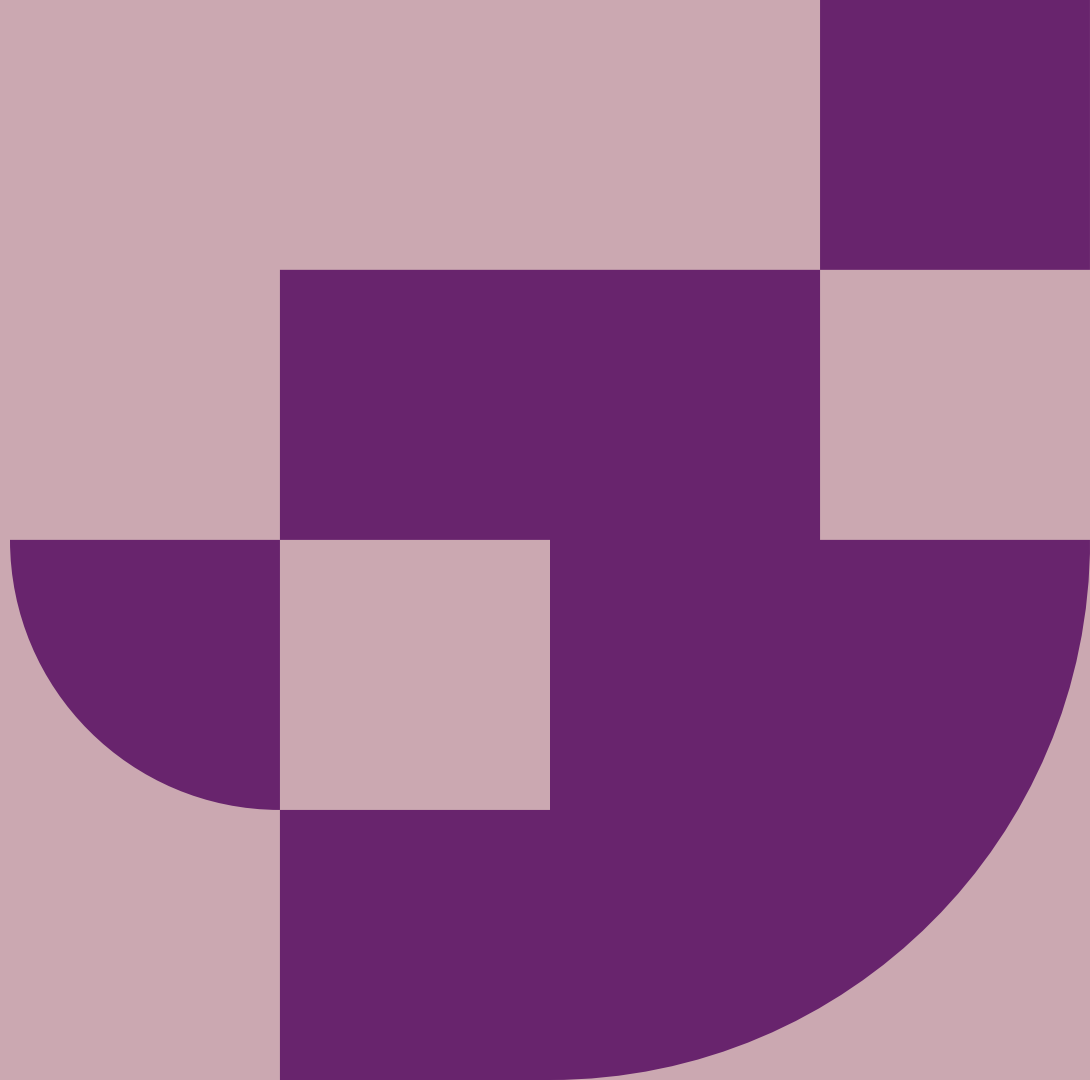


Developing the new Access and Participation Plan



Access and Participation Plans

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

A university or college must have an access and participation plan if:

- they are registered with the Office for Students in the 'Approved (fee cap)' category
- they want to charge above the basic tuition fee cap.



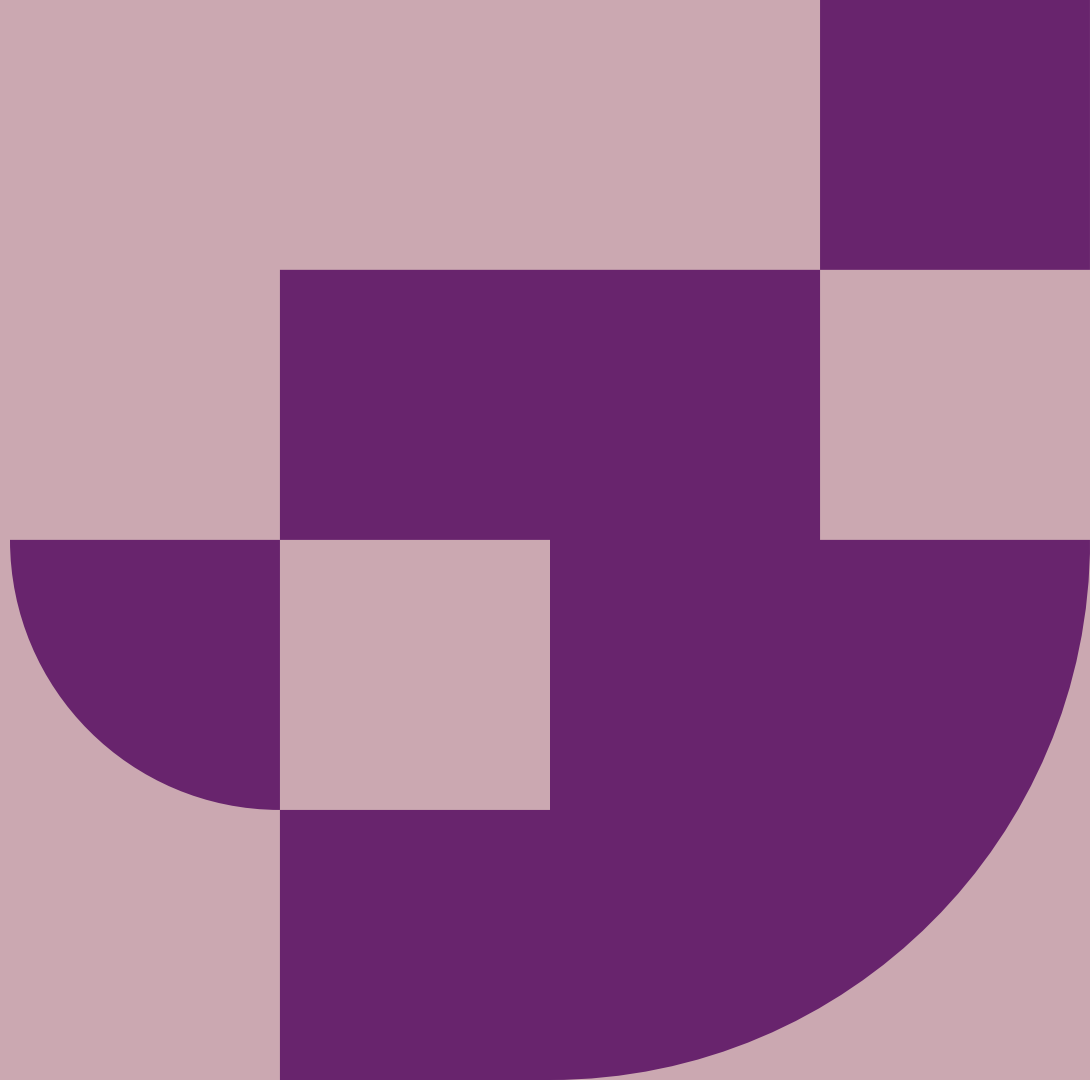
Innovation Activity

**Widening Access &
Participation Strategy**

APP



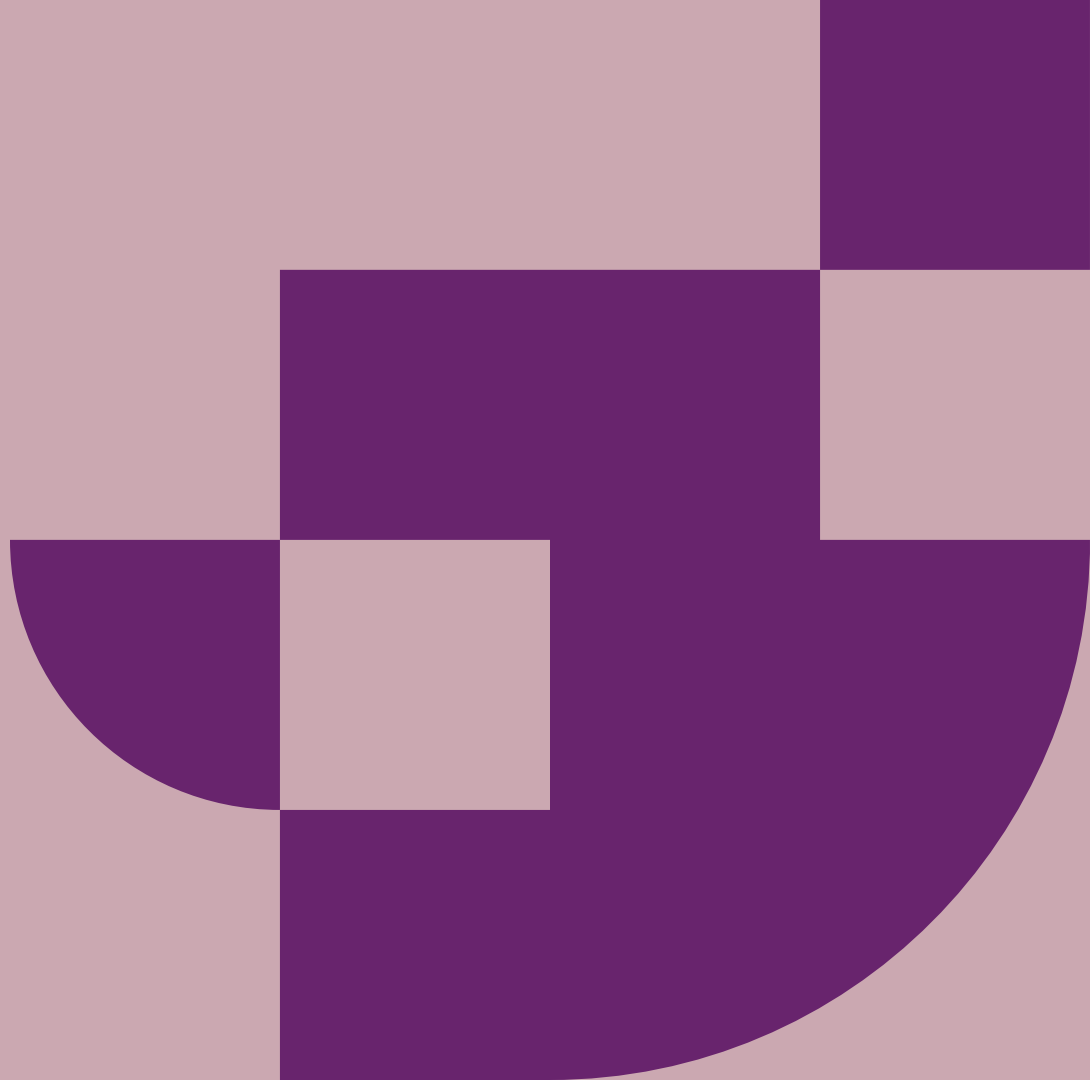
Equality of Opportunity Risks



Our risks

1. There is a lower proportion of applications from POLAR Q1 and Q2 and IMD Q1 and Q2 backgrounds.
2. There are lower proportions of Black and Asian students accepting their offers relative to other student groups.
3. There is a lower continuation rate for disabled students compared to those without disabilities.
4. There is a lower continuation rate for students from IMD Q1, compared to all other quintiles.
5. There is a lower continuation and attainment rate for students coming from alternative entry routes, with a 3-percentage point gap in those achieving a 1st or 2:1.
6. There are lower continuation, completion, and attainment rates for mature students.
7. The completion rate and attainment of Black students is lower compared to their peers.
8. Attainment for disabled students is lower than for those without reported disabilities.

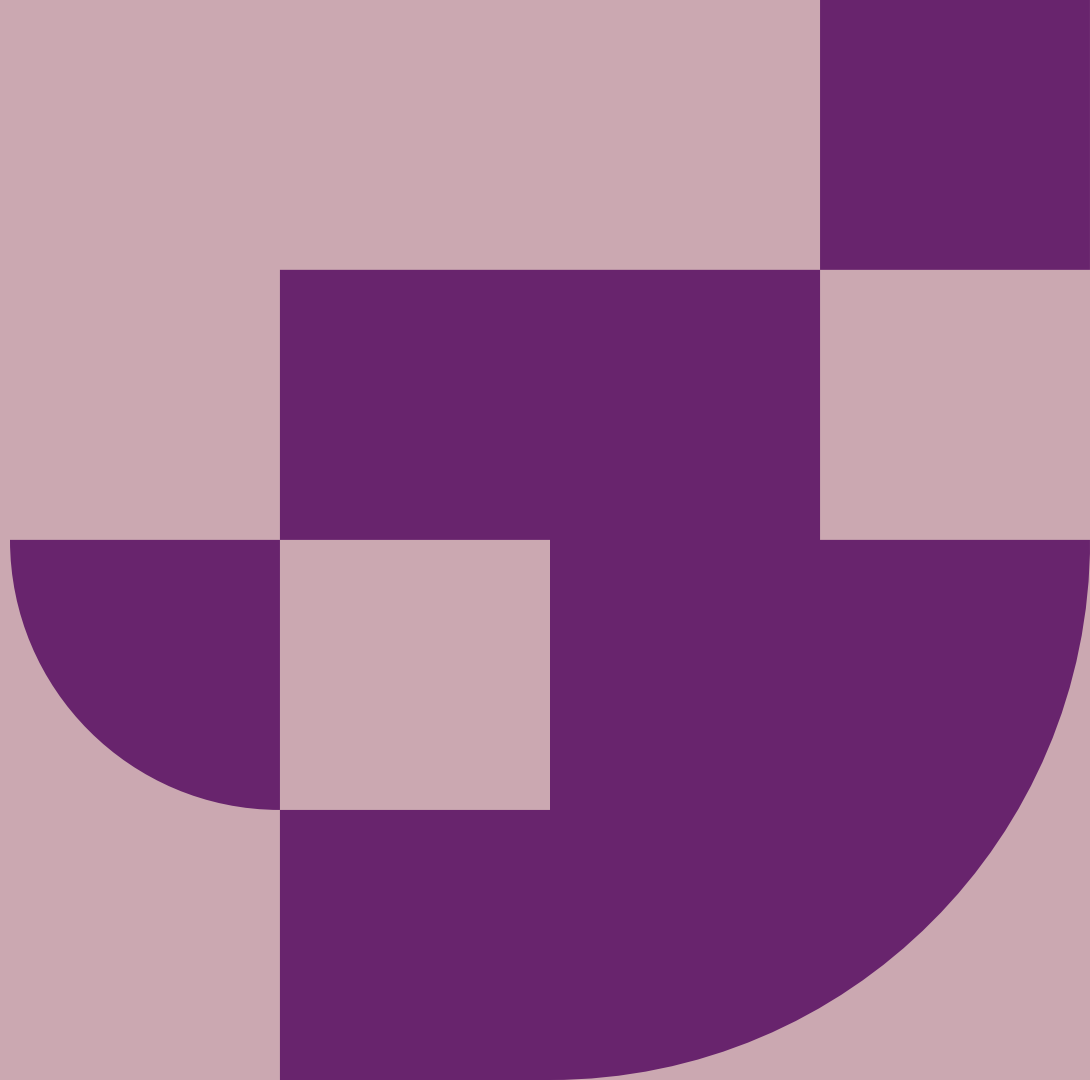
Our objectives



Our objectives

1. To increase the percentage of students studying at Durham University from lower socio-economic backgrounds. This includes reducing the ratio of TUNDRA Q5 to Q1 students to 2.7:1 and increasing the percentage of students eligible for Free School Meals to 10.5% by 2028/29.
2. To increase the percentage of students studying at Durham University from Black and Asian heritage backgrounds to 3.0% and 7.5%, respectively, by 2028/29.
3. To reduce the continuation and attainment gap between students with a reported disability and students with no reported disability to 1.8% for continuation and 1.5% for attainment by 2028/29.
4. To reduce the continuation gap between students from low socio-economic groups and their more advantaged peers to 4.2% by 2028/29.
5. To reduce the continuation, completion, and attainment gap between mature students and non-mature students to 5.0%, 11.5% and 5.0% respectively by 2028/29.
6. To reduce the completion and attainment gap between students from Black heritage backgrounds and those from white heritage backgrounds to 4.0% and 15.0%, respectively, by 2028/29.
7. To limit the attainment gap between students reporting a mental health disability and those not reporting a disability from rising above 5.0%.

Intervention strategies



Intervention Strategies and Outcomes

Intervention strategy 1: Access and continuation for socio-economically disadvantaged students

Intervention strategy 2: Access for Asian-heritage students

Intervention strategy 3: Access, completion and degree outcomes for Black heritage students

Intervention strategy 4: Continuation and degree outcomes for students with a reported disability

Intervention strategy 5: Degree outcomes for students with a reported mental health disability

Intervention strategy 6: Continuation, completion and degree outcomes for mature students

Intervention strategy 7: Increasing belonging

Deep Dive: Intervention Strategy 1 – Access and continuation for socio-economically disadvantaged students

Pre-16 multi-intervention programme

To include Information, Advice and Guidance (IAG), campus visits, academic skills development, and near-peer mentoring. Students will also take part in The Brilliant Club's Scholars Programme twice during the programme.

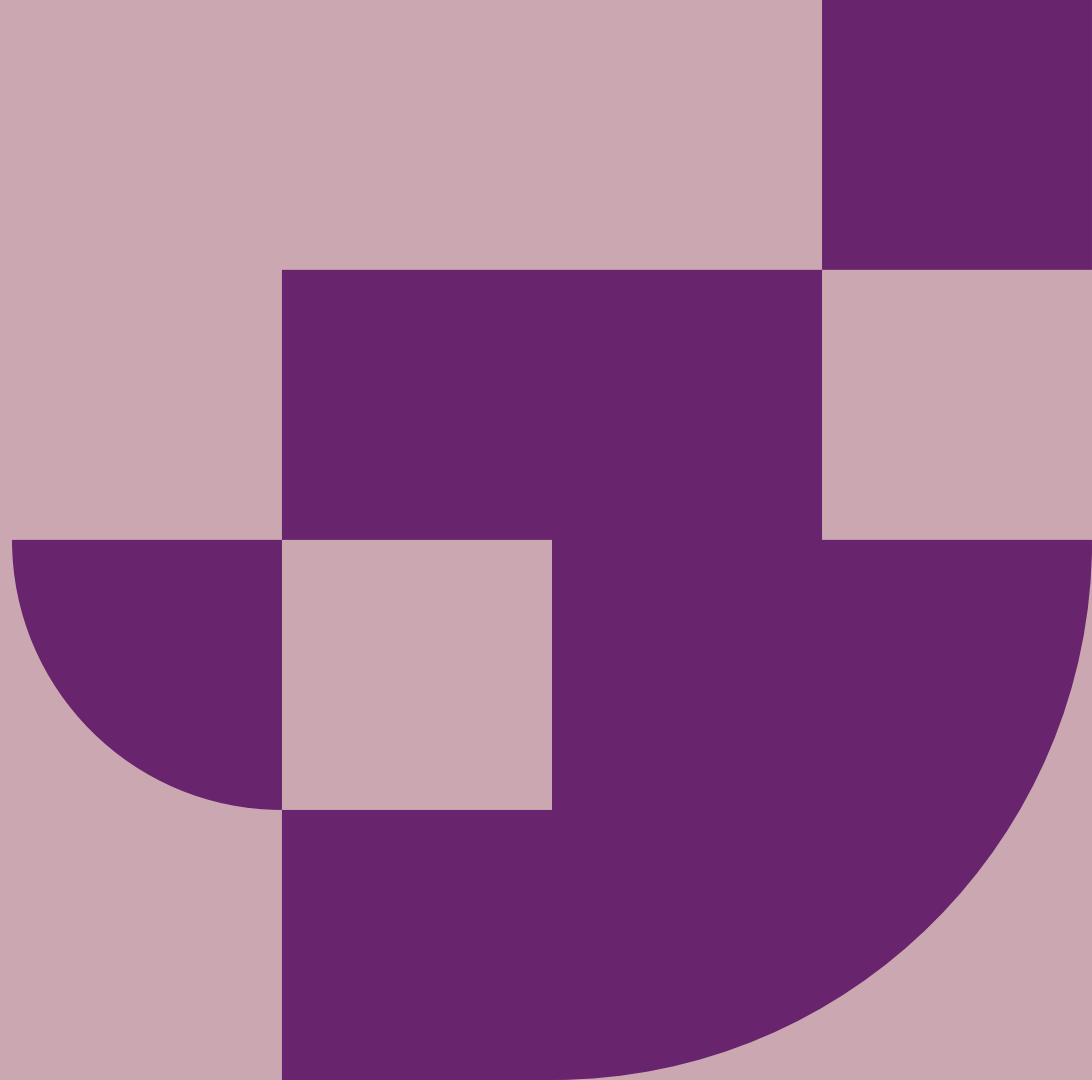
Multi-intervention KS5 and transition programme

The pre-entry phase of the programme will include subject-related activity, a residential, near-peer mentoring, application support, academic skills development, and university preparation through The Brilliant Club's Join the Dots programme. The transition phase will include guaranteed contextual offers and guaranteed first year coaching through the Join the Dots programme.

Academic skills transition support

Develop a training programme for academic departments to design and build pre- and in-sessional subject-specific transition support, focusing on general fundamental academic skills as well as department-specific skills, for all students entering via contextual pathways.

Other initiatives



Contextual Offers

A 'contextual offer' is an offer made to applicants who meet certain requirements at the University. If an applicant meets the eligibility criteria for a contextual offer, the grades they need to achieve will be lower than our standard entry requirements.

Currently, to be eligible for a contextual offer you must:

- Be in receipt of free school meals

Or meet two (or more) of the following criteria:

- Your home address postcode is classified as Quintile 1 or 2 of POLAR4 LPN*
- Your home address postcode is classified as ACORN 5 or 6*
- Your current or most recently attended school is classified as a UK state school
- You are care experienced
- You are an estranged student

Financial Support – Durham Grant Scheme

The Durham Grant is a non-repayable bursary for home undergraduate and PGCE students who do not already have an undergraduate degree and whose household income is below a specific threshold as assessed by Student Finance England (or equivalent).

Students get a Durham Grant in every year of study, if household income remains below the eligibility threshold. This includes years abroad and placement years.

- Less than £30,000: **£2,721**
- £30,000 - £47,200: **£2,720 - £851**
- £47,201 - £62,347: **£714**

Foundation Year

Objective: Provide access to higher education for students with lower attainment by offering a Foundation Year programme.

Financial support: Provide scholarships for low-income students.

Wider Student Experience: Ensure these students can engage fully in the university experience, including extracurricular activities, sports, and cultural events.

Enhanced Outreach: Extend targeted outreach in underserved areas to identify and support potential candidates for the Foundation Year.

Impact:

1. Increase access for underrepresented groups, particularly in the North East.
2. Enhance retention and success rates through financial stability and a strong sense of community.
3. Students who study a Foundation year at Durham, on average, perform better than those who join with standard entry requirements.

Developing the Stanley Health Hub in partnership with the Foundation of Light

Objective: Improve health and education outcomes in Stanley through a multi-sector collaboration.

Health and well-being services: Establish consistent, accessible support for physical and mental health, particularly targeting young people aged 11-16.

Education and mentoring programmes: Implement tailored mentoring initiatives to guide students through key educational transitions and foster confidence.

Community engagement: Partner with local schools and organisations to deliver workshops on resilience, mental health, and career opportunities.

Infrastructure support: Fund the development and expansion of the Stanley Health Hub's facilities into other parts of the region, ensuring a welcoming and resource-rich environment for the community.

Impact:

1. Directly address socio-economic barriers to education and health in one of County Durham's most deprived areas.
2. Promote educational attainment and progression to further and higher education.

Thank you

