Amity University [IN] London Access and participation plan 2020-21 to 2024-25

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 the University of London, Birkbeck College under which our students have equal access to learning resources with the University of London students. Such resources include a 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 a 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 2019-20 that was approved in 2019.

1.2 Access and participation at Amity

Amity is a small provider with less than 30 undergraduate students per year over the 2015 to 2019 period. Nor up to 2019-2020 have we been part of UCAS or provided data to HESA. Hence, while we have data on the participation of learners by different target groups at Amity over the 2015 to 2019 period, the numbers are small and need to be seen in this context. The small number of students means that we will not be able to produce data for every widening participation group at each level of access, success and progression. A key part of this plan will be actions appropriate to our context to ensure that we collect the necessary information to monitor progress against our targets. These actions are described in section 3.4 of the plan.

In this section, however, we compare our performance against other alternative, smaller providers to establish in the absence of our own data where potential gaps may exist to create the foundation for bold and ambitious targets which can make a significant contribution to improving access and participation in HE in London.

1.2.1 Higher education participation, household income, or socioeconomic status

We have used both POLAR 4 and the Index of Multiple Deprivation (IMD) as markers of socio-economic disadvantage in our Access and Participation Plan. We are fully aware that POLAR is stated in the measure which the OFS encourages providers to use. We have also included a commitment related to POLAR, however, the numbers of students from POLAR 1 quintile 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. To focus our outreach work exclusively in these areas would be very challenging. However, as outlined later in the plan, we will be working closely with AccessHE, the largest network of HE providers focusing on access/participation in HE in London. AccessHE has been focusing activities for its members on the Barking, Dagenham and Havering area and the POLAR 4 quintile 1 areas within the area as part of the National Collaborative Outreach Project (NCOP). This will mean we will be able to realistically aim to construct a commitment to increase the numbers of learners from POLAR 4 quintile 1 areas entering Amity over the 2020-21 to 2024-25 period. This commitment is articulated as strategic objective F.

Given the London context and the very low numbers of POLAR 4 quintile 1 areas if POLAR was the only target related to socio-economic background, then we believe that we would not be making the maximum contribution to widening access to HE that we are able to. We believe that including a target related to IMD will allow us to make a greater contribution to access/participation in HE than we would be able to use POLAR alone. Hence, we have formulated targets based on the use of Index of Multiple Deprivation (IMD). We have used this measure as it is one of the other measures of socio-economic background that has been indicated as permissible for use by the Office for Students.

Notes on Tables 1-4

In Tables, 1-4 gaps in access are shown by a ratio. In the case of POLAR, it is the ratio between quintile 1 and quintiles 2-5. With Index of Multiple Deprivation, it is the ratio between those from the bottom three IMD deciles and other 7 deciles. For other measures, we have expressed gaps in percentage terms.

The lack of entry data for 2017/18 can be explained by our decision not to extend the franchise collaboration in place at that time for another five years, so in this case not to recruit any more undergraduate students.

The data has been collected below by surveying our own student body ourselves. We are a small provider and have not been part of UCAS or HESA.

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

Measure/year	2014-15	2015-16	2016-17	2017-18	2018-19
Access (ratio)	20% lowest 3 deciles:80%other 7 deciles	20:80	20:80	N/A	20:80
Completion rates for undergraduate students	No gap	No gap	No gap	No gap	No gap
Retention rate for first-year students	5%	No gap	No gap	No gap	No gap
Undergraduates completing with Upper 2:1 of higher	8%	7%	8%	12%	8%
Undergraduates progressing to highly skilled employment within six months of their graduation	10%	5%	10%	5%	5%
Undergraduates in employment within six months of their graduation	6%	10%	6%	8%	3%

Table 2 shows that the data we have suggests that there are gaps in performance across all stages of the student lifecycle and while the direction of travel was positive for all outcomes where data was available there is significant work to do. It is difficult to put the data in the context of the performance of small providers or nationally as being based in London; we have decided to choose IMD as our indicator here. However, 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. [1]

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[1] Tindell, G et al. (2017) The Higher Education Journey of Young London Residents December 2017 London: London Councils - https://www.londoncouncils.gov.uk/our-key-themes/children-and-young-people/14-19-young-peoples-education-and-skills/ypes-0

1.2.2 Black, Asian and minority ethnic (BAME) students

Table 2: Performance gaps for BAME students

Measure/year	2014-15	2015-16	2016-17	2017-18	2018-19
Access (ratio)	40:60	30:70	35:65	N/A	10:90
Completion rates for undergraduate students	No gap	No gap	No gap	2%	No gap
The retention rate for first-year students	1%	No gap	No gap	No gap	No gap
Undergraduates completing with Upper 2:1 of higher	11%	20%	12%	18%	12%
Undergraduates progressing to highly skilled employment within six months of their graduation	6%	5%	10%	5%	6%
Undergraduates in employment within six months of their graduation	5%	10%	8%	10%	5%

The data in Table 2 above illustrates that Amity actually recruits a relatively small number of BAME students for an alternative London HE provider. Evidence from HESA shows that over 40% of students at alternative providers are from non-white backgrounds[2]. In London, the evidence shows that over 60% of young learners are from non-white backgrounds.[3] We have set ambitious targets to try and redress this balance. In terms of outcomes while the retention rate is very good for students from this background (and better than the average for London[4]), there are challenges in terms of an attainment and progression gap between learners from white and non-white backgrounds. The data for Amity is slightly underneath the sector averages where success and progression are concerned as illustrated in the Office for Students' own data, and this is something we intend to address in our work from 2020-21 to 2024/25.

As mentioned earlier, due to the small number of students, we are not able to disaggregate BAME students by individual ethnic groups.

1.2.3 Mature students

Table 3: Performance gaps for mature students

Measure/year	2014-15	2015-16	2016-17	2017-18	2018-19
Access	10:90	25:75	20:80	N/A	30:70
Completion rates for undergraduate students	No gap	No gap	No gap	No gap	No gap
Retention rate for first-year students	8%	No gap	6%	2%	No gap
Undergraduates completing with Upper 2:1 of higher	10%	2%	7%	8%	6%
Undergraduates progressing to highly skilled employment within six months of their graduation	8%	14%	8%	10%	4%
Undergraduates in employment within six months of their graduation	6%	No gap	6%	8%	3%

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[2] https://www.hesa.ac.uk/news/14-02-2019/sb254-higher-education-student-statistics-APs/numbers
[3] 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
[4] Petrie, K & Keohane, N (2019) Building on success Increasing higher education retention in London – London: Social Market Foundation - http://www.smf.co.uk/wp-content/uploads/2019/04/Building-on-Success.pdf

The data in Table 3 above shows that while we admit only small numbers of mature students there performance when they enter Amity is relatively strong compared to the data available from HESA. This needs to addressed. There are also gaps to address here, particular where progression is concerned.

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%, which is close to that from HEFCE[5]. 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 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 2014-15 and 2016-17, all of them were in employment 6 months after graduation. As outlined in section 2.2.2 and 2.2.3 below we wish 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 a commitment 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 5 care leavers have entered Amity over the 14-15 to 18-19 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. 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[6]. As outlined in section 2.2.2 and 2.2.3 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 widening access based on the 5-year period for this plan.

1.2.6 Intersections of disadvantage

Again, the small numbers of students at Amity 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. Our evaluation and monitoring though will focus on identifying intersectionality and building into our strategic/operational framework mechanisms which recognize and support intersectionality.

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 2014-15 to the 2018-19 period:

- Carers
- People estranged from their families
- People from Gypsy, Rome and Traveller communities
- Refugees

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[5] For data on access and participation in alternative providers please go to:
https://www.hesa.ac.uk/news/14-02-2019/sb254-higher-education-student-statistics-APs
[6] 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/

- 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. In terms of discursive summary, we would say that Amity's access and participation performance has the following features outlined in Table 4.

Table 4: Amity University London Access and Participation Target Groups 2020-2021 to 2024-25

	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	X
Students completing with Upper 2:1 of higher	X	X	X	X	X
Full-time first-degree graduates progressing to highly skilled employment	X	X	X	X	X
Undergraduates in employment within six months of their graduation	X	X	X	X	X

2.2 Aims and objectives

2.2.1 Strategic aims

Based on the performance analysis above and in the context of Amity being a small provider, we have established the strategic aims for our work. These strategic aims are ones that are embedded in the long-term planning for Amity. We have endeavoured as far as possible to base our strategic aims and objectives on the national key performance measures (KPMs) and associate 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. While retention amongst Amity students is high, 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. There are also distinct gaps in the attainment and post HE outcomes between our

BAME and on BAME students and by age, and again we will address this. As we will look to grow our student body, we will also look to improve our data collection, and this is reflected in the aims below.

The strategic aims are outlined below. They pertain to the period 2020-21-2024-25, relate clearly to the OFS KPMs but also define the distinctive challenges that Amity faces.

1. To reduce gaps in access for students from diverse backgrounds, and in particular those from lower socio-economic groups, BAME groups and mature students.
2. To increase the access for care leavers and disabled students.
3. To increase the access for students from low participation POLAR 4 quintile 1 neighbourhoods.
4. To reduce unexplained gaps in the academic attainment performance of students by lower socio-economic groups, BAME groups and mature student background.
5. 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.
6. To reduce gaps in undergraduates in employment within six months of their graduation for lower socio-economic groups, BAME groups and mature student.

2.2.2 Objectives

The objectives below are formulated on the basis of our assessment of our performance and context, and with reference to our capabilities. They relate clearly to strategic aims. In Table 5 below, for each objective, it is stated which of the strategic aims stated above it relates to.

Table 5: Strategic objectives and aims

	Objective	Aims it relates to
A	To reduce the performance gaps in terms of access over the period 2020-2021 to 2024-2025: • From Lower socioeconomic status groups from 20% lowest 3 IMD deciles: to 80% other 7 deciles to 40% lowest 3 IMD deciles to 60%: other 7 deciles • From BAME: non BAME students from 10:90 to 35:65 • From Mature: non-Mature students from 30:70 to 40:60	1
B	To reduce the performance gap in terms of students completing with Upper 2:1 or higher over the period 2020-2021 to 2024-2025 for the following groups: • Lower socioeconomic status groups by IMD from 8% to 2% • Black, Asian and minority ethnic students from 8% to 2% • Mature students from 6% to 1%	3
C	To eliminate the performance gap in terms of Full-time students with first-degree graduates progressing to highly skilled employment over the period 2020-2021 to 2024-2025 for the following groups: • Lower socioeconomic status groups by IMD from • Black, Asian and minority ethnic students • Mature students	4
D	To eliminate the performance gap in terms of undergraduates in employment over the period 2020-2021 to 2024-2025 within six months of their graduation at Amity University London for the following groups: • Lower socioeconomic status groups • Black, Asian and minority ethnic students • Mature students	5
E	To increase the access of disabled learners to 10% of all students entering Amity over the whole period from 2020-21 to 2024-2025.	2

F	To increase the access of students from low participation neighbourhoods to 10% of all students entering Amity over the whole period from 2020-21 to 2024-2025.	3
G	To increase the access of students from care leaver background to 10% of all students entering Amity over the whole period from 2020-21 to 2024-2025.	2

Note on the Objective F

As outlined in Section 1.2.1 we do not have data available to display on students from low participation neighbourhoods as the numbers are too low. We have therefore positioned a commitment in our objectives to increase the access of students from such backgrounds to Amity over the whole 2020-21 to the 2024-2025 period. As a small provider who will admit circa 50 students per year over the period covered by this plan, We believe this commitment to be both challenging but realistic.

3.Strategic measures

In this section, the Amity whole student lifecycle approach to access/success/progression is described. It starts by outlining the principles which underpin this approach before describing how these principles will be manifested in our work at the strategic and delivery level.

3.1 Whole provider strategic commitment: Amity approach

Amity **strategic approach** is embedded at all levels of the institution, engaging across all academic and administrative support areas and overseen by the senior management team. This is reinforced with a clear, transparent academic and administrative governance structure woven through our committee and executive group structures. This entire endeavour is very much in partnership with our Students' body who represent the student voice on all committees, groups and sub-groups designed to develop strategy, implement initiatives and monitor and analyse progress

Embedded into The University's strategic plan are a set of principles and values that commit us to identify and attracting the ablest students, regardless of their background, and providing a superb higher education and learning experience. These principles have been agreed by the University committee which approves the Access and Participation Plan and commits the University to

- **Principle 1**: A set of strategic measures that support access/success/progression for students from under-represented groups across the student lifecycle at Amity 'co-owned' by this plan and the Amity Strategic Plan.
- **Principle 2**: 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.
- **Principle 3:** Ownership and leadership of this plan be the most senior staff at Amity.
- **Principle 4**: An engagement in access and participation work by all members of Amity staff. (academic and professional services)
- **Principle 5**: Alignment and integration of access/success/progression work with equality, diversity, inclusion (EDI) & learning, teaching, assessment (LTA) practice and strategy.
- **Principle 6:** A commitment to collaboration with external networks and activities that are based on our context as a small, specialist provider based in London.

3.1.1. Principle 1 - Alignment with Amity strategic plan

Amity Strategic Plan covers the period from 2019 -2024. A commitment to equality of opportunity for all who have the potential to benefit from academically study is at the heart of this plan. In the formulation of the plan we have endeavoured to ensure that the whole lifecycle approach is embedded into the strategic plan for the institution, by identifying and articulating direct connections between aims in the Amity strategic plan and the approach described in the access and participation plan. This alignment includes that Amity is to:

(a) be an inclusive higher education provider that provides high-quality undergraduate education for all its students.
(b) deliver a holistic student experience, contributing to both academic success and a sense of belonging and community.
(c) provide individualised pastoral support for learners from all backgrounds.
(d) be integrated into the regional and national higher education provider community,
(e) 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.

Progress against the strategic plan is reviewed annually by Amity Executive Team and Amity Governing Body.

3.1.2. Principles 2: The Access to Business Education Centre (ABEC)

At the centrepiece of our whole approach will be the '*Access to Business Education'* Centre *(ABEC)*, led by the Director of Access and Participation. All activities related to access participation/success will be led and monitored by the Centre. The centre is a specially created vehicle that will bring together all the activities related to access/success/progression. It exists to ensure that there is a whole provider commitment to this agenda. ABE Centre (ABEC) intends to become the knowledge base for all the APP activities ABE Centre (ABEC) has a steering group which include senior-level managers from academic and professional services within the University, including the Head of Access HE (the largest regional HE provider network focused on access and participation) The ABEC reports directly to the University APP Strategic Group.

ABEC's remit is to drive forward the integration, ownership and delivery of the aims/objectives of this plan across the whole institution. ABEC will aim to become a regional excellence hub for subject-specific widening access and participation work in the business field

An annual report produced by the Director of Access and participation and informed by the ABEC activities will be presented to the APP Strategic Group, Committee Teaching and Learning Committee, Academic Board and ultimately to the Governing Body for feedback and approval prior to the submission to the OFS. ABEC will be staffed by a full-time Director supported by 0.5 delivery officer. ABEC will also benefit from 0.2 FTE support from a member of the AccessHE team.

3.1.3. Principle 3-4. Management, governance and staff engagement with the plan

Our work in access and participation is overseen by the Access and Participation Strategic Group (APSG)which meets monthly and reports to the University's Teaching and Learning Committee and ultimately Academic Board and Governing Body.

The Access and Participation Strategic Group (APSG) is responsible for the development and monitoring of the University's Access and Participation Plan. It is chaired by the Head of Teaching and Learning with representation across the University, senior professional support staff and the Students' representatives (student President is a member of the Group).

The Group is responsible for the development of the University's Access and Participation plan and:

* ensures there is effective consultation with the University community;
* provides ongoing and effective evaluation of the University's initiatives, targets and milestones in widening participation;
* collects and reviews institutional data on widening participation and retention measures, identifying areas of concern, opportunities, and recommended actions;
* makes recommendations to relevant University committees concerning the effectiveness of the University's approach to access, success, progression or financial support; and
* identifies and disseminates within the University features of good practice in relation to access, success, progression and financial support.

The Group is also responsible for ensuring that the programme of actions and interventions undertaken within the context of the plan is fully evaluated and on a rolling annual basis. Our evaluation programme examines each intervention and draws on both quantitative and qualitative evidence to assess its impact.

Evaluations are used to design subsequent interventions and enable the group to determine progress in meeting our ambitions and goals. Where possible, evaluations involve a comparison between those experiencing the intervention and a 'control' group who do not. To evaluate the impact of our financial support, we will use the financial support evaluation toolkit previously developed by the Office for Fair Access

APSG is responsible for the implementation of the widening participation strategy that will be evaluated through its Action Plan and key performance indicators. The Director of Access and Participation will produce an annual report that will critically evaluate the activities delivered during the year. This report will be presented to the Academic Beard and Governing Body for comments and feedback and approval prior to the annual submission to Office for Students.

Throughout the year, progress against the University's Access and Participation plan targets and ambitions are monitored by the groups responsible for specific aspects of the plan. These include: AW Teaching & Learning Working Group, Attainment Working Group, Integrated Student Services group, Employability and Career Group. The Students have representation on all these groups.

Amity uses HESA data to identify specific progress towards meeting milestones and benchmarks. Performance against these benchmarks informs widening participation objectives and aligns with KPIs in our Strategic plan. In this way the Plan is an essential element of the institution's broader vision.

3.1.4 Principle 5: Equality, Diversity and Inclusion (EDI) Strategy

Amity University [IN] London is committed to creating an environment where diversity is celebrated and everyone is treated fairly, regardless of gender, disability, ethnic origin, religion or belief, sexual orientation, marital status, age, or nationality. In line with its responsibilities under the Equality Act 2010, the University reviewed and published its Equality Objectives in April 2016.

The University has committed to take action to further understand and address any differential outcomes of undergraduate students in relation to access, retention, attainment and progression to a positive graduate destination in relation to disability, ethnicity, gender and socio-economic status. In addition, the University is committed to understand better the challenges, obstacles and barriers faced by different groups at the University and to foster good relations between people who share a relevant protected characteristic and those who do not share it. Measurable outcomes include: (a) an annual increase in the proportion of UK BAME undergraduate students entering University until they are at least representative of the proportion nationally;(and at Amity) ;(b) disabled students' access, retention, attainment levels are comparable to non-disabled students

The actions taken to address differential outcomes of UK undergraduate students *across the student lifecycle* include the following which supports our Equality and Diversity Objectives (a) monitoring of application and offer rates across different groups of students;(b) monitoring the take-up of core University outreach and access initiatives, particularly amongst BAME students;

(c) developing stronger internal partnerships (for example between disability services and careers) to provide new initiatives and a more focussed approach to enhancing the independence and employability of disabled students;

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:

- 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 Table 5.

3.1.5. Principle 5: Learning Teaching and Assessment (LTA) Strategy

Our approach to LTA follows from our commitment to equality, diversity and inclusion and involve the development of an Inclusive Teaching and Learning Strategy The strategy delivers inclusive approaches which will benefit the entire student population while also, and crucially, ensuring equality of access among those with protected characteristics, recognising the broad remit of the Equality Act (2010);

Amity approach is to increase the accessibility and inclusivity of Amity's learning and teaching practices by embedding key adjustments, which will: (a)benefit all learners; (b) reduce the need for adjustments to teaching materials for individuals; (c) help to enable all learners to participate fully in their learning. The expectations are the University is working towards to include:(a)inclusive assessment practices; (b) accessible presentations and handouts; (c) key resources provided to students at least 48 hours in advance of a taught session.

We also. 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. We will be undertaking over the 5-year period of the plan-specific targeted work to support those learners from under-represented groups across the student lifecycle. The key measures in the LTA strategy, which are co-owned with our whole lifecycle approach to access/progression/success are:

(a) Individualized induction and transition: from initial interest and application through to semester 1 and the whole year. We will support our target groups of learners across a series of touchpoints in a bespoke fashion informed by good practice in the field of HE admissions, including offering ten days bridging course for target group learners and pre-Amity mentoring from our students.

(b) Assessing student need; at the start of semester one: 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 ABEC to support the progress of students from key target groups across the student lifecycle.

(c) 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.

(d) Academic support programme objectives; we have a comprehensive infrastructure of support for all our students at Amity. This includes a multi-channel approach to the provision of learning materials, and an annual development workshop programme that includes sessions on handing data, essay writing, using research, presentation skills, working in teams and being an effective time manager. The provision of materials and the content of these sessions will be informed by the targets in this access and participation plan. From 2019-2020, we will be undertaking a comprehensive review of the programme to ensure that it underpins the delivery of an inclusive curriculum. The ABE and Student Services Team working together on the delivery of these objectives.

(e) Pastoral support programme objectives: we will be increasing our investment in pastoral support over the 2020 – 2025 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 with 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 the delivery of these objectives.

*(f) Amity Employability programme***:** We place the development of academic capabilities that can be translated into employment contexts immediately after graduation central to our philosophy of curriculum design. The Amity Employability Programme is a series of interventions that complement the core academic offer of the institution. The objectives of the programme will be informed by the aims/objectives of this plan-driven forward and monitored by the ABEC. This programme includes interview training, one-to-one careers support interviews at the end of year 1, 2 and twice-yearly networking events for our staff, students, alumni and key corporate partners including Deloitte and Microsoft.

(g) Amity Graduate Loyalty Scheme: The scheme supports students to progress into further study once they have completed their undergraduate degree course. The Amity Graduate Loyalty Scheme aims to reduce the financial burden of postgraduate study costs and encourage academic excellence at

undergraduate level. The scheme offers undergraduate students progressing onto a post-graduate course at Amity a 15% tuition fee discount, which rises to 25% for those students who achieve a good degree (2:1 or higher). We will ring-fence a given number of places on this scheme for students from access/participation backgrounds.

(h) 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 from access and participation targeting groups in submitting successful applications for these opportunities. There will also be a specific number of places every year ring-fenced for access/participation students.

3.1.6. Principle 6: Delivering outreach work & collaboration

The outreach work is by its nature collaborative, and it is not in the interest of prospective students to engage in competitive practices at this point which rather than enhancing the information, advice and guidance on offer to prospective students actually confuses them, and duplicates effort needlessly across the sector.

From 2019 Amity become a member of AccessHE which is the largest regional network focussed on widening access and participation in HE in London. AccessHE has 27 HEI/HE provider members working in London and has named AccessHE advocates, who are teachers/support staff, in over 250 schools in the capital. AccessHE supports joint working with schools and colleges across London via its system of AccessHE action forums, which are communities of practice bringing together members to enhance their work.

Amity will be an active member of all of these forums looking to achieve its goal of being the leading small higher education provider for widening access and participation in England by mining the expertise of colleagues in London. We will designate different members of our academic staff to attend each forum. This is a unique approach again made possible by our small size. It re-inforces the whole staff ownership of this agenda at Amity. AccessHE has action forums in:

- Monitoring and evaluation in widening access work
- Supporting care leavers and estranged students
- Supporting disabled students
- Working with student ambassadors
- Access and successful outcomes for learners from BAME backgrounds.

As can be seen from the work of the action forums above, there is a clear strategic link between their aims and the objectives in this plan. As a signal of the commitment to collaboration Amity have agreed on a 5-year membership arrangement with AccessHE to cover the period of this plan.

*Enabling access for care leavers***:** We have made a commitment here to increasing access for this group and ensuring they reach their potential when they enter Amity. Our work with AccessHE will be crucial. As indicated in our 2019-20 Access Agreement Amity will be part of a pan London AccessHE programme of sustained outreach to looked after children with virtual schools from 6 local authority areas supporting a cohort of learners from years 9 – 12. We will also be working with institutions from AccessHE to ensure that we have the specific support structures in place for care leavers when they enter Amity. The care leavers and estranged student's forum has a specific group looking at this issue, and we will be part of that group from 2019-20. We will have a lead member of our staff who will attend this group and feedback to colleagues at Amity and to the Head of Access a Participation. We will also look to work with *National Network for the Education of Care Leavers* as they develop to ensure our practice is informed by their work.

Enabling access for disabled students: As mentioned in our 2019-20 Access Agreement, we will work with AccessHE through their Supporting Disabled student's forum. We will participate in pan London information events for disabled students and parents coordinated by AccessHE each year. We also intend to develop

with AccessHE and other London HEI partners a *pan London intensive outreach* work for disabled learners at year 10 in order to meet our commitment.

3.1.7. 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

What are the aims?	What are the outcomes associated with these aims?	How	How the outcomes will be achieved?
To reduce gaps in access to Amity for students from diverse backgrounds, and in particular those from lower socio-economic groups, BAME groups and mature students.	Reduced performance gaps in terms of access over the period 2020-2021 to 2024-2025: From Lower socioeconomic status groups from 20% lowest 3 IMD deciles: to 80% other 7 deciles to 40% lowest 3 IMD deciles to 60%: other 7 deciles From BAME: non BAME students from 10:90 to 35:65 From Mature: non Mature students from 30:70 to 40:60	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 3.1.5 above
To increase the access to Amity for care leavers and disabled students. *To increase the access to Amity for students from low participation POLAR 4 quintile 1 neighbourhoods*	Increase in access of disabled learners to 10% of all students entering Amity over the whole period from 2020-21 to 2024-2025. To support access, success and progression of care leavers to 10% of all students entering Amity over the whole period from 2020-21 to 2024-2025. Increase in access of students from low participation neighbourhoods to 10% of all students entering Amity over the whole period from 2020-21 to 2024-2025.	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 3.1.5 above
To reduce unexplained gaps in the academic attainment performance of students by lower socio-economic groups, BAME groups and mature student background.	Reduced performance gap in terms of students completing with Upper 2:1 or higher over the period 2020-2021 to 2024-2025 for the following groups: Lower socioeconomic status groups by IMD from 8% to 2% Black, Asian and minority ethnic students from 8% to 2% Mature students from 6% to 1%	Data on student performance collected annually Data on student progression collected via the ABEC	Strategic and operational measures grounded in the whole institutional approach outlined in section 3
To reduce gaps in undergraduates progressing to highly skilled employment within six months of their graduation for lower socio-economic	Elimination of the performance gap in terms of Full-time students with first-degree graduates progressing to highly skilled employment over the	Data on student destinations collected for HESA returns	Strategic and operational measures grounded in the whole institutional approach outlined in section 3

groups, BAME groups and mature student.	period 2020-2021 to 2024-2025 for the following groups: Lower socioeconomic status groups by IMD from Black, Asian and minority ethnic students Mature students	then analysed by Amity. Survey with Amity graduates.	
To reduce gaps in undergraduates in employment within six months of their graduation for lower socio-economic groups, BAME groups and mature student.	Elimination of the performance gap in terms of undergraduates in employment over the period 2020-2021 to 2024-2025 within six months of their graduation at Amity University London for the following groups: Lower socioeconomic status groups Black, Asian and minority ethnic students Mature students	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

3.2 Student Consultation

How student consultation has shaped our plan

In the developing of the access and participation plan, the University has consulted with students at key stages of the development process. The Students' Union is represented on the Access and Participation Strategic Group and on Amity Governing Body., which are responsible for delivering the Access and participation strategy and its plan.

The Students' Union was fully involved in developing this plan through both formal and informal consultation. In addition to the formal representation, regular informal meetings with Amity Executive Team, Principal and the Student President provide the opportunity to discuss any issues related to access, widening participation, retention and success.

For example, in the development of this plan, student consultation centred around a series of three 1-hour focus groups with ten 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, 21 students were engaged in this exercise.

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. The students were particularly keen on Amity undertaking consistent outreach at the pre -HE stages.

Focus group 2: Improving retention & attainment at Amity: This session looked at the challenge's students faced in reaching their potential at Amity. The focus on developing strong relationships with staff came through very clearly and has shaped our commitment to personalised and pastoral support, as shown in section 3.1.5.

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 were and informed the emphasis we have placed at Amity on employability as shown in section 3.1.5.

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. On the basis of these comments, the section in the plan on how students' future employability would be supported was strengthened, and there was an

emphasis of the importance of students being engaged in the continual shaping of the plan. We were asked to make these commitments explicit as has been done below. There were also comments on how the annual review/seminar on student engagement should be delivered with a request that students are involved in the planning of this event.

.
We will continue to runs focus groups with students throughout the year, which look at the successes and weaknesses of outreach activities. These focus groups will explore the current student perspective from Student Ambassadors, Mentors from underrepresented groups, and the prospective student view, working with students on pre-entry programmes and those taking part in care-leaver activities.

The Head of Access and Participation and the Head of Widening Participation Outreach deliver each year a briefing to the Student Committee meeting covering widening participation and fair access, student success and retention ensuring that students involved in the APP work are fully prepared for their roles on committees and also provide students with an opportunity to feed in their views and ideas related to access to the senior level.

We proactively contact participants of our outreach programmes to provide further individualized support to each participant and to gather their feedback so we can provide the right level of advice and support to them. The feedback we receive from the students is important in helping us to ensure that we remain relevant to our intended audience. We have also sought the experiences of FE students progressing to Amity University in order to ensure that we are fully supporting this group of students

We received feedback on our draft Access and participation plan from a mixture of students (UG and PG) both home and international and from a mixture of academic backgrounds. This was a lot of support   for the planned activities, particularly the involvement of the current students in the delivery of outreach activities where such engagement provides a more personal approach and helps to. break down barriers. The students fed back that they would like to see improved communication to all students about the activities highlighted in the plan. This would increase awareness of the activities delivered and available among the student body

How students will continue to shape our plan

The Head of Access and Participate will continue to work with the student representatives to review the student engagement in the delivery of the APP and approach to widening participation more broadly. Students will be engaged in our access/participation work at the strategic/practical level in the following ways:

a)   Amity Student President is part of the Access to Business Education Centre (ABEC) steering group.
b)   Using an approach developed by AccessHE, we will be engaging students as 'co-producers' of at least 40% of our outreach programme. This means that we will go beyond employing students as ambassadors to designing our intervention programme with them.
c)   As part of our evaluation work, we will be engaging '*students as researchers'* whom AccessHE will train and the students will lead on the delivery of 3-5 focus groups with Amity staff.
d)   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.

Amity Students' body will continue to focus on building a sense of belonging and ease of access to opportunities and services.to address disparities in students' tendencies to engage with, lead and define the academic and co-curricular University offer through a redesign of the course representative system to encourage a broader demographic of student participation, particularly from underrepresented students.

The University will also continue to work in partnership with the Students in the promotion of, and support in accessing, financial support to ensure that the greatest number of students understand the financial support that is available to them.

Student Union provided a statement in support of our access and participation plan:"It is the view of Amity Student Union that the Access and Participation Plan for 2020-20215 provides clear evidence of the University full commitment to widening access and participation as part of its goal of social responsibility. The Plan proves the University reflective, ambitious and adaptable approach to access and widening

participation. We are also pleased the plan reflects the strong partnership the University has with the Student Union *The Access and Participation plan has been the result of consultation between the University, the Student Union, the students broadly. Students have been represented on all the main committees that have been overseen the development of the plan. In addition, members of the student-led access and participation programme have also had the opportunity to feed into the process"* (Aurora Garcia, Amity Student President)

3.3 Evaluation strategy

3.3.1 Strategic context

Monitoring and evaluation is embedded into our strategy and is integral to our work. Key performance measures and specific examples of our evaluation of outcomes and impact will be provided in our Widening Participation Annual Report. Our approach includes:
(a): *Targeting*: ensuring that we are targeting the right students for our access, student success and progression activity is an essential element of our work. We use a range of indicators and approaches dependent upon the aim/objective of the activity; the delivery or intensity and what data are available. Where appropriate, we also monitor the effectiveness of our targeting; for example, by analysing the postcodes of pupils who have taken part in key outreach programmes.; (b) *Monitoring*: key performance indicators for WP are embedded into the University's internal Annual Performance Reviews.;(c) *Evaluation*: our approach to assessing the outcome/impact of our activity involves;(a) short-term evaluation of individual activities;(b) medium- and longer-term evaluation of participant outcomes. In addition, using a theory of change methodology to our individual Monitoring and evaluation (M&E) plans, in order to identify the intermediate steps between our participants taking part in an activity and the ultimate goal or objective of that intervention. This will allow us to make more robust claims about the impact of our work and pinpoint the individual elements of them which are most effective and incorporating more statistical analysis of the data collected as part of our monitoring (e.g. statistical significance testing of pre and post-event questionnaires.

We will also: (1) identify opportunities where we are able to collate feedback from a wider range of sources (e.g. parents, teachers, staff) to provide us with a richer evidence base, using both quantitative and qualitative methods;(2) use of d*ata analysis*: to develop intersectional analysis to better understand how combinations of disadvantage may impact on the access, success and progression of our students;(3) use specific research to explore the impact of access activities.

The University recognises the importance of ensuring that all activities are evidence-based, monitored and evaluated. To help support these processes, we have developed a *Monitoring and Evaluation Framework (MEF), t*o ensure that there is a consistent approach across the institution. The MEF is overseen by the APSG, which reports outcomes to the TLC Committee. The framework covers the whole student lifecycle and includes the full range of the institution's WP interventions.

Within this framework we have an institutional Monitoring and Evaluation strategy which outlines our aims and objectives, identifies key stakeholders, considers the dissemination of outcomes and highlights the projects or initiatives that will be included in the MEF. It provides an annual timeline of the monitoring and evaluation processes, as well as guidance and support for projects to help ensure consistent and robust evaluation. To support the implementation of the framework, there is an annual reporting process to review the monitoring and evaluation of each of the projects. These provide key information on; aims and objectives, data analysis, outcome measures, and assessments as to how the project has impacted on our institutional WP

Amity University [IN]London is a small provider, and this allows us to undertake a multi-method evaluation of our access and participation work. We have used the OfS self-evaluation tool to take a baseline assessment of our position in this area. Given that we have not been engaging in work in this field at a high level before, the assessment unsurprisingly suggested that we have distance to travel here in terms of the collation of data and the development of a systematic approach to the evaluation of work in this area. This assessment has indicated to us that effective evaluation requires expertise and capacity. We will work

together with AccessHE to lead on effective evaluation of our work at Amity. Some of the key features of the elutriation strategy implied in this collaborative work are highlighted below :

- *Systematic collection of data*: we will collect data on the background and characteristics of all the learner who participates in our outreach programmes, and on the outcomes of all the interventions designed to support their success and progression. 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. We intend via AccessHE to also participate in the Higher Education Access Tracker (HEAT).

- *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. Our size makes us ideally placed to take this approach and embed it in our outreach work. We will use controlled trials to assess the impact of our work with year 10/11 students and will commit to the dissemination of this work. We intend to deliver with the support of AccessHE a 6 intervention programme for each of years 7 – 11. The goal is to deliver a trial to assess work in 1 -2 of these years, depending on which years are more viable from the data collection viewpoint of schools.

- *Disseminating findings:* we will use the data we collect to research barriers for under-represented groups and disseminate findings to ensure University staff are aware of these barriers and actions required to support students' success in engaging fully while moving in, moving through and moving on. ABE will lead on internal research seminars which are delivered twice a year. Amity is members of NEON which is the professional organization for widening access to higher education in England. 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. We will look to disseminate the findings from our controlled trial work in particular and again this will primarily through NEON, but we will also engage with the new Evidence and Impact Exchange. Given that we believe it is important that the sector is able to share practice on the delivery and results of such trials we will look to produce at least one paper in the period covered by the plan which looks at the trials we undertake.

As stated above, in terms of delivering on our evaluation ambitions again we will tap into the expertise available via our membership of AccessHE. Our membership of AccessHE will include a specific element related to evaluation support and in terms of delivery of RCT described above and focus groups/surveys described above the AccessHE Research/Data officer will provide support for us as a small provider.

3.3.2 Synergy between evaluation and practice

Table 6 below shows how our evaluation will be related to our different areas of work, how we will ensure that evaluation will support practice.

Table 6: The Amity Evaluation Approach

Target	Evaluation work to be undertaken
Access	- Collect data on background/characteristics of participants and track progress to HE via HEAT annually - Undertake RCT with learners participating in our outreach work at year 10/11 annually - Undertake focus groups with learners from years 10-13 annually who participate in our outreach work and at least one teacher from each school annually who have participated in our outreach work
Success	Collect data on attendance, and academic progress over years 1-3 of students from low income/BAME/mature student after each semester

	• Undertake focus groups with students from low income/BAME/mature student backgrounds examining their progress in attainment and views on levels of pastoral support received twice every year. • Undertake interviews with a sample of 30% of academic staff annually 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. • Undertake focus groups 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 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.

3.3.3 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. We will also hold annual whole staff seminars which bring together the whole Amity academic and administrative staff body. The focus of this seminar will be to make a clear connection between research/practice in access/participation work. Built around this seminar, there will be an online space for all staff, which will be continually updated with information regarding access/participation evaluation.

3.4 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.

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

Amity Governing Body has the ultimate responsibility for the delivery of the Access and Participation Strategy and Plan. Progress against the targets in the plan will be a standing item on the Amity Governing Body meeting agenda. An Annual report prepared by the Director of Access and Participation that critically evaluates the activities delivered during the year will be presented to the Governing Body for feedback and approval prior to the annual submission to the Office for Students.

3.4.2 How students are engaged with monitoring

Amity Student President is a member of the ABEC steering committee and the APP Strategic Group. (APSG) Students are engaged within the access and participation activities, and their feedback will be collected through the year. The Annual report prepared by the Access and Participation Director will be available for 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.

3.4.3 Who at the provider is responsible for monitoring

The Access and Participation Strategic Group is responsible for development, monitoring and evaluation of the Access Plan. It is chaired by the Head of Teaching and Learning Committee with representation across the University, senior professional support staff and student representatives. The group is responsible for: (a) ensuring there is effective communication across the university community; (b) providing

ongoing and effective evaluation of the University initiatives, targets and milestones;(c) collecting and reviewing institutional data on retention, success, progression measures, identifying areas of concern, opportunities and recommending actions. Through the year, progress against the University's access Plan targets and ambitious are monitored by groups responsible for specific aspects of the plan. These include Access and participation Teaching & Learning Working Group, Attainment Working Group, Integrated Services Working Group, Employability and Career Working Group.

The Director of Access and Participation have the 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. The Access and Participation Annual report will be presented to the Governing Body for feedback and approval.

3.4.4 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 mechanism described above, as well as regular monthly meetings between the Access and Participation management team and monthly meetings between the Director of Access and Participation and Amity Access and Participation Strategic Group. 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. The register will be the responsibility of the Director of Access and Participation and will form the basis of the. 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 Teaching and Learning Committee.

3.4.5 How monitoring is embedded across the provider

Monitoring and evaluation is embedded into our strategy and is integral to our work. Key performance measures and specific examples of our evaluation of outcomes and impact will be provided in our Widening Participation Annual Report

Any new projects or interventions allocated within Amity's Plan must have a monitoring and evaluation plan to demonstrate impact agreed at the outset. A short, clear framework has been developed to guide all of our work, driven by a theory of change model. The data and insight obtained through our monitoring and evaluation processes informed our recent review of widening participation activity will help to identify gaps in activity and led to the reprioritisation of resource in some areas in order for us to make faster progress towards our widening participation targets.

The University recognises the importance of ensuring that all activities are evidence-based, monitored and evaluated. The Monitoring and Evaluation Framework (MEF), ensure that there is a consistent approach across the institution. The MEF is overseen by the Amity Access and Participation Strategic Group (APSG), which reports outcomes to the Teaching & Learning Committee (TLC). The framework covers the whole student lifecycle and includes the full range of the institution's WP interventions.

4. Provision of information to students

The University provide clear and transparent information online about Amity programmes to allow prospective students to make an informed choice; Information will include the fee, scholarships available, eligibility criteria, support levels and the method of assessment. This information is available for prospective and current students. It will also be made explicitly available to students at the point of any offer of admission.

Similarly, detailed information about Amity's fee levels will be available online to students before they make their decisions. Information confirming fee levels will be sent to students at the point of any offer of admission.

Information about non-repayable support offered by University through our Amity Bursary clearly states the eligibility criteria for each award. Students are automatically assessed for each award, subject to them

sharing their financial details with the University as part of their student finance application. The statement is included below:

"*If you're a full-time UK student, you do not need to apply for Amity's bursaries separately. When you make an application to Student Finance England, you should ensure that you consent to share your financial details with the University. The Student Services at Amity University will then be able to automatically identify students who are eligible for University support.*"

We send regular email communications to prospective students, applicants and current students providing links to key financial advice and information at critical points during the decision-making process. Emails provide information on bursaries, scholarship and student support funds to applicants and current students.

University continues to engage with prospective students in a variety of ways via a relationship campaign and through targeted literature, including information on fees and financial support available in our prospectus.

At all open days for prospective students, we deliver financial advice in the forms of talks and one-to-one advice at information stands. For those who require printed materials, we continue to produce a variety of resources, outlining general support for all students and also specific funding for targeted groups including students with disabilities or dependents, care leavers and those on postgraduate courses

Our disability team within the Student Services continue to proactively contact students who have declared a disability and provide them with information on how they can be supported through their academic studies. Pre-entry support is offered to students with complex disabilities and students with autism prior to the start of the academic year, to enable individual students to develop relationships with their academic and professional staff and to interact with other early entrants.

Within the recruitment and admission team, there is a named institutional contact for care leavers. The admission officer's role is to contact the students before their arrival at Amity, offering them the opportunity to discuss support requirements, and to provide information about our scholarships for care leavers, advice on accommodation, money and budgeting.

The University will provide UCAS and the Student Loan Company with prompt updates of all necessary information to ensure students can make informed decisions. We provide timely, accurate and clear information to prospective students in a range of accessible formats. This information covers: (a) Information about the University, academic courses, their structure (including placements, internships, study abroad options and assessment methods), entry requirements and assessments; (b) All financial support (including clear eligibility criteria) ;(c) tuition fees. We will work closely with Student Finance England to share information, best practices and relevant opportunities, and we will continue to meet annually for training and updates.

In addition to the information which is targeted to a particular group, the University will continue to comply with CMA and OFS regulations in publishing information on fees and financial support

We will continue to develop and improve our online and printed materials for young people and their advisers to enhance their knowledge about option and pathways. provision of information

The Access and Participation Strategy and the Plan for 2020-2025 have been developed in collaboration with the University Student Union representatives. The Plan will be published on the university web site after the Office for Students approval, to allow both the prospective and current students to see our commitment to widening participation and fair access.

4.1 Financial Support

We believe there is good evidence that bursaries attract students and support a positive experience on course.

Our annual student survey of core bursary recipients produces consistently strong responses in relation to the role of bursaries in supporting a positive experience. Over the last few years, 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 has shown that students with bursary worked harder to achieve a good degree.

An Amity bursary will be available to students who meet the eligibility criteria below. The criteria for receiving an Amity Bursary from the University entry are as follows:

- You must be a full-time Home/EU student for fee purposes
- You must be studying for your first undergraduate degree
- You must be starting at the University for the first time in the current academic year
- 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 have completed sixth form education in England within the state school sector or at a Further Education College in England (or on a full fee-paying means-tested bursary at an independent school or college in England)
- You must not be entitled to any other statutory support in the form of either a grant or fee waiver for your course.

The Amity Bursary programme will offer support up to a maximum of £2,000pa for each year of a student's course on a sliding scale determined by family income as follows:

- £2,000pa for family incomes less than or equal to £25 000

To ensure that the maximum bursaries are targeted at those most in need, the University will pay additional support of £1,000pa to students who meet one or more of the following criteria:

- Students who are Care Leavers or who are from a Foyer background
- Mature students aged 21 or over at the start of their undergraduate course
- Students in receipt of the Special Support Element of the Maintenance Loan,
- Students classed as independent students for student support purposes
- Students in receipt of Disabled Students' Allowances, Personal Independence Payment or Disability Living Allowance

Hardship funds exist 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 as accommodation, food childcare and has none of their own savings.

Atul scholarship is available for all students that have excellent academic credentials, regardless of their background. The students from all programmes are eligible for this scholarship.

Students can also access a range of information advice and guidance relating to financial matters through the University, financial team support.

Access and participation plan
Fee information 2020-21

Provider name: Amity Global Education Ltd

Provider UKPRN: 10032036

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

Table 4a - Full-time course fee levels for 2020-21 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 2020-21 entrants

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 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£4,500
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 2020-21 entrants

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
2020-21 to 2024-25

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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£40,570.00	£48,355.00	£48,355.00	£50,950.00	£53,545.00
Access (pre-16)	£16,228.00	£19,342.00	£19,342.00	£20,380.00	£21,418.00
Access (post-16)	£16,228.00	£19,342.00	£19,342.00	£20,380.00	£21,418.00
Access (adults and the community)	£8,114.00	£9,671.00	£9,671.00	£10,190.00	£10,709.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£30,430.00	£42,645.00	£42,645.00	£48,050.00	£53,455.00
Research and evaluation (£)	£5,000.00	£7,250.00	£7,250.00	£8,000.00	£8,750.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£90,000.00	£135,000.00	£135,000.00	£150,000.00	£165,000.00
Access investment	12.3%	12.3%	12.3%	12.3%	12.3%
Financial support	22.7%	22.7%	22.7%	22.7%	22.7%
Research and evaluation	5.0%	5.0%	5.0%	5.0%	5.0%
Total investment (as %HFI)	40.0%	40.0%	40.0%	40.0%	40.0%

Targets and investment plan
2020-21 to 2024-25

Provider name: Amity Global Education Ltd

Provider UKPRN: 10032036

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Socio-economic	Ratio of students from lowest 3 IMD deciles and other 7 deciles	No	Other data source	2018-19	20:80	20% lowest 3 deciles: 80% other 7 deciles	25:75	30:70	35:65	40:60	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Ethnicity	Ratio of students from BAME and on BAME backgrounds	No	Other data source	2018-19	10:90	15:85	20:80	25:75	30:70	35:65	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_3	Mature	Ratio of mature and non mature students .	No	Other data source	2018-19	30:70	20:80	20:80	25:75	30:70	40:60	
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for students from underrepresented groups	PTS_1	Socio-economic	Percentage difference in degree attainment (1st and 2:1) between students from lowest 3 IMD deciles and other 7 deciles.	No	Other data source	2018-19	8%	7%	6%	5%	4%	2%	
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between BAME and non-BAME backgrounds.	No	Other data source	2018-19	12%	10%	8%	6%	4%	2%	
To reduce the attainment gap for students from underrepresented groups	PTS_3	Mature	Percentage difference in degree attainment (1st and 2:1) between mature and non-mature students.	No	other data source	2018-19	6%	5%	4%	3%	2%	1%	
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the progression gap for students from under-represented gaps	PTP_1	Socio-economic	Percentage difference in progression to highly skilled employment between students from lowest 3 IMD deciles and other 7 deciles.	No	Other data source	2018-19	5%	4%	3%	2%	No gap	No gap	The data source in this section is/will be taken from our own work with students with our own graduate survey.
To reduce the progression gap for students from under-represented gaps	PTP_2	Ethnicity	Percentage difference in progression to highly skilled employment between students from BAME and non-BAME backgrounds,	No	Other data source	2018-19	6%	5%	4%	3%	2%	No gap	
To reduce the progression gap for students from under-represented gaps	PTP_3	Mature	Percentage difference in progression to highly skilled employment between students from mature and non-mature students.	No	Other data source	2018-19	4%	3%	2%	1%	No gap	No gap	
To reduce the progression gap for students from under-represented gaps	PTP_4	Socio-economic	Percentage difference in progression to employment within 6 months of their graduation between students from lowest 3 IMD deciles and other 7 deciles.	No	Other data source	2018-19	3%	2%	1%	No gap	No gap	No gap	
To reduce the progression gap for students from under-represented gaps	PTP_5	Ethnicity	Percentage difference in progression to employment within 6 months of their graduation between students from BAME and non-BAME backgrounds.	No	Other data source	2018-19	5%	4%	3%	2%	1%	No gap	
To reduce the progression gap for students from under-represented gaps	PTP_6	Mature	Percentage difference in progression to employment within 6 months of their graduation between students from mature and non-mature backgrounds,	No	Other data source	2018-19	3%	2%	1%	No gap	No gap	No gap	
	PTP_7												
	PTP_8												