Transformative Higher Education – Access, Inclusion & Lifelong Learning'. London: FACE: Forum for Access and ContinuingEducation, pp. 193-213.

these are a long standing form of widening access intervention and are delivered both physically and online by many universities. The Uni4me platform for example delivered by NEON has over 300 masterclass type activities from over 300 universities. Available evidence, collected recently via an assessment of the Office for Students funded Uni-Connect programme also points to the value of a masterclass programme.[9]

Driving forward attainment

The activities above demonstrates our deep commitment to working to raise attainment, focusing as is appropriate for the university, in business related courses in particular at year 12 to 13. We have cemented our relationship with uni-connect in London. Given we are a provider with less than 2000 students we see this relationship as crucial as the focus of uni-connect is now on enabling the Office for Students agenda on attainment raising to go forward, this relationship will really strengthen our work going forward. We will be working with uni-connect in London to ensure that our activities are targeted at learners in the capital from low participation neighbourhoods and deprived areas. Uni-connect will help us identify appropriate schools and colleges brokering key dialogue to move our attainment raising work forward.

Disabled students

As one of our objectives is to attract disabled students, it is crucial that we raise awareness of Amity to students who are disabled and their parents. We will organise a pan London information event for disabled students and parents in each year of the 2022-23 – 2026-27 period. In constructing our work here we will draw upon the resources collated by NEON via its Access and Outreach for Disabled learnes working group.[10]

Looked after children & Care Leavers

As one of our objectives is to attract care leaver students, it is crucial that we raise awareness of Amity to students who are care leavers, local authorities and other agencies supporting these young people. Outreach work with looked after children and care experienced students is critical to supporting HE progression for this group. This is a key argument in the 2019 Policy Paper from the Department of Education.[11]We will organise a pan London information event for disabled students and parents in each year of the 2022-23 – 2026-27 period.

Learners from POLAR Quintile 1

We have an objective stated in this APP related to access to Amity for students from POLAR Q1. In order to align our outreach work with this objective we will ensure that as well as building in data regarding the POLAR composition of schools and colleges we work with that our online outreach work is part of the NEON Uni4me platform which is targeted at learners from POLAR Q1 and Q2 backgrounds from across England.

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[9] Sandhu et al (2020) An independent review of evaluation evidence submitted by Uni Connect partnerships: A report for the Office for Students on the findings from the second call for local evaluation evidence
[10] For more details go to: https://www.educationopportunities.co.uk/programmes/working-groups/access-outreach-disabled-learners-2/
[11] Department of Education (2019) Policy paper: Principles to guide higher education providers on improving care leavers access and participation in HE – London: Department of Education

Curriculum, pedagogy and student support

In terms of activities to support our objectives with regard to continuation and attainment we have prioritised a strong alignment with our LTA as described above. Hence, the work of ABE here is described in section 3.23 above.

Employability

Our historical data shows that there are gaps in performance in terms of employment and skilled employment 6 months after graduation for students from our access and participation target groups. Given this, we will undertake a number of activities focussed on our students from IMD quintile 1 2, BAME students, disabled students and those from other groups facing barriers entering in HE which are described below. Given the relatively small number of students from such groups within Amity we do not deliver support work to a specific group cohort as the cohorts would be too small e.g. a specific activity designed for BAME students may have numbers less than 15 at this point and would be hard to deliver effectively. Combined with this are the challenges of targeting specific cohorts in HE whilst avoiding stigmatisation. Rather via our comprehensive work below our small size allows a tailored, bespoke approach that allows us to concentrate on the individual characteristics of learners. In doing this we can incorporate the issues associated with their background in what we do to support them.

We have planned this programme looking at the available evidence regarding what could be effective in improving employability outcomes for students from access and participation groups consulting a range of sources here including work done by the Bridge Group, AGCAS and research commissioned by the Department of Education.[12]

Our work is aligned with our student Employability Strategy which supports the progression of all Amity students, The mission outlined in this strategy is to give our students opportunities to gain experience that will better prepare them for employment and further study. Evidence shows conclusively that higher education students nationally feel unprepared for the labour market and the programme below is designed to address this issue.[13] As with our work on access and student success described above the activities outlined below form part of a coherent programme. Its delivery will be informed by the best available evidence on how employability skills can be delivered to benefit students from equity priority groups for example the 2021 work by the Sutton Trust.[14]

Our Strategy takes a targeted approach to working with employers, identifying those whose business values and needs match the profile of our student demographic. We run an Industrial/Employer Advisory Panel looking at specific barriers for our students in accessing high quality opportunities, seeking solutions in partnership.

- **Employability and induction session**: a special session on employability and careers within the induction programme offered to students from widening access and participation backgrounds.

[12] Department of Education (2017) Planning for success: Graduates' career planning and its effect on graduate outcomes – London: Department of Education
AGCAS (2020) Evaluating the effectiveness of employer engagement – summary report - https://issuu.com/agcas_00/docs/evaluating_the_effectiveness_of_employer_engagemen/1?ff
[13] Prospects (2021) Nearly half of university students unprepared for employment - https://www.prospects.ac.uk/prospects-press-office/nearly-half-of-university-students-unprepared-for-employment
[14] Montecute, R et al (2020) The University of Life: Employability and essential life skills at university, London: Sutton Trust

Focusing employability work in this way is a key recommendation of the 2021 Sutton Trust study.[15]

- **Employability skills sessions with industrial partners in years 2 and 3**: there will be 3 sessions in each of years 2 and 3 on employability developed in collaboration with our industrial partners (including Deloitte). These sessions are a result of the feedback from our students in our ongoing consultation with them.

- **Amity Graduate Loyalty Scheme**: The scheme supports students to progress into further study once they have completed their undergraduate degree course. The scheme offers undergraduate students progressing onto a course at Amity a 15% tuition fee discount which rises to 25% for those students who achieve a good degree (2:1 or higher). There will be 5 places reserved in the programme each year (50% of places) for students from our access and participation target groups.

- **Entrepreneurship Club and Business Support**: The Entrepreneurship Club run start up programmes, workshops, talks and competitions. We will invite our students from our access and participation groups individually to participate in these activities. These sessions are a result of the feedback from our students in our ongoing consultation with them.

- **Amity Internship programme**: Our status as a leading specialist business HE provider means we have exceptional links with local and national employers. This allows us to secure a significant number of quality internships available to students and the Career and Employability team will support students in submitting successful applications for these opportunities. There is a significant amount of evidence supporting the use of internships.[16] There will be 5 places reserved in the programme each year (50% of places) for students from our access and participation target groups. The funded internship programme will be tailored to enable BAME students, disabled students and those from IMD quintile 1 and 2, to expand their career horizons, strengthen their CVs and enhance their employment opportunities.

- **Gaining experience via Amity**: where appropriate we will employ students or graduate interns to undertake outreach activities and student support work, which will mean that additional financial support will be available to students, but in the form of payment for work undertaken rather than simply as a scholarship of the waiver.

- **One to one interviewing**: in keeping with our individualised approach all learners at the end of year 1, 2 and 3 receive a careers support interview. We will invite our students from access and participation groups individually to participate in these activities. Again our evidence of this strategic measure is based on the demand from our student as expressed in our consultation work with them.

Coherence in supporting successful graduate outcomes

As outlined above, given our size, we deliver a comprehensive programme of support for our students from under-represented groups where graduate outcomes is concerned. We will be focusing intently over

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[15] Ismail, Z (2018) Benefits of Internships for Interns and Host Organisations, K4D Helpdesk Report, Birmingham: University of Birmingham
[16] Dent, P et al (2014) Toolkits for Practitioners, Bristol:HEFCE
Wiggans, J (2012) Collaboration and partnership working in a competitive environment, York:HEA

the period of this plan to ensure that the activities described link together and complement each other. It is vital that there is coherence in how we support students in this area. Hence, we will be closely monitoring the participation of our students in the activities above on an individualised basis to learn from them what activities they are seeking to pursue. We will undertake, as part of the annual monitoring & evaluation report that outlines progress against the targets, aims and objectives in the plan described in 3.17 below, a review of the offer above looking at its coherence and identifying ways in which its parts can link together and strengthen graduate outcomes for students from under-represented groups.

3.3.2 Collaboration

Given our small size it is extremely important that we connect with other providers in the sector to inform our access and participation work. Amity is a member of the National Education Opportunities Network (NEON) which is the national organisation for widening access to higher education in the UK with over 150 organisational members. Working with NEON will add value to achieving our access and participation aims and objectives in the following ways described below:

- **Access for disabled learners**: NEON will work with Amity to offer expertise and support in the design and delivery of the information event activities described above.
- **Access for looked after children**: NEON will work with Amity to offer expertise and support in the design and delivery of the information event activities described above.
- **Access, attainment and progression for BAME learners**: We will continue to be active members of the NEON Addressing Differential Outcomes for Ethnically Diverse Learners working group. This will allow us to develop our work with these learners informed by national best practice. This group brings together over 20 HE providers to exchange knowledge and practice with regard to access and participation work with BAME learners.[17]
- **Access for students from POLAR Q1 backgrounds:** As stated above Amity will have its online outreach work hosted on the Uni4me platform. The platform hosts more than 500 activities and reaches over 10,000 young people per year from POLAR Q1/other access and participation backgrounds.[18]

In addition, we will be members of the NEON Establishing evidence and measuring impact working group (this has been in place for 10 years and will provide crucial professional support for Amity staff tasked with evaluating the impact of our widening access work). In addition, Amity is a member of the special NEON working group that brings together small specialist providers.

3.3.3 Financial Support

Our financial support programme is in place to help close gaps in access to Amity for students from access and participation priority groups which our analysis of performance shows that we have, as well as support reducing gaps in attainment between groups which historical data analysed in section 1.2 shows may exist.

We will have a targeted bursary support scheme in place from 2022-23 to 2026-27 which will support the achievement of our objectives as outlined in section 2 of this plan. The rationale for using bursaries is

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[17] For more information please go to: https://www.educationopportunities.co.uk/programmes/working-groups/addressing-differential-outcomes-for-bme-learners/

[18] Please see https://uni4me.co.uk/

evidence based. Our annual survey of bursary recipients has consistently shown the value of bursaries in enabling student performance. Over 80% of the respondents said that receipt of the bursary had helped them to concentrate on their studies without worrying about finances. The bursary was overwhelmingly seen as helpful in allowing students to participate fully in extracurricular opportunities including social and sporting activities. Of the students who responded to these questions, just over 7% were from the lowest income groups (under £25k). A more recent study (Wyness, 2017) was able to confirm that each £1000 if bursary aid increases the chances of achieving a good degree by 3.7 percentages points, with an increasing impact up to £1906. Our own survey with our students in 2019-20 has shown that students with bursary worked harder to achieve a good degree.

We want as far as possible to link the financial support available to our objectives in the APP and specific target groups. Hence, there will be targeted support available for students from low income backgrounds, BAME backgrounds, disabled students, care leavers and other groups who experience barriers in higher education as listed in 1.2.7.

The bursary scheme is described below. **This information will also be available to all prospective and enrolled students via the mechanisms described in Section 4.**

Information on financial support available for students

Table 5 below describes the Amity bursaries available. The overarching criteria for receiving any bursary are outlined below:

- You must be a full-time Home student for fee purposes
- You must be studying for your first undergraduate degree
- You must be in receipt of a Tuition Fee Loan and Maintenance Loan support from the UK Government for the relevant academic year
- You must not be entitled to any other statutory support in the form of either a grant or fee waiver for your course.

Any student that meets the criteria for one of our bursaries is automatically eligible for financial support.

Table 5: Amity Bursary/scholarship Scheme

Bursary/Scholarship	Purpose	Eligibility	Financial award	Terms
Amity Bursary	To support the achievement of our objectives related to access for students from IMD quintile 1/2	Residual household income £0-£25000	£1000	Paid in two instalments through the first year only
Care Leavers Bursary	To support the achievement of our objectives related to access or care leavers.	Experience of being in the care of local UK authority or national Foyer Federation	£1500	Paid in two instalments through the year, in the first year only

Amity Access Plus Bursary	To support the achievement of our objectives related to access for students from other groups who experience barriers in higher education.	Students who are: Carers People estranged from their families People from Gypsy, Rome and Traveller communities Children of military families	£1500	Paid in two instalments through the year, in the first year only
Progression Bursary	To support the achievement of our objectives related to continuation and attainment by students by lower socio-economic groups, BAME groups and mature student backgrounds and other groups who experience barriers in higher education	Undergraduate students with a household income under £25,000, disabled students, care leavers and those from BAME backgrounds.	£1000	Paid in up to two instalments in either year 2 or year 3

Hardship funds exists to provide financial support to students who experience vents outside of their control that directly contribute to financial hardship. Amity defines the hardship fund as lacking funding to the extent that a student cannot afford the basics of life, such accommodation, food, childcare and has none of their own savings.

There is also a scholarship available to students from all backgrounds which those from access and participation groups would be eligible to apply for.

3.4 Amity Theory of Change

Our theory of change provides a robust structural and philosophical underpinning for the approach to access and participation at Amity and is outlined below:

Diagram 1: Amity Access and Participation Theory of Change

Aims	Objectives	Measurements	Inputs/activities
To reduce gaps in access to Amity for students from diverse backgrounds, and in particular those from lower socio-economic groups, BAME groups.	• To reduce the performance gaps in terms of access for students from IMD quintiles 1-2 and 3/4-5 to 1:2 by 2026-27 and to eliminate it by 2029-30. • To reduce the performance gaps in terms of access for BAME: non	Data on student entry collected for HESA returns then analysed by Amity	Outreach activities led by the Access to Business Centre in collaboration with AccessHE as detailed in 3.3.1 above including the pre 16

	BAME students to 1:6 by 2026-27 and to eliminate it by 2029-30. .		outreach programmes and the access work at post 16. Financial support offer as described in 3.3.3. above.
To increase the access to Amity for care leavers and disabled students. To increase the access to Amity for students from low participation IMD quintile 1 and 2 neighbourhoods	• For 5% of all students entering Amity over the whole period from 2022-23 - 2026-27 to be disabled students. • For 10% of all students entering Amity over the whole period from 2022-23 - 2026-27 to be from IMD quintile 1 and 2 • For 5% of all students entering Amity over the whole period from 2022-23 - 2026-27 to be care leaver students.	Data on student entry collected for HESA returns then analysed by Amity	Outreach activities led by the Access to Business Centre in collaboration with AccessHE as detailed in 3.3.1 above including the pre 16 outreach programmes and the access work at post 16. Financial support offer as described in 3.3.3. above.
To reduce any gaps in attainment for students from by lower socio-economic groups, BAME groups and mature student backgrounds.	After reviewing the data for 2021-22 we will be formulating measurable performance objectives for 2022-23 here.	Data on student progression collected via the ABE Centre	Our work associated with curriculum, pedagogy and pastoral support as described in section 3.3 above including our: Individualized induction and transition; Assessment of student need; Personalisation of student support Pastoral support programme
To reduce gaps in the academic attainment performance of students by lower socio-economic groups, BAME groups and mature student background.	After reviewing the data for 2021-22 we will be formulating measurable performance objectives for 2022-23 here.	Data on student performance collected annually Data on student progression collected via the ABE Centre	Our work associated with curriculum, pedagogy and pastoral support as described in section 3.3 above including our: Individualized induction and transition; Assessment of student need; Personalisation of student support Pastoral support programme.

To reduce gaps in undergraduates progressing to highly skilled employment within six months of their graduation for lower socio-economic groups, BAME groups and mature student.	After reviewing the data for 2021-22 we will be formulating measurable performance objectives for 2022-23 here.	Data on student destinations collected for HESA returns then analysed by Amity. Survey with Amity graduates.	Strategic and operational measures grounded in the whole institutional approach outlined in section 3.3
To reduce gaps in undergraduates in employment within six months of their graduation for lower socio-economic groups, BAME groups and mature student.	After reviewing the data for 2021-22 we will be formulating measurable performance objectives for 2022-23 here.	Data on student destinations collected for HESA returns then analysed by Amity. Survey with Amity graduates.	Strategic and operational measures grounded in the whole institutional approach outlined in section 3.3

3.5 Student consultation

Students are seen as drivers of change and student representation is a key element of Amity strategy to succeed. Students provide feedback on how the University supports them through a wide range of processes and activities from student representatives, surveys, and focus groups and directly to staff on their educational experience. This enables a culture of communication, challenge and support in delivering the principles of the University's broader Strategic Plan and specific access and participation initiatives and approaches. This is exemplified in our most recent NSS results (2021) where Amity results exceed, HE benchmark results for the theme Student Voice.

Reproduced below is the Amity University [in] London Student Body Response to the University Access and Participation Plan (APP) 2022-23 to 2026-27 "the Access and Participation Plan (APP) 2022-23 to 2026-27 reflects the Amity University [in] London commitment to widening participation and access as part of one of the institution's core goals of social responsibility. The plan clearly demonstrates the University's understanding of the difficult barriers to education faced by different groups, how these barriers intersect, and how they manifest at various stages of the student lifecycle. We are particularly pleased with the University's dedication to maintaining a strong partnership with the Amity Student Body, allowing student voices to shape the development of the plan and its delivery. The APP has been created through consultation between the University and Amity Student Body"

How student consultation has shaped our plan

We have undertaken thorough consultation with our student body in the development of this plan. This consultation centred around a series of three 90 minute focus groups with 10 of our students drawing upon their experience to shape different aspects of the Amity approach to access and participation. Different students attended the sessions meaning that overall 32 students were engaged in this exercise which is a significant proportion of the student body. These students were drawn across years 1 to 3 of undergraduate study. They included students from IMD quintiles 1 and 2, mature and non-mature students and those from different ethnic backgrounds.

Focus group 1: Extending access to Amity

This session looked at student perspectives on how to best engage those from different backgrounds with Amity and ensure they are prepared for HE and the awareness of the students of the work that Amity was undertaking in this area. The students were particularly keen to see opportunities for Amity students to engage in outreach work made available. As a consequence of this feedback we felt confident enough to decide to develop an Amity student ambassador programme which will be launched from 2022-23.

Focus group 2: Improving retention & attainment at Amity

This session looked at the challenges students faced in reaching their potential at Amity and detailed discussion on the work that Amity does already in this area. The focus that Amity staff place on developing strong relationships with students came through as did the commitment to personalised and pastoral support as shown in section 3.2.3 The students wanted to explore ways in which they could become more engaged in giving regular feedback to Amity on the work in this area. This feedback has informed the development of the approach to ongoing student monitoring of access and participation performance as described in section 3.7.2 below. It has also led to the provision of the Amity Progression Bursary as a cash bursary, which aims to enable choice where this may not otherwise be available (e.g., choice of accommodation, support with living costs allowing full engagement with the curriculum and with extra-curricular activities).

Focus group 3: Employability and progression post Amity

The final session examined in detail how students could be better supported in understanding what their post HE options where. The emphasis that Amity places on employability as shown in section 3.1.5 came through in discussion. The students were concerned about the impact that Covid-19 and Brexit would have on the labour market in London in the future. Supporting the students to deal with uncertainty is an important area and will shape our work in this area going forward. As a result of this feedback, we will be ensuring that all of our sessions on employability in section 3.3.1 as described above will include a specific element concerned with changes in labour markets and how this will impact on employment opportunities for Amity graduates.

After the third session a smaller group of Amity students including the President of the Amity Student Body were given the opportunity to comment on a draft of the plan.

How students will continue to shape our plan

Students will be engaged in our access/participation work at the strategic/practical level in the following ways:
- The Head of the Amity Student body will be part of the Access to Business Education (ABE) Centre steering group.
- We will be continue to students as 'co-producers' of at least 40% of our outreach programme. This will build on the work that we have begun in our 2019-20 – 2021-22 APP.
- We will engage '*students as researchers'* using the training materials developed during the 2019-20 to 2021-22 period and the students will lead on the delivery of 3-5 focus groups with Amity staff.
- There will be an annual review/seminar on student engagement where we will consult with all the student body on their views/engagement in access/participation work.

3.6 Evaluation strategy

3.6.1 Strategic context

Amity, as has been emphasised, is a small provider. This will allow us to undertake multi-method evaluation of our access and participation work. Under the auspices of our existing APP we have developed our evaluation capacity and understanding of our developing access and participation activities. Our collaboration with NEON has been very important here and we have held specific quarterly meetings with the Head of NEON, Professor Graeme Atherton, to ensure that our evaluation approach is robust. We have also undertaken a thorough self-assessment of our evaluation approach using the Office for Students self-assessment tool and it is this assessment which provides the basis for our approach as described below. How we will evaluate the impact of our work across access, continuation, success and progression with relation to our objectives is described in Table 6 below. In order to ensure that we have the capacity to deliver a systematic and robust approach to evaluating the impact of our access and participation work we have reached an agreement with NEON to buy in 30 days of evaluation support each year from 2022-23 to 2026-27.

Table 6: The Amity Evaluation Approach

Objective	Evaluation work undertaken
Access	
	• Collect data on background/characteristics of participants in outreach work outlined in 3.3.1 above and track progress to HE via HEAT annually from 2022-23 to 2026-27 with particular focus on their IMD status and ethnicity.
	• Undertake a RCT with learners per year participating in our outreach work at year 10/11 annually from 2022-23 to 2026-27 to understand the impact of our outreach work described in 3.3.1 on students knowledge of higher education progression and academic understanding of issues related to the academic study of business studies.
	• Undertake 1 focus group with learners from each of years 10-13 annually from 2022-23 to 2026-27 who participate in our outreach work and at least one teacher from each school annually from 2022-23 to 2026-27 who has participated in our outreach work to understand the impact of our work on the participation to higher education of:
	• Disabled students
	• Care leavers
	• Learners from POLAR Q1 backgrounds
Attainment	• Collect data on attendance, and academic progress over years 1-3 of students from low

	income/BAME/mature student after each semester in the years 2022-23 to 2026-27.
	• Undertake a specific survey and a focus group alongside up to 5 individual interviews with students in receipt of financial support from Amity annually from 2022-23 to 2026-27.
	• Undertake on survey per annually from 2022-23 to 2026-27 with all students to understand their views of the impact of the activities related to addressing attainment gaps described in 3.3.1 on their academic performance. This includes the impact of any financial support they may have received on their academic performance.
	• Undertake 2 focus groups annually from 2022-23 to 2026-27 with students from low income/BAME/mature student backgrounds examining their progress in attainment and to evaluate the impact of the activities related to addressing attainment gaps described in 3.3.1 on their academic performance. This includes the impact of any financial support they may have received on their academic performance.
	• Undertake interviews with a sample of 30% of academic staff annually from 2022-23 to 2026-27 looking at their views on how Amity is supporting success for students from target group backgrounds.
Progression	• Collect data on progress of students from low income/BAME/mature student backgrounds into employment/highly skilled employment via HESA data on an annual basis from 2022-23 to 2026-27.
	• Undertake 2 focus groups per year from 2022-23 to 2026-27 with students from low income/BAME/mature student backgrounds examining their views on the post HE careers/advice support received and their views on the value of the employability related activities listed in section 3 above annually.
	• Undertake interviews with a sample of 30% of academic staff annually from 2022-23 to 2026-27 looking at their views on how Amity is supporting the progression of students from target group backgrounds into employment/highly skilled employment and their role in this work.

Outlined below are key features of our evaluation approach described in Table 6.

- *Evaluation approach commensurate with our size*: in response to feedback from the Office for Students we have developed a robust approach to evaluation that fits with a provider of our size. We have undertaken an assessment of the approaches to evaluation of described in other HE provider APPs and believe our approach is more detailed than many other much larger providers who are able to undertake more quantitative approaches to evaluation. Given the small numbers of students that we have there is an inevitable qualitative focus to our work described in Table 6. This is entirely appropriate as sample sizes for credible statistical analysis eg. tracking relative academic performance for students in receipt or not in receipt of financial support would not be feasible.

- *Evaluating impact of our financial support programme:* again in response to feedback from the Office for Students we would like to add detail here to how we would evaluate the impact of this important element of our strategic aims/objectives with relation to access and participation. As indicated in Table 6 above we will undertake annually from 2022-23 to 2026-27 a student survey and a focus group alongside up to 5 individual interviews with students in receipt of financial support from Amity. The survey and focus groups will address:

    - Ease of application for student financial support
    - Perceived impact on drivers of attainment
    - Relationship to level of part time work undertaken
    - Use of financial support

- *Systematic collection of data*: we will collect data on the background and characteristics of all the learners who participate in our outreach programmes, and on the outcomes of all the interventions designed to support their success and progression. As specified in Table 6 we will do this on annual basis from 2022-23 to 2026-27.

- We intend to be heavily data led and build a comprehensive profile of our learners that will allow us to see clearly the impact of our work on their success and progression at an individual level. This data led approach will include the tracking of learners, including those we work with in our outreach activities but who may not progress to us.

- *Implementation of controlled trials*: a strong emphasis on the importance of an experimental approach to measuring the impact of widening access work has been emphasized by sector bodies in recent years. In our present APP we outlined our intention to develop controlled trials. It is our intention, the impact of Covid-19 allowing, to pilot such trials in 2021-22. We will take this work forward in the 2022-23 to 2026-27 period and use controlled trials to assess impact of our work with year 10/11 students and will commit to the dissemination of this work.

- *Disseminating findings:* we will use the data we collect to research collected through the evaluation work described in Table 5 to inform a programme of internal research seminars for academic and administrative staff looking at different aspects of access and participation. There will be two such seminars every year from 2022-23 to 2026-27. It is our intention that we will produce at least one paper for academic publication per year related to the work of the ABE at Amity and via NEON disseminate or work at its annual conference and via its network of working groups.

As stated above, in terms of delivering on our evaluation ambitions again we will tap into the expertise available via our membership of NEON. In our present plan we have been working with AccessHE to

support us with our work here. We still believe that collaboration is crucial to us here, hence why we are working with NEON. Our view is that the relationship with NEON will allow us to benefit from interactions with a national research community and more bespoke, expert research support. We have enhanced our membership of NEON to agree with them that they will provide a designated number of days of specific research support to Amity every year over the course of this plan.

3.6.2 How will we ensure that evaluation will support practice

The evidence collected via the evaluation activities above will be integrated into our monitoring framework in order to shape our access and participation work at the strategic/practical level. In this section we will describe how 'feedback loops' have been created from evaluation of access/participation work to practice across the student lifecycle. The ABE co chairs and director will receive a mid year evaluation and end year evaluation report from NEON bringing together the developing findings from the evaluation work described in Table 6 above.

Access

The ABE co chairs and director will receive the mid year evaluation and end year evaluation reports from NEON described above. This will then inform the strategic planning and delivery of outreach work. NEON will provide SMART recommendations for development and change were appropriate and examine systematically the progress of the activities described in 3.3.1.

Attainment

We hold an annual whole staff seminars which bring together the whole Amity academic and administrative staff body. The evaluation reports produced in collaboration with NEON will feed into the programme of this seminar. This provides a direct feedback loop from the findings on the impact of our APP to shape the work that academic staff due described in section 3.3.1 to close gaps in attainment. To support the direct feedback loop from evaluation to practice that we have set in place via the staff seminar program we have created an online space for all staff which will be continually updated with information regarding access/participation evaluation. We will continue to develop this space. This space will allow staff to have a continual reference point for their work related to access and participation.

In 2020-21 we have delivered the first of these seminars. The focus of this seminar was to bring together what our initial work was telling us about the access/participation work we were doing to enable to inform our practice in this area.

Progression

The ABE co chairs and director will receive the mid year evaluation and end year evaluation reports from NEON described above.This will then inform the strategic planning of progression work.

3.7 Monitoring progress against the delivery of the plan.

We have indicated already in the plan how monitoring is integrated into the institutional planning structure through the work of ABE and we will expand on how monitoring will be delivered in this section.

3.7.1 How the governing body is engaged in the monitoring of performance and provisions of the plan

Amity's Governing Body is responsible for the approval of this Access and Participation Plan. Amity Executive Team (AET) and University Teaching and Learning Committee on behalf of Academic Board, provide a range of information to the governing body as the basis for the approval, including how the Plan forms part of a wider Access and Participation Strategy and upholds and aligns to the University's institutional strategy. Progress against the targets in the APP is already a standing item on the Amity Governing Body meeting agenda and it has the ultimate responsibility for the plan. This relationship will continue over the period of this plan.

The Principal will continue to report to the governing body on progress against the plan. A member of governing body will, as indicated above, be co-chair of ABE ensuring a clear line of sight between this plan and the governing body.

Our APP milestones and targets align with the institution's strategic objectives and will also be incorporated into the University's Annual Performance Review (APR) cycle to ensure that progress on these measures at subject level is being monitored by the Academic Department.

3.7.2 How students are engaged with monitoring

The Amity Student Body representative is, as indicated above, a member of the ABE steering committee. **There will also be an annual evaluation report produced on access and participation at Amity which will be sent to them.** They will be given the opportunity to feedback on this report and help shape what is delivered in this area at Amity using their funding. The first such report is being produced in 2020-21 under the auspices of the current APP. The opportunity to feedback will be via a time limited consultation and feedback period of 4 weeks from the circulation of the plan to students where they can feed back anonymously if they wish and an open discussion session to which all students will be invited led by the Director of Access and Participation.

3.7.3 Who at the provider is responsible for monitoring

The Director of Access and Participation who heads ABE will have responsibility for producing an annual monitoring & evaluation report that outlines progress against the targets, aims and objectives in the plan, evidence regarding the relative impact of our work in outreach/success/progression as well as commentary informed by data on the work related to strategic measures. As at present, they will also be required to report to the ABE steering group which meets three times a year on ongoing progress with relation to the plan. They will share ongoing and annual reports with the Principal who will report as stated above to the Governing Body. The Governing Body will have the responsibility for monitoring the delivery of the access and participation plan.

3.7.4 How progress against the plan will be monitored, and what action will be taken if progress is worsening

Progress against the plan will be monitored via the reporting described above, as well as regular monthly meetings between the co-chairs of the ABE group and its director, and monthly meetings between the Director of Access and Participation and the Principal. A red, amber, green (RAG) risk register will be created which will identify and articulate progress against the targets, aims and objectives in the plan. Such a register has been developed under the current plan. It will be reviewed annually to ensure that the content of the risk register and the areas covered are consistent with the evolving nature of the Amity access and participation work.

The register will be the responsibility of the Director of Access and Participation and will form the basis of the reporting and meetings with co-chairs and Principal described above. If progress is worsening against a target, or it remains in Red for a year, then a review process of the measures in place relative to this target will be instigated. The review process will be led by the DAP in collaboration with one of the co-chairs of the ABE group.

3.7.5 How monitoring is embedded across the provider

The embedding of monitoring proceeds from the cross-sector representation on ABE. We will also undertake an annual staff consultation exercise on Access and Participation to ensure that what we want to achieve is remaining consistent with the experiences of staff. This consultation will run alongside the annual staff seminar described above.

4. Provision of information to students

Fees and financial support are clearly and transparently communicated to all prospective students. Information confirming fee levels is sent to students at the point of the offer of admission. All relevant information regarding financial support, eligibility criteria and methods of assessment is provided. The information is accessible on the Amity fees page; Tuition Fee Policy is accessible to all students.

We aim to publish clear, accessible, and timely information for applicants and students on the fees that we charge, and the financial support that we offer through a range of media including via UCAS and SLC, our website, open days, visits to school and colleges publications, social media channels. We continue to review this information considering CMA guidance.

Published tuition fees on courses and our student finance support are accompanied by further information to support students in understanding the potential changes to tuition fees and the University's approach to implementing any changes. In addition, we produce printed materials for open days and recruitment events, deliver finance talks and have members of our finance team available to answer questions at our open and applicant days. We also provide targeted email information to applicants about funding opportunities.

All relevant information for students is provided as early as possible, including course specific information, bursaries and financial support (including eligibility criteria as summarised in the financial support section above), and the policies and procedures that will be relevant to students throughout their studies at Amity University [in] London

The Access and Participation Plan will also be publicised through our Open Days. Information for current students will continue to be published on the University intranet. Previous Access and Participation Plans and the Annual Impact Reports are published through the University's web site.

At the point of offer, prospective students receive, as part of their offer letter, the quoted tuition fee cost for their course. In addition, students will receive information relating to financial support that is available, including bursaries & scholarships, hardship, and emergency funding, as well as more general advice on living costs and budgeting. We are currently undergoing a review of our financial support packages. The existing offer for the next academic year is detailed below and further details can be accessed on our website

The University also publishes a Student Protection Plan which includes an assessment of risks to the continuation of study for Amity University [in] London students, the measures in place to mitigate for these

and information on refunds and compensation policy should we be unable to preserve continuation of study.

Students are provided with information about making complaints, and information about the potential for changes either before they enrol or during their studies

How information provision to students is monitored

Students can also access a range of information advice and guidance relating to financial matters through the University, financial team support. We will carry out regular impact assessments to monitor the impact of the delivery of information, including language, text and imagines on our target audience. We ensure the information provided is in compliance with CMA legislation.

**Access and participation plan
Fee information 2022-23**

Provider name: Amity Global Education Ltd

Provider UKPRN: 10032036

Summary of 2022-23 entrant course fees

*course type not listed

Inflationary statement:

We will not raise fees annually for 2022-23 new entrants

Table 4a - Full-time course fee levels for 2022-23 entrants

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

Table 4b - Sub-contractual full-time course fee levels for 2022-23

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

Table 4c - Part-time course fee levels for 2022-23 entrants

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

Table 4d - Sub-contractual part-time course fee levels for 2022-23

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

Targets and investment plan
2022-23 to 2026-27

Provider name: Amity Global Education Ltd

Provider UKPRN: 10032036

Investment summary

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

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Total access activity investment (£)	£51,795.00	£54,640.00	£57,485.00	£57,485.00	£60,330.00
Access (pre-16)	£21,062.00	£22,225.00	£23,388.00	£23,388.00	£24,480.00
Access (post-16)	£21,062.00	£22,225.00	£23,388.00	£23,388.00	£24,480.00
Access (adults and the community)	£9,671.00	£10,190.00	£10,709.00	£10,709.00	£11,370.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£35,000.00	£38,000.00	£41,000.00	£41,000.00	£44,000.00
Research and evaluation (£)	£8,750.00	£9,500.00	£10,250.00	£10,250.00	£11,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Higher fee income (£HFI)	£155,925.00	£170,100.00	£184,275.00	£184,275.00	£198,450.00
Access investment	13.0%	13.0%	13.0%	13.0%	13.0%
Financial support	17.3%	17.6%	17.4%	17.4%	17.6%
Research and evaluation	5.3%	5.3%	5.3%	5.3%	5.3%
Total investment (as %HFI)	35.6%	35.9%	35.7%	35.7%	35.9%

Targets and investment plan
2022-23 to 2026-27

Provider name: Amity Global Education Ltd

Provider UKPRN: 10032036

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones 2022-23	2023-24	2024-25	2025-26	2026-27	Commentary on how milestones/targets were calculated (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Socioeconomic	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	Ratio of students from quintile 1/2 and quintile 3/4/5	No	Other data source	2020-21	Ratio (X:1 format)	1:4	1:4	1:3	1:3	3:7	1:2	We have used administratively collected data on the whole student body as part of our HESA return to establish the profile of our students by IMD quintile entering Amity and hence then to inform our targets here. We have then formulated milestones that are realistic given our assessment of our capabilities and allow us to make stepped progress toward our 2026-27 target.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Ethnicity			Ratio of students from BAME and no BAME backgrounds	No	Other data source	2020-21	Ratio (X:1 format)	1:9	1:8	1:7	1:6	1:4	1:2	We have used administratively collected data on the whole student body as part of our HESA return to establish the profile of our students entering Amity by ethnic background and hence then to inform our access targets. We have then formulated milestones that are realistic given our assessment of our capabilities and allow us to make stepped progress toward our 2026-27 target. Given that we believe there is some distance to travel here we have looked to accelerate progress over the milestone period.
	PTA_3															
	PTA_4															
	PTA_5															
	PTA_6															
	PTA_7															
	PTA_8															
	PTA_9															
	PTA_10															
	PTA_11															
	PTA_12															

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group	Comparator group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones 2022-23	2023-24	2024-25	2025-26	2026-27	Commentary on how milestones/targets were calculated (500 characters maximum)
	PTS_1															
	PTS_2															
	PTS_3															
	PTS_4															
	PTS_5															
	PTS_6															
	PTS_7															
	PTS_8															
	PTS_9															
	PTS_10															
	PTS_11															
	PTS_12															

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Underrepresented group (optional)	Comparator group (optional)	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	Yearly milestones 2022-23	2023-24	2024-25	2025-26	2026-27	Commentary on how milestones/targets were calculated (500 characters maximum)
	PTP_1															
	PTP_2															
	PTP_3															
	PTP_4															
	PTP_5															
	PTP_6															
	PTP_7															
	PTP_8															
	PTP_9															
	PTP_10															
	PTP_11															
	PTP_12															