

University of Portsmouth Access and Participation Plan 2025/26 to 2028/29



Architect's design for the University's new Student Hub, Cambridge Road, Portsmouth

University of Portsmouth

Access and participation plan 2025-26 to 2028-29

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University of Portsmouth

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

University ambitions and strategy

The University of Portsmouth is an ambitious, modern University firmly rooted in the community we serve and committed to providing an educational experience that transforms lives. We have been part of the Portsmouth community for over a century, are located in the heart of the city and make a significant contribution to our region through research, teaching and as a civic university. We have grown significantly over the past two decades and in the academic year 2023/4 around 21,800 students were registered with the University. The 2023/24 student population was made up of around 17,650 full-time and 4,150 part-time home students, including 5,000 international students. The population included around 4,300 postgraduate taught and 750 postgraduate research students. We have over 3,000 staff.

Our Strategy

Our mission is to **create, share and apply knowledge to make a difference to individuals and society**. We are committed to becoming the UK's top modern university and one of the top 100 young universities in the world by the year 2030. Excellent student experience for all is central to our mission and vision. This is demonstrated through our Gold TEF ratings in 2017 and 2023 and underpinned by our values of ambition, responsibility and openness and our strategy. With particular relevance to our Access and Participation plan, the University Strategy commits us to:

Meeting changing demand and widening participation

- Proactively responding to changing demand
- Championing Access and Inclusivity
- Revolutionising Digital Learning
- Meeting future employer and skills needs

Engaging every student in a life-changing experience

- Ensuring student experience is consistently outstanding
- Inspiring and challenging our students
- Reducing disparities in outcomes across all sections of our student population
- Promoting successful graduate progression into graduate level occupations and further study

Becoming one of the UK's leading civic universities

- Making a positive difference to our region
- Driving inclusiveness and opportunities for all through our leadership and partnerships in the city
- Enriching volunteering and collaborative opportunities

Commitment to widening access and participation

Student diversity is a notable feature of our provision and a significant proportion of our students are from backgrounds that may compromise equality of opportunity. In 2021/22 62% of our UK full-time undergraduate students were either PGM, disabled, mature, from areas of lowest HE participation or high deprivation, or a combination of these. The vast majority of our students join us from state schools and, for the last sixteen years, UoP has exceeded HESA benchmarks for student recruitment from low-participation neighbourhoods.

Characteristics of UoP FT UK UG entrants 2018/19-2021/22
 (* Includes international and EU students)

People of the Global Majority (PGM) *	29%	Low/medium tariff new entrants	80%
Mature (21 & over on entry) *	21%	Non-A level qualifications	44%
Disabled *	16%	Eligible for free school meals	15%
Disadvantaged areas (IMD Q1&2)	32%	Low income households (under £25k)	46%
Low participation neighbourhoods	39%		

In response to the diversity of our student body, we recognise that many of our students are at risk of experiencing inequalities of opportunity. We recognise also that many of our students experience multiple inequalities that can impact at multiple points in the student journey. We seek to ameliorate those inequalities wherever possible and have achieved some success over the life of our previous Access and Participation Plan. We are also conscious that in some areas, particularly relating to awarding gaps, we have much more to do.

Commitment to our communities

Despite its location in the South East, traditionally a wealthier region in England, the City of Portsmouth and surrounding areas including parts of Havant, Gosport and the Isle of Wight face significant economic and educational challenges and educational attainment within the city is comparatively low at multiple stages of the learner journey. UoP's long-standing commitment to being a civic university is part of our recognition of the need to support initiatives to promote social mobility and fair opportunities. As such, we have formed partnerships to support pre-16 educational attainment, including with Portsmouth Literacy Hubs and through the University of Portsmouth Academy Trust. We sponsor Shaping Portsmouth, a not-for-profit organisation that is committed to enhancing learning, skills and employability across the life cycle. We partner with Portsmouth Football Club, as part of our sponsorship of the Club, to ensure that we can engage with traditionally harder to reach audiences in our local area. Given the City of Portsmouth's role as the home of the Royal Navy, we have signed the Armed Forces Covenant and will commit, through this plan, to supporting children from military families and veterans to gain access to HE and succeed through their studies.

Key civic agreements and partnerships	Key external charters and commitments
<ul style="list-style-type: none"> • University & Portsmouth City Council Strategic Agreement • Civic Partnership Agreement • Main sponsor of Portsmouth Football Club • Shaping Portsmouth sponsor • Armed Forces Covenant • Service Child Progression Alliance • Southern University's Network to deliver the deliver the National Collaborative Outreach Project (UniConnect) • University of Portsmouth Academy Trust 	<ul style="list-style-type: none"> • Athena Swan Silver Award • Race Equality Charter Bronze Award • Stonewall Diversity Champion • Stand Alone Pledge • Care Leaver Covenant • Disability Confident Employer Scheme • Mindful Employer • AccessAble

Building on our achievements

We celebrate our achievements under the Access and Participation plan 2020-2025, in particular our success in recruiting and supporting students from a range of backgrounds. However, we also recognise the continued barriers to access to higher education in our city and the barriers to success for some of our student communities, particularly those from a PGM (People of the Global Majority) background.

Through our Access and Participation plan, we will recognise that many within our local communities and many of our students experience inequalities of opportunity that undermine access to higher education, success in their studies and future employment destinations. We further acknowledge both the diversity of experience and the intersecting disadvantages that affect our students and our wider communities.

Risks to equality of opportunity

We accept the importance of continually reviewing the experience and outcomes of different student groups so we can identify and actively address risks, in order to promote successful outcomes for all. The table below shows the key risks to equality of opportunity identified by the University. This is based on a comprehensive analysis of the risks identified from OfS-provided data for the University of Portsmouth and other sources of data relating to the sector and the regional socio-economic environment (**Annex A**). Data was reviewed through a bespoke Power BI dashboard that enabled complex intersectional analysis and has been reviewed in the context of the OfS Equality of Opportunity Risk Register (the EORR).

Risk 1 – ACCESS Aspiration and attainment	EORR Risk 1 highlights that differences in access to a high quality education, and the resources needed to fully engage with it (including time and support), may limit opportunity. This is a key risk as the University of Portsmouth is based in a city and sub-region with significant educational under-achievement related to indices of multiple deprivation. Equally, more limited knowledge and skills and lack of information about, and poor perceptions of, higher education may limit opportunity. We aim to support improvements to attainment and to raise expectations of progression to higher education in our local and sub-regional community.
Risk 2- ACCESS Progression to Higher Education	Issues regarding educational underachievement apply as above and have an impact on groups including FSM-eligible, PGM and care-experienced students. Additionally, the City of Portsmouth is the home of the Royal Navy meaning that the position of children from military families is particularly important. They often have low participation rates in higher education due to the impact of mobility and separation from families. EORR Risks 1, 2 and 3 are all relevant here and relate to activities and programmes to support particular groups with regard to access to higher education.
Risk 3 – SUCCESS Continuation	Overall our continuation rates are healthy. However, analysis of our dataset highlights a growing continuation gap for students previously in receipt of Free School Meals. This relates to several EORR risks (5, 6, 7, 9 and 10), in particular, cost pressures on students from low income families, the continuing effects of the pandemic, and lack of support. Continuation gaps also affect PGM students and those with declared mental health conditions. In common with other institutions, we have also identified increased numbers of students reporting that poor mental wellbeing and financial strain has inhibited their ability to study. Many of these students experience intersectional disadvantage. We aim to review our curriculum and personal tutor support to remove barriers and promote positive engagement.
Risk 4 - SUCCESS Completion	While overall completion rates are good, data analysis highlights a completion gap for students from low participation neighbourhoods (TUNDRA Quintiles 1&2) and for students from PGM backgrounds. EORR risks 9 and 10 relating to financial strains and the continuing impact of the pandemic are particularly relevant here. Further, EORR Risk 6 recognises that differences in educational experiences before university mean some students are not equipped with the same level of relevant skills or knowledge as other students. EORR Risk 7 recognises the importance of personal support, including engagement with extracurricular activities for such students. As above, work on our curriculum and sources of support aim to ameliorate such barriers to success.
Risk 5 - SUCCESS Awarding gap for PGM students	The awarding gap for PGM students remains a significant issue. The gap reduced for several years. We believe this was in part due to actions during the Covid-19 pandemic to mitigate its detrimental impacts. However, the gap rose again in 2021/22 to be higher than the sector average. There is a particular negative impact on our Black students. Several EORR risks recognise potential issues, including Risk 6 and 7 relating to academic and personal support. We aim to reduce this awarding gap through bespoke programmes to encourage culture change and provide targeted support.
Risk 6 – PROGRESSION Progression to graduate employment	The progression gap for our PGM students is higher than the sector by 2 percentage points and we also recognise progression gaps for students with disabilities. EORR Risk 12 identifies the risk that some students do not have equal opportunity to progress to employment or further study, due to factors including financial position, access and time to undertake extracurricular or supra-curricular activities and lack of guidance. We aim to reduce these specific barriers through embedding employability in the curriculum and targeted support.

Objectives

Our approach to widening access and improving outcomes is holistic and recognises the intersections of disadvantage affecting some groups of students. We admit students based on future potential, rather than past educational experience. We seek to address the gaps that persist across the student lifecycle, in particular for PGM students and those with disabilities. We follow our own established good-practice but also seek to be continually informed by research and evaluation of good practice across the sector. We work with, and will continue to work with, our students and the University of Portsmouth Students Union (UPSU) to co-create approaches that meet the differing needs of individual students.

Where we have seen improvements based on past and ongoing interventions, we will continue to monitor and adjust, where needed. We intend to refresh our monitoring and evaluation practices to ensure we are responsive to emerging evidence and changing circumstances. In addition, we have set the following objectives and targets based on analysis of our performance and our understanding of current and potential risks to outcomes:

Objectives - All targets relate to 2028/29 unless otherwise specified:

<p>Objective 1 – ACCESS</p> <p>Aspiration and attainment</p>	<p>We will support primary and secondary school pupils across our sub-region to gain knowledge and skills needed to access higher education.</p> <p>Targets:</p> <ul style="list-style-type: none"> • We will grow the University of Portsmouth Academy Trust to encompass secondary provision either by merging with a similar sized multi academy trust (MAT) with secondary provision or by incorporating local authority maintained schools, single academy trusts (SAT). • We will support Academy Trust schools to improve outcomes at KS2 from currently (2022/23) below national averages in Reading, Writing and Mathematics to national averages or above in 2028/29. • Through our direct and partnered outreach work, we will establish a benchmark for GCSE-related attainment for FSM-eligible males as recipients of targeted activity, and seek to set future targets for improvements.
<p>Objective 2 – ACCESS</p> <p>Progression to Higher Education</p>	<p>We will increase entry rates for FSM-eligible students and other under-represented groups within our sub-region.</p> <p>Targets:</p> <ul style="list-style-type: none"> • We will improve entry rates for FSM-eligible students by at least 4pp. • We will increase recruitment of students who are eligible for the care leavers bursary from 14 in 2022/23 to 25 in 2028/29. • We will increase recruitment of estranged students who are eligible for the Stand Alone bursary from 17 in 2023/24 to 25 in 2028/29. • We will capture relevant applicant and enrolment data to allow us to set recruitment targets for individuals from military families from 2025/26 • We will increase engagement with students from military families from 224 per year to 324 per year
<p>Objective 3 – SUCCESS</p> <p>Continuation rates</p>	<p>We will address the risks created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close continuation gaps.</p> <p>Targets:</p> <ul style="list-style-type: none"> • We will halve the continuation gaps between students with no disability and those who are disabled. • We will reduce the continuation gap for students previously in receipt of FSM from 4.5% to no more than 2%. • We will eliminate the continuation gap between FSM-eligible white males and non-FSM-eligible white males.

Objective 4 – SUCCESS Completion rates	We will address the risks created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close completion gaps. Targets: <ul style="list-style-type: none"> • We will reduce the completion gap for students from IMD quintiles 1&2 from 3.7% to no more than 2%. • We will halve the completion gap between students with no disability and those who are disabled. • We will eliminate the completion gap between Black and White students. • We will halve the completion gap between Black female and Black male students.
Objective 5 – SUCCESS Awarding gap for PGM students	We will significantly reduce the awarding gap for PGM, and particularly Black students. Targets: <ul style="list-style-type: none"> • We will reduce the awarding gap between White and PGM students from 14% in 2021/22 to 8%. • We will reduce the awarding gap between White and Black students from 23.7% in 2021/22 to no more than 10%.
Objective 6 – PROGRESSION Progression to professional jobs	We will improve progression rates for PGM and disabled graduates to professional employment or further study. Targets: <ul style="list-style-type: none"> • We will reduce the progression gap between White and PGM first-degree graduates from 4% in 2021/22 to no more than 2%. • We will halve the progression gaps for first-degree graduates with multiple disabilities and social and communication impairments (compared with no disability). • We will halve the progression gaps for students from disadvantaged backgrounds.

Our objectives have been translated into the following Intervention Strategies:

IS 1: Increase skills, knowledge and understanding to support access to higher education in our sub-region (Objective 1/Objective 2)

IS 2: Increase entry rates among under-represented groups in our sub-region (Objective 2)

IS 3: Increase participation among individuals from military families (Objective 2)

IS 4: Address the risks to outcomes created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close continuation and completion gaps (Objective 3/Objective 4).

IS 5: Significantly reduce the awarding gap for PGM, and particularly Black students (Objective 5).

IS 6: Improve progression rates for PGM and disabled graduates to professional employment or further study (Objective 6).

The following pages set out our detailed intervention strategies and approach to evaluation. The section on 'Evaluation and Dissemination of the Plan' (page 29) outlines our approach to dissemination. We will aim to disseminate findings across a number of intervention strategies, where appropriate, to increase the impact of these activities.

Note on presentation of costs on the following pages: Total costs across four years incorporate inflation from 2026/27 onwards, where this is appropriate. Consequently total four year costs are higher than costs shown for specific areas of spend in 2025/26. No inflation has been applied to bursaries or scholarships. All costs align with the OfS Fees, Investment and Targets spreadsheet.

Intervention Strategy 1: ACCESS: Aspiration and Attainment

Objectives	<p>The aim of Intervention Strategy 1 is to increase skills, knowledge and understanding to support access to higher education in our sub-region. It relates most closely to Objective 1: We will support primary and secondary school pupils across our sub-region to gain knowledge and skills needed to access higher education.</p> <p>It encompasses the following targets:</p> <ul style="list-style-type: none"> • We will grow the University of Portsmouth Academy Trust to encompass secondary provision either by merging with a similar sized multi academy trust (MAT) with secondary provision or by incorporating local authority maintained schools, single academy trusts (SAT). • We will support Academy Trust schools to improve outcomes at KS2 from currently (2022/23) below national averages in Reading, Writing and Mathematics to national averages or above in 2028/29. • Through our direct and partnered outreach work we will establish a benchmark for GCSE-related attainment for FSM-eligible males as recipients of targeted activity, and seek to set future targets for improvements. <p>Proposed investment: Approx. £415,000 across the life of the plan (adjusted for inflation in later years)</p>
Risks to Equality of Opportunity	<p>Identified risks to equality of opportunity for the groups identified above are:</p> <ul style="list-style-type: none"> • Risk 1: Knowledge and skills • Risk 2: Information and guidance • Risk 3: Perception of higher education
Related Objectives	<p>Objective 2: We will increase entry rates for previously FSM-eligible students and other under-represented groups within our sub-region.</p>

Activity	Inputs	Outcomes	Cross-Intervention Strategy
<p>Broaden the reach and impact of the University of Portsmouth Academy Trust (Expanded activity)</p> <p>The University will grow the Trust, either by merger or incorporation of state funded schools at secondary level located within the Hampshire/Solent region.</p>	<p>Strategic support for the UPAT senior leadership team provided by the Associate Pro Vice-Chancellor for Education Partnerships and associated project managers.</p> <p>Project management support (staff time)</p> <p>Total average cost: c. £71.6k per year (£287k across life of plan)</p>	<p>The Trust will grow in size from 3 primary schools to a minimum of 8 schools, including at least 2 secondary schools by 2025/26</p>	<p>Linked to IS 2: Increase entry rates among under-represented groups in our sub-region</p>
<p>Support for UPAT Schools (Expanded activity)</p> <p>Working with the University's School of Education, UPAT schools will improve attainment through targeted CPD opportunities for staff and through access to, and engagement with, research opportunities.</p> <p>Provision of the University's 'Going UP Workshop In a Box' to UPAT schools. This is a resource designed for KS2 pupils to explore careers and HE through a game-based introductory lesson.</p>	<p>Project management support (staff time)</p> <p>Research support (staff time)</p> <p>Going Up Box: Max. staff time of 30 hrs delivery across 5 schools (as part of outreach team staffing - see <i>Pre-16 Widening Participation School Outreach programmes & activities in IS2</i>)</p> <p>Total average cost: c. £11k per year (£44k across length of plan)</p>	<p>Improved knowledge and skills for UPAT school staff</p> <p>Improved academic self-efficacy for learners</p> <p>Increased attainment at KS2 and KS4/5</p> <p>Increased progression to HE and to UoP</p>	<p>Linked to IS 2: Increase entry rates among under-represented groups in our sub-region</p>

<p>Value Me - attainment raising programme for FSM boys (New activity)</p> <p>Year-long programme based on UoP's existing 'Value Me' framework and evidence base</p> <p>Module-based curriculum and supporting framework for pupils to work through with their school</p> <p>In partnership with third-party provider, development of an accredited wrap-around PD programme for schools that tracks delivery of pupil-facing modules</p>	<p>CPD programme for schools, in partnership with GRIT Breakthrough Programmes - approx. £12k per year</p> <p>L&D for the Value Me modules & project coordination</p> <p>Outreach staff time circa. 400 hours (<i>as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2</i>);</p> <p>Academic staff time circa. 100 hours - approx. £6k pa</p> <p>Project pot (materials, printing, marketing etc.) approx. £2.5k per year</p> <p>Total average cost: £21.1k per year (£84k across length of plan)</p>	<p>Improved academic self-efficacy</p> <p>Increased sense of belonging within education settings</p> <p>Increased academic motivation</p> <p>Improve speaking skills</p> <p>Increased attendance</p> <p>Increased attainment at KS4/5</p> <p>Increased progression to HE and to UoP</p>	<p>Linked to IS 2: Increase entry rates among under-represented groups in our sub-region</p>
<p>SUN (Uni Connect) collaboration - The Empower Programme (Expanded activity)</p> <p>SUN and UoP will work together to deliver attainment-raising interventions to improve attainment for underrepresented learners.</p> <p>Actively support the delivery of The Empower programme for FSM boys:</p> <ul style="list-style-type: none"> ● Focused on development of metacognition ● 5 priority schools in Portsmouth area ● Support the delivery of 3 x 2hr workshops 	<p>Collaboration with SUN</p> <p>Staff time for design and delivery of programme</p> <p>Max. staff time of 30 hrs delivery across 5 schools (<i>as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2</i>)</p> <p>Cost neutral</p>	<p>Improved metacognition among learners</p> <p>Improved academic self-efficacy</p> <p>Improved skills and confidence among learners</p> <p>Increased attainment at KS4/5</p>	<p>Linked to IS 2: Increase entry rates among under-represented groups in our sub-region</p>
<p>Literacy hubs - Pompey Pirates (Existing activity)</p> <p>Collaboration with the Literacy Hubs, to support literacy attainment in Portsmouth.</p>	<p>Staff and student volunteering hours</p> <p>Use of university facilities for project work</p> <p>University-hosted Graduation events for Pompey Pirate participants</p> <p>Costed staff time of 30 hrs delivery across 5 schools (<i>as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2</i>)</p> <p>Cost neutral</p>	<p>Improved metacognition among learners</p> <p>Improved skills and confidence among learners</p> <p>Increased attainment at KS2</p>	<p>Linked to IS 2: Increase entry rates among under-represented groups in our sub-region</p>

Evidence Base and Rationale

The Hampshire and Isle of Wight region exhibits relatively low levels of deprivation, with only 3.7% of its 1,194 lower-layer super output areas (LSOAs) classified among the most deprived in England. However, Portsmouth stands out with 12% of its 125 LSOAs falling into this category, highlighting a significant contrast within the region. Educational outcomes in Portsmouth reflect this disparity, as the area shows concerning low rates of progression to higher education or training. In 2021/22, only 53.5% of those who left 16 to 18 education in 2019/20 advanced to a sustained level 4 or higher destination, compared to the national average of 68.3%. Consequently, Portsmouth ranks 17th out of 19 local authorities in the South East and 143rd out of 149 in England on this measure.

Academic performance at both KS2 and KS4 in Portsmouth is similarly problematic. In 2022/23, only 31.6% of pupils achieved grades 5 or above in English and mathematics GCSEs, significantly below the national average of 45.3%, and marking a notable decline from the previous year. At Key Stage 2, only 49% of Year 6 pupils met the expected standard in reading, writing, and maths, the lowest rate in the South East and one of the lowest in England. These educational shortcomings pose a substantial risk to equality of opportunity, limiting access to higher education and the ability to succeed academically and professionally, thereby affecting the long-term socio-economic prospects of the local population.

In consequence, significant groups of young people within our sub-region lack the knowledge and skills to take full advantage of higher education (EORR1). Further, because of low expectations of such groups, information about higher education (EORR2) and perceptions of higher education (EORR3) are sometimes poor, leading to those groups feeling unable to apply to HE, despite being qualified to do so.

The University of Portsmouth established an Academy Trust in 2021 as a specific contribution to addressing poor educational outcomes at KS2. Through UPAT we have sought to create evidence-led structures to improve pupil outcomes and lead CPD activity to support the development of practitioners. In this APP period we intend to expand UPAT. Currently we are in a formal coexistence arrangement with The Gateway Trust (TGT) another small yet dynamic trust, underpinned by a profound belief in being 'stronger together' which matches UPAT's Being, Belonging, Becoming values. It is intended that a future, potential merger of our Trusts will enable learners from KS1 to KS3 to achieve better outcomes and raise academic and career aspirations of all learners. We will also further develop our existing portfolio of CPD and knowledge exchange activity with both partner schools and colleges and pursue wider engagement with primary and secondary providers in our sub-region. These activities primarily address EORR1.

Additionally, we will seek to address EORR2 and EORR3 through targeted widening participation activities. These activities are both direct, including campus visits and activities to enhance skills, and offered through our partnerships with others, such as Portsmouth Literacy Hubs and GRIT.

See Annex B for further details on the evidence base and rationale for specific activities.

Evaluation

Ownership of IS 1 lies with the Associate Pro-Vice-Chancellor Education Partnerships and the Director of Recruitment, Marketing and Communications. IS 1 will be monitored and evaluated quarterly by the APP Monitoring and Evaluation Group and will report to Academic Council and, thereafter, to the Board of Governors annually.

Activities within IS 1 are grounded in a type 1 theory of change model, where there is a clear narrative to support selection of activities that demonstrably have had reach and impact in previous iterations of that activity or in other similar activities conducted elsewhere. Activities will also be evaluated, where feasible, using a type 2 theory of change model encompassing empirical enquiry. These will include measuring specific outcomes against standard measures of KS2 and KS4 attainment, where possible, and through pre- and post-activity surveys to measure impact on knowledge, understanding and stated levels of confidence. Notably, we will monitor attitudinal changes (belonging, expectations/aspiration for HE, understanding of subject choices) - via our own outreach evaluation framework (based on TASOs validated scale) pre and post surveys. Further we will use HEAT for monitoring impact on GCSE attainment rates.

Type 3 theory of change models will be used for specific interventions conducted as part of UPAT's commitments to research and development in partner schools.

Intervention Strategy 2: ACCESS – Progression to Higher Education

Objectives	<p>The aim of Intervention Strategy 2 is to Increase entry rates among under-represented groups in our sub-region. It relates most closely to Objective 2: We will increase entry rates for FSM-eligible students and other under-represented groups within our sub-region.</p> <p>It encompasses the following targets:</p> <ul style="list-style-type: none"> • We will improve entry rates for FSM-eligible students by at least 4pp. • We will increase recruitment of students who are eligible for the care leavers bursary from 14 in 2022/23 to 25 in 2028/29 • We will increase recruitment of estranged students who are eligible for the Stand Alone bursary from 17 in 2023/24 to 25 in 2028/29 <p>Proposed investment: Approx. £10,444,000 across the life of the plan (adjusted for inflation in later years, where appropriate)</p>
Risks to Equality of Opportunity	<p>Identified risks to equality of opportunity for the groups identified above are:</p> <ul style="list-style-type: none"> • Risk 1: Knowledge and skills • Risk 2: Information and guidance • Risk 3: Perception of higher education
Related Objectives	<p>Objective 1: We will support primary and secondary school pupils across our sub-region to gain knowledge and skills needed to access higher education.</p>

Activity	Inputs	Outcomes	Cross-Intervention Strategy
<p>University of Portsmouth Compact Scheme (expanded activity)</p> <p>The University provides contextualised offers to applicants based on widening participation (WP) criteria. As part of this, we will develop Compact Agreements with at least 14, and potentially up to 20, partner colleges to support prospective students who meet targeted WP criteria. Working collaboratively with these colleges, we will provide:</p> <ul style="list-style-type: none"> • Higher Education activity and transition support for prospective students. • Adjusted offers for applicants from targeted widening participation backgrounds and an associated £1,000 scholarship scheme. 	<p>Compact Scholarship scheme of £1,000 to WP entrants</p> <p>Staff coordination and delivery of Compact agreements (as part of staffing for Post-16 engagement with schools and colleges below)</p> <p>Transition event to support WP students - £7.5k pa</p> <p>Total average cost: c. £284k (c. £1.14m across life of plan)</p>	<p>Increase in applications from FSM students from Compact colleges.</p> <p>Increased number of Compact partner colleges</p> <p>Increased progression to HE and UoP among target groups</p> <p>Increased sense of belonging to UoP for applicants among target groups</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to higher education in our sub-region</p>
<p>Pre-16 Widening Participation School Outreach programmes & activities (existing activity)</p> <p>The UP for Uni programme - delivered longitudinally with partner schools, providing</p>	<p>Staff costs for organisation and programme delivery</p> <p>Student ambassador support Working in collaboration with partners</p>	<p>Increased knowledge of and expectations for university</p> <p>Increased understanding of subject choices</p> <p>Improved academic self-efficacy</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to</p>

<p>multiple interactions for pupils across years 7-11</p> <p>Programme of talks, workshops and webinars - delivered in school and online</p> <p>Subject- specific taster days and activity</p> <p>Targeted activity for underrepresented groups</p>	<p>Outreach staff costs - £257k pa</p> <p>Operational programme/activity costs - £74k pa</p> <p>Total average cost: c. £341k pa (£1.36m across life of plan)</p>	<p>Increased sense of belonging in educational settings</p> <p>Improved metacognition</p> <p>Increase in applications to UoP</p> <p>Increased progression to HE and to UoP</p>	<p>higher education in our sub-region</p>
<p>Post-16 engagement with schools and colleges (existing activity)</p> <p>Programme of HE talks, workshops, webinars</p> <p>Subject- specific taster days and talks</p> <p>Attendance at HE/careers fairs to provide advice and guidance.</p> <p>Professional development webinars and conference for HE advisers to equip them with the latest HE knowledge to support student choice</p> <p>Biannual College Partners Conference</p>	<p>Staff costs for organisation and programme delivery</p> <p>Student ambassador support</p> <p>Conference support and organisation</p> <p>Schools and colleges engagement staff costs - £159k pa</p> <p>Operational programme/activity costs - £44k</p> <p>Catering costs - c. £200</p> <p>Staff time to support partners conference - c. £1.2k</p> <p>Total average cost: c. £211k pa (£844k across life of plan)</p>	<p>Increased knowledge of and expectations for university</p> <p>Increased understanding of subject choices</p> <p>Increase in applications to UoP</p> <p>Increased progression to HE and to UoP</p> <p>Raised expectations and engagement among FE providers</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to higher education in our sub-region</p>
<p>Collaborative Activity with Portsmouth Football Club (expanded activity)</p> <p>Work in partnership with Portsmouth Football Club to deliver activities in schools and colleges to encourage progression to HE.</p> <p>Portsmouth Football Club scholarships for students (first in family to go to HE or household income lower than £35,000) to study at UoP - £3,000 per year towards study plus work experience with PFC.</p> <p>Talks, player appearances and mock press conferences in pre and post 16 schools/colleges/</p>	<p>Staff costs for organisation and programme delivery & operational programme/activity costs (as part of staffing for 'Post-16 engagement with schools and colleges' and 'Pre-16 widening participation school outreach programmes & activities' above)</p>	<p>Increased knowledge of and expectations for university</p> <p>Increased knowledge of educational pathways and careers in sport.</p> <p>Increase in applications to UoP</p> <p>Increased progression to HE and to UoP.</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to higher education in our sub-region</p>
<p>Widening Participation Bursary (existing activity)</p> <p>Provision of a £500 bursary per annum for full-time undergraduate students from England who have a household income of £25,000 a year or less.</p>	<p>WP Bursary average cost: c. £1.76m</p> <p>Administration of bursary: c. £16k in 25/26</p> <p>Total average cost: c. £1.77 m pa (£7.1m across life of plan)</p>	<p>Increased applications and progression to UoP from students from lower income households.</p> <p>Increased capacity for attendance and engagement among students from lower income households. .</p> <p>Increased sense of belonging to UoP for applicants among target groups</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to higher education in our sub-region</p>

Families' Event (new activity) An event for applicants with young children to showcase support available for them at the University and within the City. Encompasses an opportunity to meet and network with other students with families and is predominantly aimed at mature students.	A fair-style event with activities and stands. Small proportion of 2-3 FTE staff to plan, coordinate and deliver. Annual costs of booking and materials no more than £500 Total average cost: c. £1k pa (£4k across life of plan)	Increased knowledge of and expectations for university among mature students Increased sense of belonging in educational settings among mature students Increase in applications to UoP among mature students	Linked to IS 1: Increase skills, knowledge and understanding to support access to higher education in our sub-region
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Evidence Base and Rationale

As noted in the evidence base and rationale for IS 1, our sub-region experiences relatively low levels of attainment at KS4 and, in 2021/22, only 53.5% of those who left 16 to 18 education in 2019/20 advanced to a sustained level 4 or higher destination, compared to the national average of 68.3%. As such, there are significant risks for young people, particularly in Portsmouth, in categories EORR1, 2 and 3. Our analysis has also identified specific groups of young people in our sub-region who experience significant and growing disadvantages. Thus, within the Portsmouth local authority area FSM eligibility increased to 33.9% in 2022/23; up from 18.7% in 2017/18. Notably, the UoP 2021/22 entry rate for full-time undergraduate white male students eligible for FSM was 9.9%, below the 14.6% rate for all entrants.

We recognise that we must do more to raise students' expectations by removing barriers and obstacles to higher education, especially for those who live in our region. To realise these ambitions, over the academic year 2023/24 the University of Portsmouth has developed a new approach to contextualised admissions. We issue adjusted offers to students using established widening participation data, particularly for students within our region. As part of this approach, the University is piloting Compact Agreements with 3 partner colleges and plans to roll this out with up to 17 further colleges in 2024/25. This is designed to support students who meet widening participation criteria through the provision of adjusted offers and an associated bursary. [TASO](#) have identified some evidence to suggest that financial support (pre- entry) can have a positive impact on HE participation and this is more likely to be effective as part of a broader programme. This is therefore likely to support the rising numbers of FSM students within our local area and support in overcoming financial barriers to HE. Going forward, we plan to develop further transition support for these students to support them in their progression to studying at Portsmouth.

Additionally, we will seek to address EORR2 and EORR3 through targeted widening participation activities. These activities are both direct, including campus visits and activities to engage young people with particular subjects, and offered through our partnerships with others, such as Portsmouth Football Club.

See Annex B for further on the evidence base and rationale for specific activities.

Evaluation

Ownership of IS 2 lies with the Deputy Vice-Chancellor (Education), the Deputy Vice-Chancellor (Global and Student Life) and the Director of Recruitment, Marketing and Communications. IS 2 will be monitored and evaluated quarterly by the APP Monitoring and Evaluation Group and will report to Academic Council and, thereafter, to the Board of Governors annually.

Activities within IS 1 are grounded in a type 1 theory of change model, where there is a clear narrative to support selection of activities that demonstrably have had reach and impact in previous iterations of that activity or in other similar activities conducted elsewhere. Activities will also be evaluated, where feasible, using a type 2 theory of change model encompassing empirical enquiry. These will include utilising focus groups, where possible, and through pre- and post-activity surveys to measure impact on knowledge, understanding and stated levels of confidence. Notably, we will monitor attitudinal changes (belonging, expectations/aspiration for HE, understanding of subject choices) - via our own outreach evaluation framework (based on TASOs validated scale) pre and post surveys. Further we will use HEAT to enable longitudinal tracking of participation in outreach activity and progression into higher education.

Intervention Strategy 3: ACCESS: Children of Service Families

Objectives	<p>The aim of Intervention Strategy 3 is to increase participation among individuals from military families. It relates most closely to Objective 2: We will increase entry rates for FSM-eligible students and other under-represented groups within our sub-region.</p> <p>It encompasses the following targets:</p> <ul style="list-style-type: none"> • We will improve our applicant and enrolment data to allow us to set recruitment targets for this cohort from 2025/26 • We will increase engagement with students from military families from 224 per year to 324 per year <p>Proposed investment: Approx. £100,000 across the life of the plan, of which £24,000 of is externally funded, therefore £76,000 net cost (adjusted for inflation in later years where appropriate)</p>
Risks to Equality of Opportunity	<p>Identified risks to equality of opportunity for the groups identified above are:</p> <ul style="list-style-type: none"> • Risk 1: Knowledge and skills • Risk 2: Information and guidance • Risk 3: Perception of higher education
Related Objectives	<p>Objective 1: We will support primary and secondary school pupils across our sub-region to gain knowledge and skills needed to access higher education.</p>

Activity	Inputs	Outcomes	Cross-Intervention Strategy
<p>Festival of Friends (New activity)</p> <p>Schools improvement programme for enhancing service child outcomes:</p> <ul style="list-style-type: none"> • A year-long, collaborative and peer-supported programme for supporting service children in schools across Portsmouth and surrounding areas. • Includes staff training, establishment of a network of school-based service child champions, development of school-level improvement plans, and a showcase festival hosted at UoP. 	<p>Secured funding from the Armed Forces Education Trust - £24k</p> <p>Match funding for school staff cover costs - £2k</p> <p>In kind support from local authority</p> <p>Staffing for internal coordination and stakeholder engagement (circa. 50 hrs of G7 Senior Outreach & Transition Officer) - <i>(as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2)</i></p> <p>Additional staffing for festival event: (circa. 20 hrs G5 Outreach Officer) <i>(as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2)</i></p> <p>Total average cost: Net £2k pa plus £24k externally funded across the life of the plan</p>	<p>20+ schools engaged via the programme</p> <p>Build capacity within schools for supporting service children</p> <p>Promote attainment and progression among service children via development of School Improvement Plans</p> <p>Increased knowledge of, and expectations for, university among service children</p> <p>Increased progression of children from military families to HE and to UoP</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to HE and IS 2: Increase entry rates among under-represented groups.</p>

<p>Partnership with the SCiP Alliance (Existing)</p> <p>Lead and chair a regional hub focused on improving the educational progression of service children</p> <p>Access and share best practice relating to both service child outreach and students from military families in HE</p> <p>Access, develop and deliver CPD activity relating to school improvement activity.</p>	<p>Staffing for hub leadership (circa 50 hrs G8 Schools and Colleges Manager) <i>(as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2))</i></p> <p>Staffing for coordination and delivery of CPD (circa. 50hrs G7 Senior Outreach & Transitions Officer) <i>(as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2))</i></p>	<p>Build capacity within schools for supporting service children</p> <p>Improved understanding of service children's experiences and outcomes through the lifecycle</p> <p>Improved scale and quality of support for service children and professionals involved in service children's success and progression.</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to HE and IS 2: Increase entry rates among under-represented groups.</p>
<p>Collaboration with Uni Connect (Southern Universities Network) (Existing)</p> <p>CPD for school staff ' Introduction to Supporting Service Children</p> <p>Development of a post-16 toolkit, with accredited training for education professionals</p>	<p>Promotion of SUN activity to schools and colleges</p> <p>Delivery of SUN CPD via SCiP South Hub output</p> <p>Cost neutral</p>	<p>40-50 practitioners engaged.</p> <p>Build capacity within schools for supporting service children.</p> <p>Improved scale and quality of support for service children and professionals involved in service children's success and progression.</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to HE and IS 2: Increase entry rates among under-represented groups.</p>
<p>Curriculum development for BEd/PGCE/CertHE cohort to build future staff skills (New activity)</p> <p>Research and practice-informed lecture with accompanying workshop</p> <p>Training and support materials</p> <p>Expert facilitation</p> <p>Optional practice-based enquiry with accredited training</p>	<p>Staffing for development and delivery (circa. 20 hrs G7 Senior Outreach & Transition Officer) - <i>(as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2))</i></p> <p>CPD accreditation service membership - £1.25k pa</p> <p>Practice-based enquiry support</p> <p>Total average cost: c. £1.25k pa (c. £5k across life of plan)</p>	<p>200+ BEd/PGCE students engaged annually</p> <p>Improved understanding of service children among newly qualified teachers</p> <p>Build capacity within schools for supporting service children</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to HE and IS 2: Increase entry rates among under-represented groups.</p>
<p>Service child outreach: Creative Forces programme (Expanded activity)</p> <p>Delivered in university, school and community settings, utilising third-sector/charity partners to support delivery.</p> <p>Utilising creative methodologies for capturing, sharing and learning from student voice.</p> <p>Development of learner-led resources for practitioners.</p> <p>Engage primary, secondary and post-16 age pupils.</p>	<p>Staffing for programme coordination (circa 50 hrs G7 Senior Outreach & Transition Officer; 130 hrs G5 Outreach Officer) <i>(as part of outreach team staffing - see Pre-16 Widening Participation School Outreach programmes & activities in IS2))</i></p> <p>Additional staffing for events (G2 ambassadors - approx. £2.5k</p> <p>Third party services - approx. £2k</p> <p>Project pot for coordination - venue, conferencing, printing, travel etc. - £2k</p> <p>Total average cost: £6.7k pa (£27k across the life of the plan)</p>	<p>200+ service children engaged via the programme (annually).</p> <p>Increased knowledge of, and expectations for, university</p> <p>Increased sense of belonging in educational settings</p> <p>Increased understanding of subject choices</p> <p>Increased progression of children from military families to HE and to UoP</p> <p>Generate learner voice to inform practice</p>	<p>Linked to IS 1: Increase skills, knowledge and understanding to support access to HE and IS 2: Increase entry rates among under-represented groups.</p>

Contextualised admissions (Expanded activity) Specifically recognise individuals applying from military families or as service leavers, in our contextualised admissions processes: Maintain Greenwich Hospital Bursary for service children	Greenwich Hospital Bursary (3 x £3k per year) - £9k pa Total: £9k pa (total across life of plan £36k)	Improved identification of entry points for military-connected students Increased numbers of individuals from military families or service leavers applying to study.	Linked to IS 1: Increase skills, knowledge and understanding to support access to HE and IS 2: Increase entry rates among under-represented groups.
Improving our monitoring of service-connected students (Expanded activity) Introduce a service child flag onto the UoP direct application form Introduce a service child flag onto the Online Registration form for students Create reporting dashboard to capture data on service child entry, success and completion	Business as Usual: no additional inputs required Cost neutral	Improved tracking and monitoring for military-connected students - entry rates, retention and graduate outcomes. Increased perception among schools, colleges and prospective students that UoP is a military-friendly university.	Linked to IS 1: Increase skills, knowledge and understanding to support access to HE and IS 2: Increase entry rates among under-represented groups.

Evidence Base and Rationale

Hampshire hosts an estimated 7,300 service children in its primary and secondary schools and c.87% of schools in the area have at least one service child enrolled, with an average of 15 service children per school. This positions Hampshire among the top 10% of regions nationally in terms of the number of young service children. Portsmouth presents a similar scenario, with an estimated 900 service children in its schools. Notably, every school in Portsmouth has at least one service child on its roll, highlighting the widespread presence of military-connected children in the educational system.

Despite the significant presence of service children in these areas, targeted support for their access to higher education has been inconsistent. A 2023 review of 166 Access and Participation Plans (APPs) found that 75% of these plans do not mention existing or intended initiatives for service children. Furthermore, the number of higher education providers focusing on this group has decreased by 10% over the past three years. This indicates a diminishing focus on supporting service children's progression to higher education.

As an institution in a naval city and one with a significant history of working in partnership with military-connected organisations, we seek through this Plan to respond to this gap in support for children from military families and service leavers and ensure that we embed programmes that assist their access to higher education and success in their studies. We further seek to build an evidence base to better understand the efficacy of interventions, contribute to emerging research, and inform sector best practice.

See Annex B for further on the evidence base and rationale for specific activities.

Evaluation

Ownership of IS 3 lies with the Associate Pro-Vice-Chancellor Education Partnerships and the Director of Recruitment, Marketing and Communications. IS 3 will be monitored and evaluated quarterly by the APP Monitoring and Evaluation Group and will report to Academic Council and, thereafter, to the Board of Governors annually.

Activities within IS 3 are grounded in a type 1 theory of change model, where there is a clear narrative to support selection of activities that demonstrably have had reach and impact in previous iterations of that activity or in other similar activities conducted elsewhere. Activities will also be evaluated, where feasible, using a type 2 theory of change model encompassing empirical enquiry. These will include measuring specific outcomes of interventions through surveys and focus groups within discreet educational settings. We will further perform longitudinal tracking of service child participation in outreach activity and progression into higher education - via Higher Education Access Tracker.

Intervention Strategy 4: SUCCESS - CONTINUATION AND COMPLETION

Objectives	<p>The aim of Intervention Strategy 4 is to address the risks to outcomes created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close continuation and completion gaps. It relates most closely to Objective 3: addressing the risks created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close continuation gaps and Objective 4: addressing the risks created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close completion gaps.</p> <p>It encompasses the following targets:</p> <ul style="list-style-type: none"> • We will halve the continuation gaps between students with no disability and those who are disabled. • We will reduce the continuation gap for students previously in receipt of FSM from 4.5% to no more than 2%. • We will eliminate the continuation gap between FSM-eligible white males and non-FSM-eligible white males. • We will reduce the completion gap for students from IMD quintiles 1&2 from 4.3% to no more than 2%. • We will halve the completion gap between students with no disability and those who are disabled. • We will eliminate the completion gap between Black and White students. • We will halve the completion gap between Black female and Black male students. <p>Proposed investment: Approx. £1,599,000 across the life of the plan (adjusted for inflation in later years)</p>
Risks to Equality of Opportunity	<p>Identified risks to equality of opportunity for the groups identified above are:</p> <ul style="list-style-type: none"> • Risk 5: Limited choice type and delivery mode • Risk 6: Insufficient academic support • Risk 7: Insufficient personal support • Risk 8: Mental health • Risk 9: Ongoing impacts of coronavirus • Risk 10: Cost pressures
Other Related Objectives	<p>Objective 5: We will significantly reduce the awarding gap for PGM, and particularly Black students.</p> <p>Objective 6: We will improve progression rates for PGM and disabled graduates to professional employment or further study.</p>

Activity	Inputs	Outcomes	Cross-Intervention Strategy
<p>Curriculum development and responsive timetabling (enhanced activity)</p> <p>Devise a new Curriculum Framework to facilitate inclusive and adaptable delivery models and teaching and learning strategies, which will allow us to create a compact timetable and responsive delivery schedule, allowing students to attend teaching events whilst being mindful of their financial and other external pressures and obligations.</p>	<p>Introduction of a compact timetable by consolidating on campus event to 2-3 days/week Developing teaching events, activities and material that are inclusive and accessible to students.</p> <p>Total average cost: c. £116k pa (c. £463k across life of plan)</p>	<p>Increased flexibility of curriculum and delivery modes</p> <p>Greater levels of engagement in learning and assessment among target groups.</p> <p>Students report lower levels of financial strain</p> <p>Increased levels of reported confidence and expectations of success.</p>	<p>Linked to IS 5 and IS 6: to awarding gap for PGM students and to improve progression to graduate employment</p>

<p>Assessment for Success Programme (enhanced activity)</p> <p>Incorporate flexible and adaptable assessment design to provide a choice, which will allow students in our target groups to showcase their learning in an inclusive and supportive way.</p>	<p>Training for staff in development and use of authentic and adaptable assessment</p> <p>Incorporation of choice of assessments across the curriculum, where possible.</p> <p>Guidance on safe and responsible use of AI in assessment preparation</p> <p>Effective support for Reasonable Adjustments to assessment</p> <p>Total average cost: c. £117k pa (c. £466k across life of plan)</p>	<p>Increased flexibility of modes of assessment</p> <p>Greater levels of engagement in learning and assessment among target groups</p> <p>Increased levels of reported confidence and expectations of success.</p> <p>Increased levels of understanding of skills acquisition</p>	<p>Linked to IS 5 and IS 6: to awarding gap for PGM students and to improve progression to graduate employment</p>
<p>Bespoke programme for repeating and returning to study students (enhanced activity)</p> <p>Programme of support to ensure that repeating and returning to study students gain enhanced study skills and receive additional pastoral support, where needed, and can participate in a peer-support programme</p>	<p>Staff time for support</p> <p>Peer-support and buddying programme</p> <p>Preparation and dissemination of advice and support materials</p> <p>Total average cost : c. £109k pa (c. £438k across life of plan)</p>	<p>Greater levels of engagement in learning and assessment among target groups</p> <p>Increased levels of reported confidence and expectations of success.</p> <p>Reduction in instances of repeated failure among target groups.</p>	<p>Linked to IS 5 and IS 6: to awarding gap for PGM students and to improve progression to graduate employment</p>
<p>Staff training on supporting students with disabilities, and especially neuro-diverse students (enhanced activity)</p>	<p>Training programme for all student-facing staff to increase awareness and equip staff with tools to effectively support students with disabilities and neuro-diverse students</p> <p>Total average cost: c. £29k pa (c. £117k across life of plan)</p>	<p>All student-facing staff receive training.</p> <p>Increased levels of confidence among staff in supporting students in target groups</p> <p>Increased levels of satisfaction among students with disabilities</p>	<p>Linked to IS 5 and IS 6: to awarding gap for PGM students and to improve progression to graduate employment</p>
<p>Care Leaver Week and Estranged Student Solidarity Week (existing activity)</p> <p>Existing events programme held annually during TB1 to raise the profile of Care Leavers and Estranged students by sharing stories and highlighting support available.</p>	<p>Staff time to organise events</p> <p>Materials for dissemination</p> <p>Event costs</p> <p>Total average cost: c. £22k pa (c. £88k across life of plan)</p>	<p>All student-facing staff gain a better understanding of lived experience</p> <p>Increased levels of confidence among staff in supporting students in target groups</p> <p>Increased levels of satisfaction among students in target groups</p>	<p>Linked to IS 5 and IS 6: to awarding gap for PGM students and to improve progression to graduate employment</p>

<p>Get Connected Event (enhanced activity)</p> <p>The 2-day Get Connected event designed to support students who might find the transition to/through university challenging, offering an informal environment where students and their supporters/parents can connect with key services and familiarise themselves with the University before they arrive. Participating Services include Faculty representatives, UPSU, the library, Student Ambassadors and representatives from the wider Student Support Services.</p> <p>Target groups are students who have declared a Mental health/Social communication difficulty via UCAS.</p>	<p>Staff time to organise events</p> <p>Materials for dissemination</p> <p>Event costs</p> <p>Total average cost: c. £7k pa (c. £28k across life of plan)</p>	<p>Increased levels of reported confidence and expectations of success among students in target groups.</p> <p>Increased knowledge and understanding of support services.</p> <p>Increased levels of satisfaction among students.</p>	<p>Linked to IS 5 and IS 6: to awarding gap for PGM students and to improve progression to graduate employment</p>
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Evidence Base and Rationale

Our overall continuation and completion rates are generally healthy but there are some areas of concern to us. Particularly concerning are the continuation rates for White male entrants from these deprived backgrounds, which stood at just 83% in 2020/21. Similarly, students who were previously eligible for Free School Meals (FSM) saw a decline in their continuation rates to 89%, compared to 93% for non-FSM students. Within this group, White male students previously eligible for FSM experienced the lowest continuation rate of all, at only 82% in 2020/21.

The PGM completion gap has been consistently below that of the sector. However, Black students have had lower completion rates across the last six years. The completion gap between white and black students was 2.9pp for 2017/18 entrants. Furthermore, the data indicates a gap between black female and black male students; in the most recent dataset, the completion rate for black male students was 75.5%, compared with 91.4% for black female students. This compares to overall completion rates for all students of 90.4% for all female students and 82.3% for all male students. Black students had lower positivity indicators in relation to learning opportunities (2.9pp below) and assessment and feedback (0.9pp below).

Students with Mental Health conditions had the lowest completion rate for all disability types in the most recent dataset, with a gap of 12.3pp compared to students with no known disabilities, similar to the completion gap for students with multiple impairments and social and communication issues.

Our focus for continuation and completion, therefore, is on ensuring increased flexibility of delivery and assessment and ensuring effective support for target groups of students.

See Annex B for further on the evidence base and rationale for specific activities.

Evaluation

Ownership of IS 4 lies with the Deputy Vice-Chancellor (Education), the Deputy Vice-Chancellor (Education) and the Director of Education Strategy. IS 4 will be monitored and evaluated through the Annual Monitoring Review process and reported to the Quality Assurance Committee.

Activities within IS 4 are grounded in a type 1 theory of change model, where there is a clear narrative to support selection of activities that demonstrably have had reach and impact in previous iterations of that activity or in other similar activities conducted elsewhere. Activities will also be evaluated, where feasible, using a type 2 theory of change model encompassing empirical enquiry. These will include quantitative analysis and qualitative analysis utilising students and staff feedback.

Intervention Strategy 5: AWARDING GAPS

Objectives	<p>The aim of Intervention Strategy 5 is to significantly reduce the awarding gap for PGM, and particularly Black students. It relates most closely to Objective 5: We will significantly reduce the awarding gap for PGM, and particularly Black students.</p> <p>It encompasses the following targets:</p> <ul style="list-style-type: none"> • We will reduce the awarding gap between White and PGM students from 14% in 2021/22 to 8%. • We will reduce the awarding gap between White and Black students from 23.7% in 2021/22 to no more than 10%. <p>Proposed investment: Approx. £963,000 across the life of the plan (adjusted for inflation in later years)</p>
Risks to Equality of Opportunity	<p>Identified risks to equality of opportunity for the groups identified above are:</p> <ul style="list-style-type: none"> • Risk 1: Knowledge and skills • Risk 2: Information and guidance • Risk 3: Perception of HE • Risk 6: Insufficient academic support • Risk 7: Insufficient personal support • Risk 8: Mental health • Risk 9: Ongoing impacts of coronavirus • Risk 10: Cost pressures
Related Objectives	<p>Objective 4: We will address the risks created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close completion gaps.</p> <p>Objective 6: We will improve progression rates for PGM and disabled graduates to professional employment or further study.</p>

Activity	Inputs	Outcomes	Cross-Intervention Strategy
<p>Encourage Cultural Change</p> <p>Raising the Heat on the Awarding Gap programme</p> <p>Training, facilitated discussions and guided self-reflections to build accountability for personal interventions to address awarding gaps.</p>	<p>Continuing programme of directed conversations, department-wide events and reflections</p> <p>Training sessions may include:</p> <ul style="list-style-type: none"> • Understanding Awarding Gaps: causes considerations and moving forward • Cultural Humility and Competencies for Academic Staff • Understanding and Committing to Allyship <p>Senior Leaders completing the UPSU PGM ambassadors Lasting Change Programme</p> <p>External training provision</p> <p>Reciprocal mentoring programme</p> <p>Total average cost: c. £47k pa (c. £189k across life of plan)</p>	<p>All staff to undertake training and gain a better understanding of lived experience</p> <p>Increased confidence in colleagues in developing teaching relationships with PGM students and creating inclusive classrooms.</p> <p>Increased understanding and acceptance of accountability for reducing awarding gaps.</p> <p>25% of senior leaders to become Change Makers, with committed actions to address the awarding gap.</p>	<p>Linked to IS4: and IS 6 to improve continuation and completion rates, and to improve progression to graduate employment.</p>

<p>Preparedness for Higher Education</p> <p>Develop UoP Welcome Pack for PGM students</p> <p>Development of Transition Buddy Scheme (in collaboration with UPSU) targeted via entry qualifications.</p>	<p>Staff time to coordinate programme</p> <p>Training and support for Buddies</p> <p>Payment to Buddies</p> <p>Total average cost: c. £12k pa (c. £48k across life of plan)</p>	<p>Increased knowledge of and expectations for university</p> <p>Improved academic self-efficacy</p> <p>Increased sense of belonging in educational settings</p> <p>Increased levels of reported confidence and expectations of success.</p>	<p>Linked to IS4: and IS 6 to improve continuation and completion rates, and to improve progression to graduate employment.</p>
<p>PGM Advance Scholarship and Mentoring and Academic Programme.</p> <p>Cash scholarship and mentoring programme</p>	<p>£500 per year scholarship and mentoring programme for PGM UK domicile (first-degree) students from IMD Q1 & Q2. Access onto and continuation within the scheme dependent on academic performance.</p> <p>Total average cost: c. £45k pa (c. £180k across life of plan)</p>	<p>Increased levels of engagement from students.</p> <p>Increased levels of reported confidence and expectations of success.</p> <p>Improvement in good degree attainment from students on the programme</p>	<p>Linked to IS4: and IS 6 to improve continuation and completion rates, and to improve progression to graduate employment</p>
<p>Embedding PGM ambassadors within Student Support Services</p> <p>Adopt the PGM ambassador scheme within the University structure</p>	<p>Adopt the PGM ambassador scheme within the University structure.</p> <p>Clarify reporting structures and spheres of influence</p> <p>Embed stronger PGM ambassador voice mechanisms</p> <p>Total average cost: c. £37k pa (c. £148k across life of plan)</p>	<p>Greater levels of support and training for PGM ambassadors</p> <p>Increased engagement with PGM ambassador programmes</p> <p>Increased engagement with Lasting Change programme</p> <p>Increased efficacy of PGM ambassador programmes</p>	<p>Linked to IS4: and IS 6 to improve continuation and completion rates, and to improve progression to graduate employment.</p>
<p>Embed Inclusivity Across the Curriculum</p> <p>Faculties to engage with PGM ambassador programmes for reviewing curriculum offer</p> <p>Race Equality considerations made a standing item in Board of Studies meetings</p> <p>Learning and Teaching resources and CPD, including EnABLE learning design programmes to embed inclusivity</p> <p>QIP (Quality Improvement Plans) to identify gaps and actions to address gaps</p>	<p>Development of resources to support QIPs, CPD and EnABLE programmes.</p> <p>Training and support for PGM ambassadors.</p> <p>Effective data analysis to identify at-risk programmes and courses</p> <p>Dissemination and publication of good practice resources and case studies</p> <p>Total average cost: c. £46k pa (c. £185k across life of plan)</p>	<p>Increased awareness of awarding gaps across the institution</p> <p>Increased confidence for staff having equity-related conversations</p> <p>Inclusivity embedded in every curriculum and clearly indicated to students</p> <p>Increased student satisfaction</p>	<p>Linked to IS4: and IS 6 to improve continuation and completion rates, and to improve progression to graduate employment.</p>
<p>Access to Student Support and Student Life Services</p> <p>Raising awareness of range of student support services.</p> <p>Producing video case studies.</p>	<p>Staff time for coordination of programme</p> <p>Production of case studies</p> <p>Total average cost: c. £53k pa (c. £213k across life of plan)</p>	<p>Increased engagement with Student Support and Student Life Services</p> <p>Increase in reported levels of confidence in support systems through NSS and other survey returns</p> <p>Increased levels of continuation among target group</p>	<p>Linked to IS4: and IS 6 to improve continuation and completion rates, and to improve progression to graduate employment.</p>

Evidence Base and Rationale

The baseline year for attainment in our previous Access and Participation plan was students completing in 2017/18, when 78% of FT UG students achieved a first or upper-second degree classification. This had increased to 79.4% in the most recent OfS dataset for 2021/22 graduates. Several targets relating to attainment gaps were included in our previous plan. The attainment gap between black and white students was identified as the key priority and remains a significant issue as having narrowed during the pandemic the gap, it is widening once more. Our analysis indicates that this is a consequence of a combination of risks relating to preparedness for study (EORR 1, 2 and 3) and barriers to success once in study (EORR 6, 7, 8, 9 and 10). We have further identified the need to embed cultural change across the institution to support our efforts to close our awarding gaps.

In consequence, over the life of the Plan **we** will focus on four strategic 'wicked' issues which effect the awarding gap (based upon one [Conceptualising and Reducing the Awarding Gap-](#) Catherine Murgatroyd, 2023), and we will continue to build accountability and governance within local and central EDI governance frameworks. Aranee Manoharan's (King's College London) keynote speech: [Quality Matters Conference 2023](#) - makes the case for taking a whole student lifecycle approach to developing the student experience, we will use this approach to embed inclusivity and narrow the awarding gap.

Strategic 'wicked' issues impacting the awarding gap

- **Structural** - external historical, political and cultural inequalities.
- **Institutional** – inequitable internal processes and systems within the student lifecycle.
- **Interpersonal** - unintended impacts through judgemental interactions with PGM students.
- **Personal**- internalised impacts e.g., stereotypes, hidden and unknown beliefs/biases.

See Annex B for further on the evidence base and rationale for specific activities.

Evaluation

Ownership of IS 5 lies with the Deputy Vice-Chancellor (Education), the Deputy Vice-Chancellor (Global and Student Life) and the Director of Race and Equality. IS 5 will be monitored and evaluated quarterly by the APP Monitoring and Evaluation Group and through School and Faculty Quality Improvement Plans and will report to Academic Council and, thereafter, to the Board of Governors annually.

Activities within IS 5 are grounded in a type 1 theory of change model, where there is a clear narrative to support selection of activities that demonstrably have had reach and impact in previous iterations of that activity or in other similar activities conducted elsewhere. Activities will also be evaluated, where feasible, using a type 2 theory of change model encompassing empirical enquiry. These will include utilising focus groups, where possible, and through pre- and post-activity surveys to measure impact on knowledge, understanding and stated levels of confidence. Over the life of the Plan we will be focused on improving data reporting, collection and analysis to improve understanding and engagement across the institution.

Type 3 theory of change models will be used for specific interventions conducted as part of the PGM ambassador programmes and through development of institutional good practice.

Intervention Strategy 6: Progression

Objectives	<p>We will improve progression rates to professional employment or further study for Home PGM students; students with multiple disabilities and social and communication impairments; and students previously eligible for free school meals by 2028/29.</p> <p>Our specific targets are:</p> <ul style="list-style-type: none"> • We will reduce the progression gap between White and PGM first-degree graduates from 4% in 2021/22 to no more than 2%. • We will halve the progression gaps for first-degree graduates with multiple disabilities and social and communication impairments (compared with no disability). • We will halve the progression gaps for students from disadvantaged backgrounds. <p>Proposed investment: Approx. £568,000 across the life of the plan (adjusted for inflation in later years)</p>
Risks to Equality of Opportunity	<p>Identified risks to equality of opportunity for the groups identified above are:</p> <ul style="list-style-type: none"> • Risk 1: Knowledge and skills • Risk 7: Insufficient personal support • Risk 8: Mental health • Risk 10: Cost pressures • Risk 12: Progression from higher education
Related Objectives	<p>Objective 3: We will address the risks created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close continuation gaps.</p> <p>Objective 4: We will address the risks created by the rising cost of living, the residual effects of the pandemic and insufficient academic and personal support in order to close completion gaps.</p> <p>Objective 5: We will significantly reduce the awarding gap for PGM, and particularly Black students.</p>

Activity	Inputs	Outcomes	Cross-Intervention Strategy
<p>Information and support programme for L4 students (expanded activity)</p> <p>Programme aimed at students from all target groups who have scored low on career registration initial survey to ensure improved awareness of resources and support.</p>	<ul style="list-style-type: none"> • Staff time to set up review and analyse data • Calling campaign by student callers <p>Total average cost: c. £11k (c. £44k across length of plan)</p>	<p>Increased knowledge and understanding for targeted students.</p> <p>Improved data for future interventions.</p> <p>Increased engagement with Careers and Placement service.</p>	<p>Linked to IS4 and IS 5: to improve continuation and completion rates, and reduce the awarding gaps for PGM students.</p>
<p>Career-readiness Coaching Programme (expanded activity)</p> <p>Programme aimed at students from all target groups. To include a new learning pathway in students' MyCareer portal to support short- and long-term placement preparation and enhance confidence and career-readiness, support to develop LinkedIn profiles, targeted Assessment Centre Exercises.</p>	<ul style="list-style-type: none"> • Staff time to set up and deliver programmes • Production of video case studies to encourage take-up of opportunities <p>Total average cost: c. £4.4k (c. £18k across length of plan)</p>	<p>Increased knowledge and understanding for targeted students.</p> <p>Increased engagement with Careers and Placement service.</p> <p>Increased use of MyCareer portal</p> <p>Increased take-up of placements by students in target groups.</p> <p>Improved graduate outcomes for students in target groups.</p>	<p>Linked to IS4 and IS 5: to improve continuation and completion rates, and reduce the awarding gaps for PGM students.</p>

<p>Targeted support for graduates (existing activity)</p> <p>Graduate Transitions programme providing interventions for graduates in target groups.</p> <p>The initiative will include a leaver survey at graduation, and a pastoral call campaign (Pulse) six months after graduation to raise awareness of the support available via the Careers & Placements Service, invitation to tailored graduate support workshops and appointments, referral to the Graduate Recruitment Consultancy, and application support.</p>	<ul style="list-style-type: none"> • Staff time to set up review and analyse data • Calling campaign by student callers • Staff time to support graduates <p>Total average cost: c. £99.5 (c. £398k across length of plan)</p>	<p>Greater awareness among students of resources available to them, and how to access these.</p> <p>Greater awareness among graduates of opportunities for further study.</p> <p>Improved graduate outcomes for students in target groups.</p>	<p>Linked to IS4 and IS 5: to improve continuation and completion rates, and reduce the awarding gaps for PGM students.</p>
<p>Targeted support: PGM students (new activity)</p> <p>Implement a new tailored annual professional development programme (in collaboration with UPSU) for PGM first-degree students, across Levels 4 and 5, to support increased access to mentoring, placement opportunities and improved career confidence. Also increased knowledge and understanding of opportunities for further study.</p> <p>Activities will include a guest speaker programme; access to tailored digital learning resources in Moodle; peer support for placement applications; and access to one-to-one professional mentoring.</p>	<ul style="list-style-type: none"> • Staff time to establish and coordinate programme • Production of case studies • Support from student advisors • Visiting speaker programme • Mentoring programme • Recruit a team of PGM placement ambassadors • Development of PGM employer network <p>Total average cost: c. £11.25 (c. £45k across length of plan)</p>	<p>Increased uptake of placement opportunities among PGM students.</p> <p>Students reporting increased confidence across the life of the programme.</p> <p>Increased access to mentoring.</p> <p>An advisory group of PGM employers.</p> <p>Improved graduate outcomes for students in target groups.</p>	<p>Linked to IS4 and IS 5: to improve continuation and completion rates, and reduce the awarding gaps for PGM students.</p>
<p>Targeted Support: students with disabilities</p> <p>Implement a new tailored annual programme (in collaboration with UPSU) of support and information for students with disabilities to ensure effective knowledge and understanding, enhanced support, increased access to placement opportunities, and increased knowledge and understanding of opportunities for further study.</p> <p>Also develop training for Careers and Placement Service staff.</p>	<ul style="list-style-type: none"> • Staff time to establish and coordinate programme • Staff time invested in training • Production of video stories detailing disability rights for employees and supporting career acquisition • Development of disability-confident employers' network • Development of an employer disability mentoring scheme <p>Total average cost: c. £15.8 (c. £63k across length of plan)</p>	<p>Students reporting increased confidence across the student life-cycle.</p> <p>Staff reporting increased confidence in supporting students with disabilities.</p> <p>Increased number of tailored events for disabled students.</p> <p>Creation of a network of disability-confident employers.</p> <p>Increased access to mentoring.</p> <p>Improved graduate outcomes for students in target groups.</p>	<p>Linked to IS4 and IS 5: to improve continuation and completion rates, and reduce the awarding gaps for PGM students.</p>

Evidence Base and Rationale

The progression to graduate employment reveals significant inequalities that align with broader disparities throughout the student life cycle. Disadvantaged groups, including PGM students, those with disabilities, and students who previously received free school meals, face substantial challenges in the labour market. For instance, there is an 8.1 percentage point gap between students from the most deprived (IMD Q1) and the least deprived areas (IMD Q5). Additionally, Asian students from IMD Q1 and students with mental health issues face notable progression gaps of 4.5 percentage points compared to their peers without disabilities.

To address these disparities, interventions have been designed to support students throughout their educational journey. Research underscores the positive effects of clear employment information and career guidance, as noted by [TASO](#) and [Percy and Emms](#) (2020). Consequently, targeted groups are encouraged to engage with the Careers and Placement Service early and consistently, using tools like the Career Registration survey to facilitate early intervention and career-readiness coaching.

Placement support is also crucial, given its positive impact on academic and employment outcomes. Graduates who completed a placement year are more likely to be employed or pursuing further study and earn higher salaries. Research supports the positive impact of integrated sandwich placements on final year academic performance. Therefore, enhanced support for placement seekers, especially those at risk of inequality, is a priority.

Graduate support at UoP is already robust but will be further tailored for groups facing equality of opportunity risks. The annual Pulse Survey reveals a demand for career advice among graduates. This survey involves follow-up calls six months after graduation and subsequent support for the unemployed or underemployed. The continued use of pulse surveys and follow-up support ensures that graduates receive necessary assistance for up to five years post-graduation.

See Annex B for further on the evidence base and rationale for specific activities.

Evaluation

Ownership of IS 6 lies with the Deputy Vice-Chancellor (Education) and the Director of Student Employability and Employment. IS 6 will be monitored and evaluated quarterly by the APP Monitoring and Evaluation Group and will report to Academic Council and, thereafter, to the Board of Governors annually.

Activities within IS 6 are grounded in a type 1 theory of change model, where there is a clear narrative to support selection of activities that demonstrably have had reach and impact in previous iterations of that activity or in other similar activities conducted elsewhere. Activities will also be evaluated, where feasible, using a type 2 theory of change model encompassing empirical enquiry. These will include measuring specific outcomes against regular local surveys of students and graduates and data gathered from engagement with specific careers portals. Over time outcomes will be measured against the Graduate Outcomes returns.

Whole provider approach

Strategies and Policies

UoP's Access and Participation plan sits under the strategic direction of the Deputy Vice-Chancellor (Education). The DVCE is a member of the University's Executive Board, which has ultimate responsibility for approval of the APP and delivery of its targets. The APP has been presented to the Academic Council and the Board of Governors and received their approval.

This plan is embedded within our [Education Strategy 2025-26](#) which commits to the following relevant actions:

- Diversify our student community by developing, promoting and delivering a broader and more flexible range of routes for entry to the University, in response to student demand.
- Ensure a range of central and faculty-based student services to support our diverse student population with their wellbeing and academic development through both common university-wide and bespoke and tailored approaches to meet particular student needs.
- Ensure our course portfolio includes both extensive blended and connected and digital and distributed learning provision, underpinned by responsive, agile and user-friendly central systems.
- Design inclusive and accessible courses which demonstrate a purposeful approach to internationalisation, fostering informed citizenship and promoting diversity and respect.
- Engage with our students to ensure that their voice is heard and fed into discussions and decisions that impact on their education and the wider student experience.
- Ensure that our students are active partners in co-creating their Portsmouth experience, and that the student voice is consistently heard and responded to... and the feedback loop consistently closed.
- Take measures to address the awarding gap by deploying expert analytics systems and maximising opportunities for staff to enhance modules and courses co-created with students.
- Develop systems to monitor student engagement including in all extra- and co-curricular opportunities that contribute to their personal and professional development.

Further, we understand that diversity of thought, ideas and people drives innovation and creates the environment for success. Our People Strategy commits us to the encouragement of diverse talent and to progressing that talent through effective support, development and succession planning. Through this enabling policy we seek to create a diverse community to encourage creativity, imagination, research and innovation that is truly representative of our communities and our student population.

Equality, Diversity and Inclusion

We are focused on building an inclusive culture – different voices, one community – that makes a positive difference to the lives and experiences of our students and staff. Under a recently revised governance structure that embeds accountability with a central EDI Steering Group, we are committed to delivery of our obligations under the Equality Act 2010. The EDI Steering Group reports to the University Executive Board and, thereafter to the Board of Governors. It seeks to deliver three objectives:

- To build a positive, inclusive culture that inspires staff and students to realise their potential.
- To work towards fair representation and fair outcomes for our staff and student communities.
- To develop a robust understanding of our Equality, Diversity and Inclusion (EDI) data to effect sound evidence-based decision making.

Relevant policies supporting this work include:

Equality, Diversity and Inclusion Policy: seeks to create a working, learning, cultural and social community, where colleagues and students: feel they belong; are able to reach their full potential, and; are treated with dignity and respect.

Gender Identity and Expression Policy: outlines the support and protection from discrimination that is available to individuals who wish to transition from the gender assigned at their birth to a gender with which they identify; their true gender identity.

Other strategies, policies and guidelines relevant to this Plan include:

Our Admissions Policy commits us to providing a fair admissions system that admits students with potential to succeed as demonstrated by academic and other factors, irrespective of their background. In doing so, we are committed to the key principles of Fair Admissions; transparency, minimising barriers to entry, selecting for merit, potential and diversity, professionalism and using assessment methods that are reliable and valid.

We aim for our admissions policies and procedures to be transparent, followed fairly, courteously, consistently and expeditiously. We ensure that information concerning applicants remains confidential between designated parties, and that decisions are made by those equipped to make the required judgements. The University uses

the guidelines set out by the Competition and Markets Authority (CMA) to ensure that the consumer rights of applicants and students are upheld. At each stage of the recruitment and admissions cycle, the University will provide the material and contractual information an applicant/student needs to make an informed decision. The University will ensure that it is accurate, complete, clear, unambiguous, up front, timely, and accessible.

Student Voice Policy: currently under review by the Student Experience Committee and University of Portsmouth Student Union. We seek through this review to embed more effective and diverse student voice mechanisms across the University.

The Digital Success Plan for Learning and Teaching aims to enhance and transform our students' learning experiences by developing a blended and connected ecosystem and culture that supports flexibility, inspirational teaching and transformational learning.

EnABLE is Portsmouth's scalable, interdisciplinary and team-based approach and framework for effective learning design, based on the principles of Active Blended Learning. At the time of writing, 400 enABLE processes at programme and module levels had been conducted, involving 1500 staff since 2021.

TESTA aims to improve the quality of student learning through addressing programme-level assessment through a collaborative, co-produced and evidence-based approach. TESTA has been in use at Portsmouth since 2018.

Further areas of work that demonstrate our whole provider approach to addressing risks to equality of opportunity include:

Outreach

Outreach work is a central part of our efforts to foster pre-16 aspirations and expectations towards higher education. This includes our membership of the Southern Universities Network, targeted STEM outreach, programs in partnership with Portsmouth Football Club and specific support for disadvantaged groups.

We are an active participant in the collaborative award-winning Southern Universities Network (SUN) which comprises five other universities in the region (Dorset, Hampshire, and the Isle of Wight). We host and support SUN staff members to deliver the Uni Connect programme. With oversight from representatives of University of Portsmouth, the SUN delivers pre-16 and post-16 outreach activity where economies of scale and added value are leveraged through a collaborative approach. Strategic outreach collaboration is a key priority of the SUN's work, ensuring that students from underrepresented backgrounds have access to the information, advice and guidance they need to make informed choices about their futures. The SUN's wide range of activities encompasses classroom-based sessions, university-hosted events such as the 'Festivals of Industries'; accredited teacher CPD programmes designed to support HE progression of underrepresented groups, and the well-established SUN FE programme within the colleges, promoting cohesive engagement between college and HEIs.

Specific goals and success criteria include increasing: progression levels and applications from students domiciled in target areas; the attainment of learners; the successful progression of Young Carers, Estranged Students, Care-Experienced Students, and Students from Military Families; and the number of young males participating in higher education from targeted wards. Throughout 2023-25 academic years, for example, the SUN and the University of Portsmouth will work together to deliver a range of attainment-raising interventions focusing on cross-partnership work with local authorities, third-party providers, and the Careers Enterprise Company to improve attainment for under-represented learners in HE.

Other flagship programmes include the partnership with Portsmouth Football Club which is crucial in helping the university engage with traditionally harder-to-reach local audiences. The visibility provided by the front-of-shirt sponsorship raises brand awareness among the Pompey fanbase. The contractual delivery of University messages through Pompey's digital and matchday channels ensures that core messages reach these groups. Approximately 70% of PFC's fanbase is local, and 30% live in areas with lower HE participation rates, making this partnership an effective way to meet our widening participation objectives. Since 2019, over 4,600 students from local schools and colleges have participated in outreach activities facilitated by this partnership. These activities include talks and mock press conferences involving club staff and players, which highlight career opportunities and educational pathways. The sessions also emphasise how skills learned in these contexts can apply to a wide range of career choices beyond professional sports.

Our UP for Uni programme is a sustained, progressive programme of activities delivered from Year 7 through to Year 11. We deliver this programme to local secondary schools with a high proportion of students that meet widening participation criteria. UP for Uni partnership schools receive student facing activities across both Key Stage 3 and 4 that have been designed to support key decision making milestones in a young person's education journey. Participants are tracked longitudinally using the Higher Education Access Tracker (HEAT)

service to evaluate the impact and effectiveness of these activities on students' decision making and future progression rates.

Our primary STEM outreach programme collaborates with secondary schools like The Portsmouth Academy and Mayfield School and their feeder primary schools. We engage students in Years 5, 7, and 8 with in-school activities, and in Year 10, we host a 'Discover Astrophysics' event on campus for a select group of students. The program is built around the concept of 'science capital', which aims to build a young person's relationship with STEM, showing that repeated interventions are crucial in fostering a sense of belonging in these fields by the age of 11.

Following the success of 'Discover Astrophysics', we have expanded our offer to include a series of 'Discover subject events' for students in Years 10 and 11 to include subjects such as History, Languages, Law and Biomedical Science. These days are designed to give students an overview of subject areas as well future study and career pathways. We are also extending our community engagement efforts to include the adults influencing these young people, such as through our work with Fratton Together. Another upcoming project, funded by Gosport Borough Council, will work with three secondary schools and their feeder primary schools in Gosport to enhance digital skills using space as the underlying theme. This project will target students in Years 3, 6, 7, and 10.

We proactively work with post 16 schools and colleges across our region to provide information, advice and guidance to students to raise their expectations, support their HE decisions and prepare them for the transition to Higher Education. We deliver a range of activities, such as Higher Education talks, webinars, visits to campus, representation at HE/Careers events, subject specific talks, taster days and workshops. We provide professional development opportunities for HE advisers in schools and colleges to support them in their advisory roles through conferences, campus visits and webinars as well as Higher Education advice and guidance to parents through online resources, emails and webinars.

London Campus

The University of Portsmouth opened its London campus in 2024. UoP London supports and enhances the University's civic and widening participation agendas. Situated in the London Borough of Waltham Forest, the local and regional communities it serves present with a different socio-economic context compared to Portsmouth, allowing the campus to offer provision to a wider range of student profiles. The 2021 National Census identified Waltham Forest as having more diversity in ethnicity, religion, deprivation, disability and sexual orientation compared to Portsmouth, demonstrating UoP London's ability to reach and service a more diverse population of students.

UoP London provides a course offer and pedagogical model that ensures a highly accessible, inclusive and supportive experience for all students. The current course offer intends to meet identified local needs and future course offerings will seek to align with expressed demand from students, communities and local businesses. A 'Focused Learning Model' is being implemented at UoP London, which provides students with the opportunity to study one module at a time, complete one assessment at a time, learn in smaller groups (30 max), and learn using an active and digital/blended approach through course workshops. Assessments are designed to be 'authentic' in nature, where students work on real-world problems and challenges, with relevant industry engagement where practical and appropriate. Student timetables remain consistent throughout the duration of their course meaning students are able to manage their wider life commitments around their studies in a consistent manner.

Although the specific challenges to access and participation are yet to be fully identified at UoP London, preventative work is already underway with local schools and colleges and various targeted support groups. There has also been a range of focused engagement with specific student demographics, such as, but not limited to: multi-faith groups; care-leavers support groups; adult skills steering group; Black Professionals in Construction (BPIC); females in education; Family Hubs; Youth Ambassadors; local volunteering leads; Adult Learning College; Job Centre Plus; and support for HE progression for white working-class boys. In addition, UoP London is working with Haven Café who employ and support refugees and will be offering free barista training to students, and Local Pocket who offer a local services discount app for students and staff.

Provision of Support

In order to support effective diversity of entry routes to HE, we currently run four foundation degrees (FdSc/FdA), primarily delivered through a variety of local colleges; as well as four bachelor degree programmes, incorporating an integrated foundation year to a total of around 350 registered students. In collaboration with our long standing partner, International College Portsmouth, we are also providing Integrated Foundation courses across a bespoke selection of courses for September 2024 and 2025 entry. This ensures that Higher Education is accessible to a wider pool of learners and supports students' transition onto our undergraduate degrees.

The University has partnerships with a number of local Further Education colleges, through which we provide a range of validated and franchised agreements with associated programmes and progression routes. This provides access to Higher Education at the appropriate point in an individual's learning and career and supports students who prefer to access Higher Education in a Further Education setting. As a key higher education partner, we have also worked closely in the development and launch of the South Coast Institute of Technology which aims to equip students across our region with the right skills to meet industry needs across the maritime, engineering and digital sectors.

We have made a significant investment in Belonging and Mental Wellbeing services over the past several years to ensure that all students receive the assistance they need to thrive at university and that we support their physical and mental well-being during their student journey. We provide proactive guidance for offer holders on reasonable adjustments and other support available for students with disabilities or other complex needs. Various events throughout the year highlight the support available, offer networking opportunities and raise awareness of the needs of particular groups of students.

Through collaboration with UPSU, our research has demonstrated that some students are reluctant to declare disabilities or to seek out support. We are committed to addressing these barriers to support through work with UPSU, production of case studies to normalise support and research to understand better the barriers to self-identification as being in need of support. The University is also committed to developing an improved system infrastructure to enable detailed analytics for students with different characteristics. This will allow for closer monitoring of engagement and efficacy of support for particular student communities. These initiatives aim to enhance support, in particular, personal tutor efficacy, inclusivity, and engagement for diverse student groups, thereby improving their university experience and outcomes.

Our student body is highly engaged in sport & physical activity with over 5,300 students members of our Health & Fitness provision, 2,880 members of our sports clubs and a further 1,900 regular PAYG (Pay As You Go) users. Our user demographics include 24% PGM, 7.8% LGBTQ+ and 45% Female which is representative of the wider UoP student body. In 22/23 only 3% of students engaged in our sports programmes dropped out of University compared to a total UoP drop out rate of 8%. This shows that there is a direct relationship between improved continuation rates for students who engage in sport. Further, in terms of academic attainment, students engaged in sport achieve a higher academic grade on average.

Estates Masterplan

We are investing £250 million over 10 years into our campus in Portsmouth's city centre to create world class facilities to enable innovation in learning, teaching and research, enhance the student experience and strengthen connections with the rest of the city. The Estates Masterplan embraces inclusive design principles applied to new buildings, internal and external spaces creating an environment that is welcoming, accessible and inclusive for a diverse population of students, staff and visitors regardless of age, ability and circumstance. Key concepts considered are:

A Sense of Belonging: Inclusive design places people at the heart of the design process. As many people as possible are involved in the development of the design and our students have been part of the consultation process.

A Sense of Respect: Design acknowledges and celebrates diversity and difference and does not impose disabling barriers. For instance, while the needs of wheelchair users and mobility impaired people are important, it is also necessary to understand the barriers experienced by people with neurodivergent conditions, mental ill-health, visual impairments, hearing impairments and other complex needs.

A Sense of Equality: Access to buildings requires people having sufficient information that makes them feel confident enough to access a building or space. Ensuring this 'intellectual' and 'emotional' access means considering signage, lighting, visual contrast and materials.

A Place to Support All Needs: Inclusive design offers choice where a single design option cannot accommodate all users. Disabled people are not a homogenous group, of course, but considering their needs within the design process will secure benefits for everyone. By applying the same high design standards to meet the access requirements of all users, a design embraces everyone on equal terms. An environment should exceed minimum technical specifications and inspire users.

Financial Support

The University Support Fund is a £1,000,000 fund that provides limited financial support to those students who are in financial difficulty and are unable to meet basic living costs or students who have experienced unforeseen events or a change in their financial situation.

We also offer the following scholarships and bursaries either through UoP or in partnership:

Financial Support	Criteria for eligibility	Additional details
Compact Scholarship Scheme	Full-time undergraduate students who were studying at a local college and who either live in POLAR4 Q1&2 regions or received free school meals	£1,000 in the first year of study only, paid in three instalments (December, February and May)
WP Bursary Scheme	All full-time English undergraduate students with household income of £25,000 a year or less	£500 per year, paid in three instalments (December, February and May)
PGM Advance scholarship	Full-time UK PGM undergraduate students from IMD Q1&2 who have non A-level qualifications, are in their second year of study and who are successful in their application	£500 per year from the second year of study, paid in three instalments (December, February and May) (25 scholarships available per annum - allocation via application process)
Care Leavers Bursary	Full-time UK undergraduate students who have either spent at least 13 weeks in care, some of which during their teen years, and is leaving the care system in the 12 months before starting university, or who is a 'former relevant child pursuing education', which definition may depend on local authorities (usually spent at least 13 weeks in care, some of which during their teen years)	£1,700 per year, paid in three instalments (November, March and June)
Stand Alone Bursary	Full-time UK undergraduate students aged under 25 and estranged from their parents.	£1,000 per year, paid in three instalments (November, March and June)
Young Carers Bursary	Full-time UK undergraduate students aged under 25 with caring responsibilities for a parent or family member (but not a dependent child), and a family income of less than £25,000 a year.	£500 per year, paid in two instalments (November and March)
Unite Scholarship	Statutory Care Leavers or estranged students	A free place in a Unite hall of residence for a maximum of 3 years (limited number of scholarships available)
Greenwich Hospital Bursary	Full-time UK undergraduate students who are children of serving or retired Royal Navy or Royal Marine personnel and a household income of less than £40,000 a year	£3,000 per year, paid in three instalments (December, January and May) (3 bursaries available per annum)

Student Consultation

The University is committed to working in partnership with our students and has a strong relationship with the University of Portsmouth Students' Union (UPSU). UPSU has representation throughout the University's leadership and committee structure. UPSU's Chief Executive Officer attends senior leadership team events and high-level engagement between the leadership of UPSU and the Provost and DVCs of UoP is facilitated through monthly meetings. There are two student members of the Board of Governors, one of whom is an elected officer. UPSU staff and elected officers are also represented as members of the majority of the sub-committees of the Executive Board and on the Academic Council.

The University works in collaboration with UPSU and the wider student body on policies and guidelines that underpin this Plan. This has included, in the recent past, the development of our Employability Operational Plan, AI guidelines, updated feedback guidelines and refreshed annual monitoring plans. UPSU has also been part of our major review of the Examination and Assessment Regulations and involved in discussions around the strategic direction of our academic portfolios. Furthermore, UPSU attend, and present insights and challenges, at committees directly relating to the student experience including Quality Assurance Committee and Student Experience Committee. The University's five faculties also hold regular student voice forums and the Student Union and student reps are involved in the development of annual monitoring of academic quality and Quality Improvement Plans.

PGM Ambassadors Group

UPSU established a PGM (formerly BAME) ambassadors' group in 2020. Two ambassadors are appointed for each of the five faculties, plus one lead ambassador. Over the past year, we have sought to increase collaboration and co-creation with this group, leading to the development of various initiatives including a video resource for staff detailing the lived experiences of our PGM students and new group-work guidelines aimed at ensuring that all voices are heard in group-work situations. The University also actively supports the ambassadors' Lasting Change project which encourages staff members within the University of Portsmouth and the Students' Union to take on the role of 'changemakers', and to make commitments to tackle racism and drive race equity.

Student Consultation in the Development of the APP

The insights offered by UPSU's own work to consult with students helped to shape this APP. In particular, it has been informed by UPSU's annual quality insights report based on extensive engagement through surveys, focus groups and discussions with course reps. This report highlighted issues relating to the PGM learning experience and especially the need for greater support and opportunities for development. The report also considered the effectiveness of the University's personal tutoring and other support systems and encouraged further investment in these areas. Belonging and community was also a key consideration leading to encouragement to develop a greater understanding of the diversity of students' needs and the barriers to inclusion.

We held three online consultation workshops which were open to all students. These were held at a point in the process where the University had drafted key objectives, targets and high-level intervention strategies. These workshops were attended by several dozen students and offered a range of feedback. The online portal for further questions and feedback was kept open following the meetings and attracted further interest and comment. In response to student feedback, we made the following changes to our plans: a greater emphasis on staff training, more targeted financial support, and a greater emphasis on improving information about, and engagement with, interventions. We also noted a general lack of knowledge and understanding about the APP among students. We will, therefore, be developing opportunities for awareness-raising and a continuing exchange of ideas. We will also be amending our Student Voice policy and creating a greater emphasis on external facilitation of student voice forums, through Unloc, a Portsmouth-based education non-profit.

Following the student consultation workshops, we held a Student Experience Away Day bringing together staff and student representatives to discuss ways of working together. It focused on gaining a better understanding of the barriers to success highlighted in the consultation meetings, mechanisms for better engagement with student voice and ways in which UPSU and UoP can work together in the monitoring and evaluation of the Plan.

The draft APP was also formally presented for approval to Academic Council and the Board of Governors, bodies that include UPSU representation.

Student Consultation in the Monitoring of the APP

As detailed below, UPSU and student representatives will be involved across the lifespan of the APP in the monitoring and evaluation process and in shaping the University's responses to emerging issues.

Evaluation and Dissemination of the Plan

Recognising the need for clearer executive leadership, aligned to the University's executive-level reorganisation (2023), and the requirement to strengthen our evaluation approach, the University will establish a central APP Monitoring and Evaluation group to oversee the implementation of the Plan. This group will report directly to the Deputy Vice-Chancellor (Education) and operate in collaboration with University of Portsmouth Student Union.

The group will be formed from staff from all faculties, relevant professional services, and UPSU. It will encompass cross-University authority and expertise in planning, widening participation, EDI, research and data analysis techniques. Its primary objectives include supporting and reviewing APP initiatives by collaborating with faculties and other departments to develop Theory of Change proposals, monitoring and evaluating initiatives, and providing robust challenges where appropriate. Additionally, the group will closely monitor the University's progress against the targets and objectives set out in the APP, reporting to the Academic Council annually. In addition to this new group, the University has explicitly included APP monitoring and evaluation responsibilities in a new central professional services 1 FTE grade 9 post.

APP intervention strategies will be owned by senior post-holders across the institution. This approach ensures the APP is an integral part of University activities and that appropriate responsibility and accountability is maintained. Intervention Strategy owners are responsible for delivery of strategies and oversight of monitoring

and evaluation across the lifecycle of the plan. They will report quarterly to the APP Monitoring and Evaluation Group.

We have reflected actively on both our performance and evaluation processes over the life of the previous APP. Our evaluation self-assessment shows us to be emerging in all five areas: strategic context, programme design, evaluation design, evaluation implementation, and learning from evaluation. It highlighted the need for more comprehensive, and transparent APP evaluation. It also highlighted the need for more regular sharing of evaluation outputs with a view to adding knowledge to the institution and the sector.

With regard to the detail of evaluation, the University has a robust and embedded set of student and course related data dashboards, which supports analysis and reporting, the outputs of which are routinely reported to our Academic Council. This includes data-led reporting on: quality assessment, which includes APP initiatives, course outcomes and annual monitoring, examination and assessment, academic appeals, academic misconduct, NSS and allied student surveys, and specific EDI reports. Nonetheless, the University recognises that it has not routinely reported on specific APP initiatives through a data-impact lens. The APP Monitoring and Evaluation Group will support more robust APP data analysis reporting to our Academic Council.

Furthermore, evaluation has been integrated into every initiative across all our intervention strategies. We are employing a combination of OfS type 1 (narrative), type 2 (empirical enquiry) and type 3 (causality) evaluation methods, where appropriate. We recognise that we are on a journey to enhance the wider University's understanding of Theories of Change. The APP Monitoring and Evaluation Group will work to increase staff familiarity and capability in creating Theories of Change through workshops and exemplars. The University is also a member of the Higher Education Tracker (HEAT) Service, which will provide us with data and intelligence to effectively target, monitor and evaluate our outreach activities. We intend to extend our engagement with HEAT and TASO across more areas of the University to support our delivery of robust evaluation.

Findings from evaluation will be shared annually and at relevant key points during the delivery of this intervention; through external channels including sector-wide conferences and events, TASO, and other relevant regional and national professional networks. Where appropriate, learning will also be shared through the publication of findings on the University's website. We will also publish evaluation findings through peer-reviewed journals, to contribute to sector-wide understanding of the success, or otherwise, of our intervention activities. Research aligned to the work outlined in the APP takes place across the institution although concentrated in the Centre for Academic and Digital Innovation (CADI) and the School of Education, Languages and Linguistics (SELL). These areas will take a lead for the University in disseminating research findings through appropriate sector conferences and publication of findings in relevant academic journals.

To augment this external-facing dissemination of findings we will actively share good practice and evaluation outcomes within the University and with partners including local schools and colleges. We will create a web page on our external website to routinely disseminate evaluation findings, both those that support our activities and those that indicate areas for improvement. Alongside web and wider research publications, we will share our findings at our Annual Learning and Teaching Conference, open to all academic and related staff, and through our UPAT and partner college networks. The Learning and Teaching Conference will be accessible also to our partner colleges and schools. Our leadership team, including the key role of Associate Dean Academic in each faculty, will also take responsibility for embedding dissemination of research and evaluation findings into our business-as-usual approach. For example in October 2024, our full leadership team of over 100 colleagues, participated in a workshop showcasing work on 'Raising the heat on the Attainment Gap'. This active leadership engagement in disseminating and learning from research findings will ensure that these activities are embedded into ongoing practice across the University leading to further improvements in outcomes over time.

Provision of information to students

We are committed to providing clear and accessible information, advice and guidance to potential applicants and their advisers, to enable effective decision-making. Information, including financial advice, is shared through finance talks for students and parents in schools and colleges, webinars, open days (face-to-face and virtual) and open experience days, email communications to enquirers and applicants, one-to-one advice and through our website and social media sites. Additionally, we provide timely information to UCAS and the SLC, to ensure public information about our fees and additional study costs are accurate. Through our main University website and our MyPort information hub we will ensure that our approved Access and Participation Plan, including information about fees, financial support and eligibility criteria, is easily accessible for both prospective and current students.

Comprehensive, impartial information on financial support is provided to applicants and students by our Student Finance Centre. Staff work actively with applicants, students and parents, with tailored advice for priority groups including care leavers, estranged students, students with disabilities and those with children. Our Additional Support and Disability Advice Centre proactively contacts applicants and students with a declared disability with information on how they can be supported through their academic studies and offers pre-entry liaison visits to support transition for students with complex needs. They also advise disabled applicants and students on the specific financial support available.

Annex A – Assessment of Performance

1. Introduction

The University has undertaken a thorough data analysis including the following data sources to review current performance and trends across each aspect of the student lifecycle. A bespoke Power BI dashboard has been developed, using OfS individualised data files to enable detailed analysis including intersectionality of different characteristics:

- OfS Access and Participation Data Dashboard
- OfS individualised data files
- Internal analysis from our student records system and data dashboards
- National Student Survey (NSS)

This Annex builds on this thorough analysis, identifying local risks for equality of opportunity mapped to the EORR (Equality of Opportunity Risk Register) categories defined by the OfS. The majority of our undergraduate students are full-time (90% of entrants), and therefore this analysis focuses on this group. Planned interventions will also benefit our part-time undergraduate population. Where non-OfS data has been used (e.g. NSS) this may include some non APP-eligible students.

This analysis focuses on the most prevalent indications of risk, taking account of the size of any gap and the population size for the relevant group of students. However, we also recognise risks to equality of opportunity at the University of Portsmouth for demographic groups where the population size is relatively small, for example children from military families and care experienced students.

2. Glossary of definitions used throughout this analysis

Data is as reported in the annual HESA Student return unless otherwise specified.

Access	This indicator covers new entrants entering higher education between 2016/17 and 2021/22.
Continuation	This indicator covers students entering HE between 2015/16 and 2020/21. A student is deemed to have 'continued' if they are still in HE one year and 14 days after their start date, or have successfully completed their study.
Completion	This indicator covers students entering HE between 2012/13 and 2017/18. A student is deemed to have completed if they have qualified or are still studying at a HE provider four years and 14 days after their start date.
Attainment	This indicator covers students leaving HE between 2016/17 and 2021/22. It expresses the number of leavers from Level 6+ undergraduate degrees who were awarded a first or 2:1 degree as a percentage of all leavers from Level 6+ undergraduate degrees who were awarded classified degrees.
Progression	This indicator covers graduates who left HE between 2017/18 and 2020/21, and is based on the Graduate Outcome survey. It expresses the number of leavers in highly-skilled/professional employment or studying at a higher level as a percentage of all those who are working, studying or seeking work 15 months after graduation.

3. Approach to this analysis

Our full data analysis examined comparative outcomes for each target group at each stage of the applicant / student lifecycle. This Annex highlights only those aspects identified as risks to equality of opportunity, also structured around the student lifecycle. This risk identification takes account of the University's performance compared to the sector and takes account of our local / regional context.

We have analysed all data using both TUNDRA and Indices of multiple deprivation (IMD) as measures of disadvantage. This analysis has shown that IMD is the more appropriate measure of disadvantage for us to

use, as it recognises different dimensions of disadvantage rather than TUNDRA, which focuses only on previous rates of HE participation in each area. Additionally, research by the [Sutton Trust](#) has identified that there is a lower correlation between TUNDRA and income deprivation, than the free school meals (FSM) and IMD markers. Therefore we believe the IMD and FSM are more appropriate measures of disadvantage to be used in our APP as this will help us to focus interventions on the most deprived areas of our local and regional community.

We recognise the interplay of issues affecting student experience and outcomes through each individual student's lifecycle, for example the ongoing impact of qualifications on entry or household income, and will aim to address these in a holistic way where appropriate. Review of intersectional data is also important to understanding more about the experience of different student groups and therefore to identification of appropriate actions for improvement.

Particularly significant issues throughout the applicant / student lifecycle are identified in the conclusions section under each section of this report.

4. Student lifecycle stage 1 – ACCESS (Pre-16 Attainment)

4.1. Access - Local and regional context – Portsmouth and South-East Hampshire

Despite its location in the South East, traditionally a wealthier region in England, the City of Portsmouth and surrounding areas including parts of Havant, Gosport and the Isle of Wight face significant economic and educational challenges.

Overall, Hampshire and the Isle of Wight have relatively low deprivation, with 44 Lower layer Super Output Areas (LSOAs) in the 10% most deprived areas in England (4% of their LSOAs). However, the concentration of deprivation is much higher within Portsmouth, where 15 of the 44 most deprived LSOAs in Hampshire are situated (12% of all LSOAs in the city). Portsmouth South, where the University is located, is the worst-ranked parliamentary constituency in Hampshire based on the Index of Multiple Deprivation (2019).

Educational attainment within the City of Portsmouth is comparatively low at all stages. Both Portsmouth South and Portsmouth North constituencies have fewer pupils achieving expected standards in reading and maths at key stage 2, at 53% and 46% respectively, than the wider South East region and the rest of England (both 60%). This relatively poor educational attainment continues through to GCSE and beyond, impacting on aspirations and progression rates to higher education in the City and immediate region.

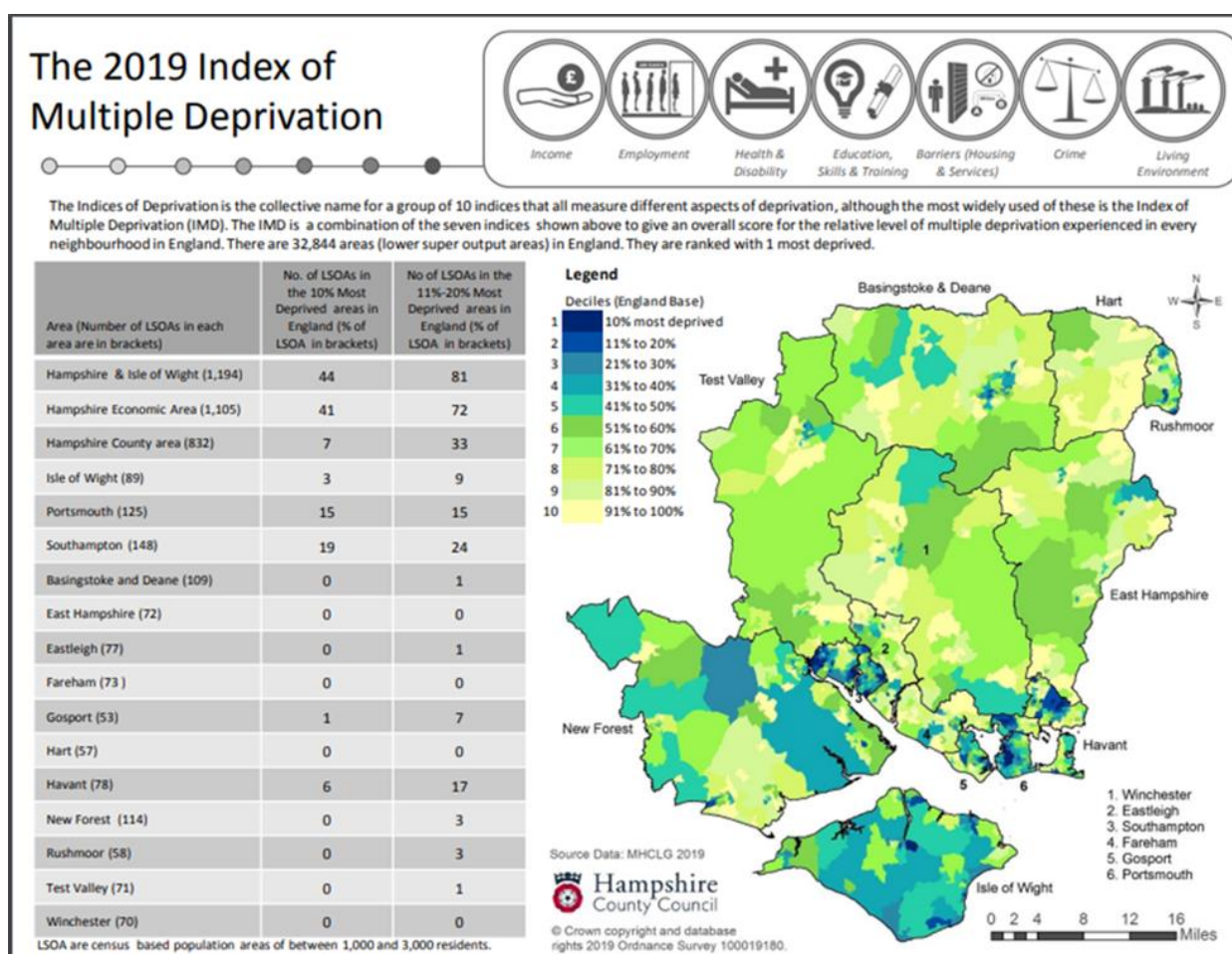
Consequently, this low educational attainment is a significant risk to equality of opportunity as it prevents the development of knowledge and skills that enables access to higher education courses as well as the potential to succeed on course. It also poses a risk in relation to perceptions of Higher Education, young people's aspirations and their ability to make informed choices.

	National England	Regional South East/ Hampshire	Local Portsmouth City
Most deprived lower-layer super output areas (LSOAs)	10% ----- 3,284 of 32,844 LSOAs	4% in Hampshire ----- 44 of 1,194 LSOAs	12% ----- 15 of 125 LSOAs
Key stage 2 attainment (2022/23): Meeting expected standard	60%	60% in South East	49% ----- 1 of only 2 local authorities in England at below 50%
Key stage 4 attainment (2022/23): Grades 5 or above in English and Mathematics GCSEs	45% ----- 5 percentage point decrease from 2021/22	48% in South East ----- 4.3 percentage point decrease from 2021/22	32% ----- 10 percentage point decrease from 2021/22

	National England	Regional South East/ Hampshire	Local Portsmouth City
Attainment8 score (2022/23): Average grade across 8 GCSEs	46.3 ----- 2.5 percentage point decrease from 2021/22	47.4 for South East ----- 2.7 percentage point decrease from 2021/22	38.4 ----- 5 percentage point decrease from 2021/22
Progression rate to higher education or training (2021/22)	68%	66%	54%
Local authority ranking for rate of progression to HE or training	Portsmouth ranked 143 of 149 in England	Portsmouth ranked 17 of 19 in South East	N/A

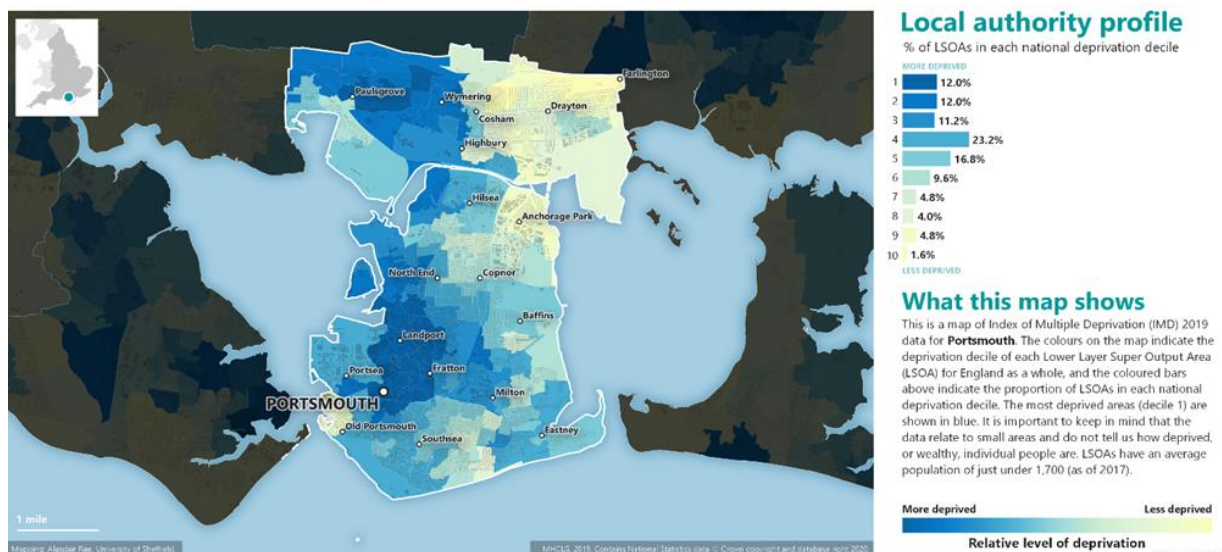
Conclusion: Educational under-achievement and low aspiration and expectation in our sub-region is inhibiting progress to higher education. The remainder of this section examines this issue in more detail from different perspectives in terms of risks.

Index of Multiple Deprivation data for Hampshire 2019



Index of Multiple Deprivation 2019

PORTSMOUTH



4.2. Access - University context in terms of size, shape and profile

The following sections examine risks to equality of opportunity in terms of access within the local and regional context set out above, and that of our student population. We have undertaken a full analysis covering all dimensions of potential risk to equality. This annex highlights those where there is a potential risk and links to planned interventions defined in the main APP document.

Before examining the different dimensions of access it is helpful to note the University's overall size, shape and profile in terms of student recruitment. The University of Portsmouth is a large provider, with 21,800 students in 2023/24. Student diversity is a notable feature and it is important to recognise that in 2021/22 62% of our students were either PGM, disabled, mature, from areas of lowest HE participation (TUNDRA) or high deprivation, or a combination of these. For the last sixteen years we exceeded HESA benchmarks for student recruitment from low-participation neighbourhoods. 16% of our undergraduates are International/EU. The number of disabled students joining the University increased 43% from 2017/18 to 2020/21, including mental health issues (64% increase):

Characteristics of UoP FT UK UG entrants 2018/19-2021/22 (* Includes international and EU students)

Black, Asian & minority ethnic *	29%	Low/medium tariff new entrants	80%
Mature (21 & over on entry)	21%	Non-A level qualifications	44%
Disabled *	16%	Eligible for free school meals	15%
Disadvantaged areas (IMD Q1&2)	32%	Low income households (under £25k)	46%
Low participation neighbourhoods	39%		

4.3. Access – Additional context

Our previous Access and Participation plan set targets to reduce the gap between entrants from the highest and lowest participation neighbourhoods, POLAR4 Quintiles 5 and 1 respectively from a ratio of 1.8 to 1 in 2017/18 to a gap of no more than 1.5 to 1 by 2024/25. The most recently published OfS data shows that in 2021/22 the gap had narrowed in line with this target.

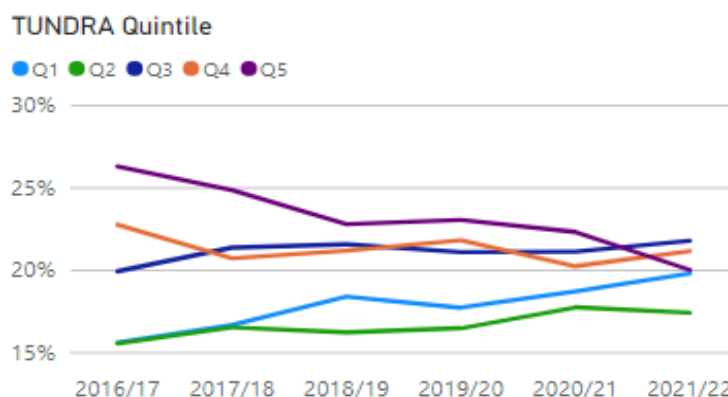
Our plan also included a target to increase recruitment of students eligible for care leaver bursaries from a baseline of 37 in 2017/18 to 47 by 2024/25. In 2023/24 we had 53 eligible care leaver students.

4.4. Access for students from deprived backgrounds - TUNDRA

TUNDRA is an area-based measure to replace POLAR4 and assigns entrants to a participation quintile based on previous rates of HE participation in each area.

On this measure, UoP access is relatively evenly distributed between quintiles. In 2021/22 19.8% of UoP FT UG entrants were from TUNDRA quintile 1 (lowest rates of participation), and 20% of entrants were from quintile 5; a gap of 0.2pp. The gap between high and low participation areas has decreased over the last six years, having been 10.7pp in 2016/17.

UoP Entrants by TUNDRA Quintile



Data on other regional providers shows there are significant variations in performance on this measure.

Entrants - Gap between TUNDRA Q1/Q5 - UoP and other regional universities

University	TUNDRA Q1 vs Q5 Gap
Portsmouth	0.2
Provider A	-5.3
Provider B	-2.2
Provider C	8.3
Provider D	0.4
Provider E	8.4
All English HE providers	18.0

Review of UoP individualised data shows that under a third of those students entering in 2021/22 from areas with the lowest historical rates of participation (TUNDRA 1), were also from the most deprived areas based on IMD classification. IMD data is covered below.

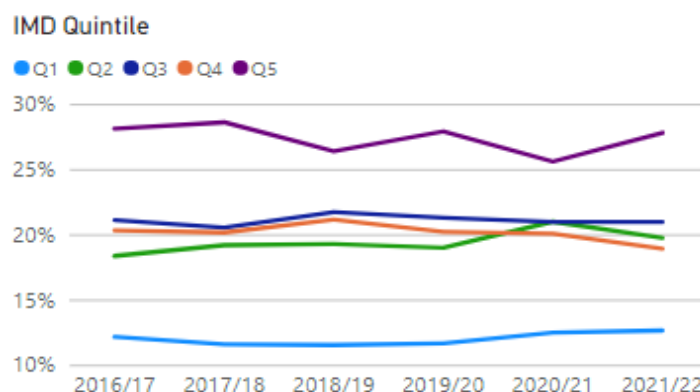
4.5. Access - Analysis for Indices of Multiple Deprivation (IMD)

OfS data shows that access rates to the University of Portsmouth (UoP) for students from less privileged backgrounds are comparatively low based on Indices of Multiple Deprivation (IMD). There has been no meaningful increase in the proportion of UoP intake from the most deprived areas (IMD 2019 Quintile 1) over the past six years and the access gap between these students and those from the least deprived areas (Q5) has remained relatively constant. This is despite a national increase in the proportion of entrants from the most deprived areas over the same time period.

Key points:

- In 2021/22, 32% of FT UG entrants to UoP were from IMD Q1 & Q2, compared with 47% from Q4 & Q5; a gap of 15 percentage points (pp). This profile was similar throughout the six year period.
- The University's aggregate gap in the six years up to and including 2021/22 was 15.4pp.
- Across the same period the proportion of IMD Q1 entrants at all English HEIs increased by 3 pp from 20% to 23%; while at UoP the increase was 0.5pp, from 12.1% to 12.6%.

Proportions of UoP Entrants by IMD Quintile



4.6. Access - Analysis for male students from deprived backgrounds (IMD)

Nationally, the recruitment of male students from IMD Quintiles 1 & 2 is disproportionately low, at 19% in 2021/22, compared to 25% for females from IMD Q1&Q2. In 2021/22, male entrants to UoP from IMD Q1 & Q2 comprised 15% of our total entrants (610 of 4,110 entrants). Proportionately, the University was more successful at recruiting PGM male entrants than White male entrants from deprived backgrounds (IMD Q1 & Q2).

Proportions of male entrants from different backgrounds (IMD) in 2021/22

	% from IMD Q1	% from IMD Q1&Q2	% from IMD Q5
Of 1,450 White male entrants	8%	23%	35%
Of 560 PGM male entrants	19%	50%	15%

4.7. Access - Analysis for Free School Meals (FSM)

FSM eligibility is often used as a proxy for low income households. The OfS Equality of Opportunity Risk Register (EORR) identifies that students who are from a low income household are amongst those most likely to be affected by **Risk 1: Knowledge and Skills** and **Risk 3: Perception of higher education** in relation to Access.

Progression rates to HE are lower nationally for young people eligible for FSM:

- Nationally, [29% of young people eligible for FSM progressed to HE](#) in 2021/22 compared to 47% of young people overall.
- The national progression rate to HE for White British males eligible for FSM was only 13%.

Eligibility for FSM has increased in recent years:

- Nationally, 24% of school pupils were eligible for FSM in 2022/23, with rates increasing significantly since 2020.
- There are significant variations between and within regions in England. In 2023 the proportion of state school pupils eligible for FSM was highest in the North East (30%) and lowest in the South East (19%).
- Within the City of Portsmouth, FSM eligibility increased from 19% in 2017/18 to 34% in 2022/23.

The proportion of the University of Portsmouth's entrants who were eligible for FSM is slightly below the sector average. This is surprising given the high proportion of young people in the City eligible for FSM. Consequently this is a risk to equality of opportunity in terms of access to HE for our local and regional community.

Proportions of 2021/22 Entrants by Free School Meals (FSM) eligibility

Entrant profile	UoP	Sector
Eligible for free school meals	15%	18%
Not eligible for free school meals	85%	82%

It is important to consider intersectional risks, as national data highlights the low progression rate to HE for White British males eligible for FSM. This is covered below.

4.8. Access - Analysis for White male students from deprived backgrounds (FSM)

[National data shows](#) that White males eligible for FSM are less likely to go in to higher education than any other groups. The proportion of our full-time undergraduate White male entrants eligible for FSM in 2021/22 was 10%. Over the six year period up to and including 2021/22 the aggregate entry rate for these students was 10.2%. This is some way below the 15% of all FT UG entrants eligible for FSM. This local data reflects the national shortfall in access for this group.

4.9. Access - Analysis by Ethnicity

2021/22 Entrants by Ethnicity

Ethnicity	UoP	Sector
PGM overall	27.8%	34.8%
Asian	10.4%	15.7%
Black	8.6%	10.5%
Mixed	6.2%	5.6%
Other	2.6%	3.0%

Compared to the sector as a whole, UoP recruits a smaller proportion of PGM students. However, it is important to take account of geographic factors given the regional basis of the University's recruitment. UoP primarily recruits from the South East region, with some recruitment from London. [In the 2021 census](#), 14% of residents in the South East region declared themselves as PGM. When London is included, this increases to 30%. The University's recruitment profile is representative of the regional population we recruit from and has remained relatively stable in recent years.

The OfS EORR highlights risks relating to access for Black and Mixed ethnicity entrants relating to **Risk 2: Information and Guidance** and **Risk 3: Perception of higher education**; which are also risks for students from low income families.

4.10. Access - Analysis by Disability

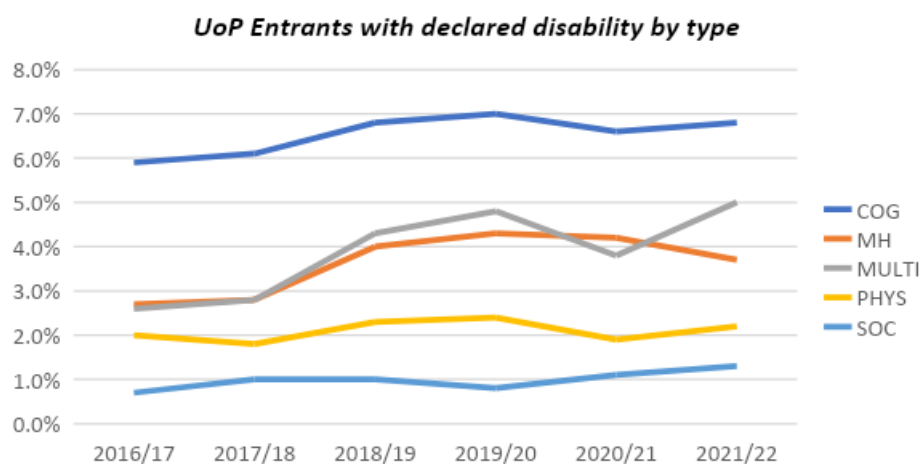
The University has successfully recruited a growing proportion of students with disabilities. The sector average rose from 14% to 17% from 2016/17 to 2021/22, while the proportion of disabled students at UoP increased from 14% to 19% in the same period. We will maintain this focus on successfully recruiting students with disabilities in future.

In 2021/22, approximately 800 of our 4,190 entrants reported a disability.

2021/22 Entrants by disability type

Split	UoP	Sector
Disabled	19.0%	17.4%
Cognitive and learning difficulties	6.8%	5.7%
Mental health condition	3.7%	5.0%
Multiple or other impairments	5.0%	3.2%
Sensory, medical or physical disabilities	2.2%	2.3%
Social or communication impairment	1.3%	1.2%

There has been an increase in the proportion of entrants for all disability groups over the time-series. The largest proportional increase has been entrants with multiple impairments (2.4pp), followed by mental health (1pp) and cognitive & learning difficulties (0.9pp).



4.11. Access - Analysis by Age of Entry

We recruit relatively low proportions of mature FT UG entrants, with the proportion of these entrants ranging from 14-16% across the six years up to and including 2021/22. This is significantly lower than the national proportion of 29% and lower when compared with some other regional universities (e.g. Solent 32%, Brighton 22%).

2021/22 Entrants by Age on Entry

Split	UoP	Sector
Mature	14.4%	29.0%
Aged 21 - 25	8.3%	10.2%
Aged 26 - 30	1.9%	5.4%
Aged 31 - 40	2.9%	7.9%
Aged 41 - 50	1.1%	4.1%
Aged 51 and over	0.2%	1.5%

This APP focuses on full-time undergraduate students. It is important to recognise that part-time courses and Degree Apprenticeships recruit a much higher proportion of mature students. Our intervention strategy defines our plans to continue to widen access, including offering more flexible courses that meet mature students' needs which may include combining work, study and caring commitments.

4.12. Access - Analysis by sexual orientation

HESA did not collect data on Sexual Orientation before 2016/17. In 2016/17 96% of entrants reported they were heterosexual compared with 86% in 2021/22. LGBTQIA+ entrants increased from 4% in 2016/17 to 14% over the same period of time. LGBTQIA+ entrants are more likely to be White, at 83% compared to 72% for the overall entrant population in 2021/22; and more likely to have a declared disability; 34% of LGBTQIA+ entrants in 2021/22 compared to 19% overall for all FT UG.

4.13. Conclusions regarding risks of equality of opportunity for Access

This analysis has highlighted the most significant risks in terms of Access as follows:

- The comparatively low proportion of UoP entrants from IMD Q1 & Q2 with a gap of 15 percentage points between entrants from Q1&2 and Q4&5 in 2021/22;
- The low proportion of White male entrants from IMD Q1 & Q2 at 23%;
- The comparatively low proportion of UoP entrants previously eligible for free school meals (FSM) at 15% compared to 18% sector average;
- The low proportion of White male entrants previously eligible for FSM at 10%;
- The comparatively low proportion of mature entrants to full-time undergraduate courses.

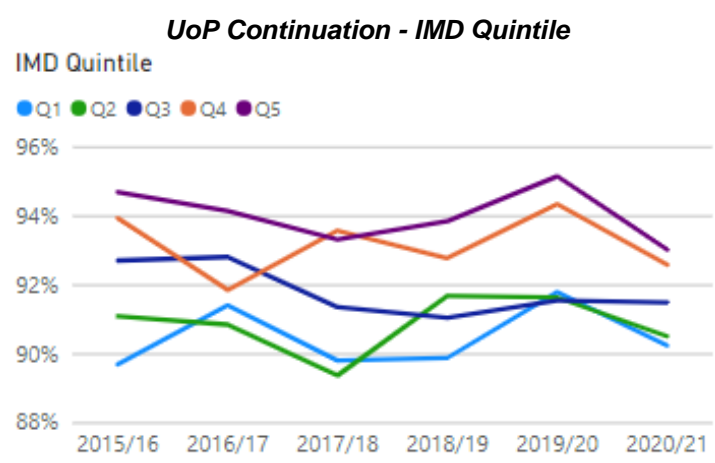
5. Student lifecycle stage 2 – SUCCESS (Continuation rates)

5.1. Continuation – Context

The baseline for continuation in our previous Access and Participation plan was the 2016/17 starting cohort, for which the FT UG continuation rate was 92.4%; this compares with a continuation rate of 91.7% for 2020/21 starters, in the most recent dataset. Over the same period the FT UG continuation rate across all registered English HE providers decreased, from 90% to 89%.

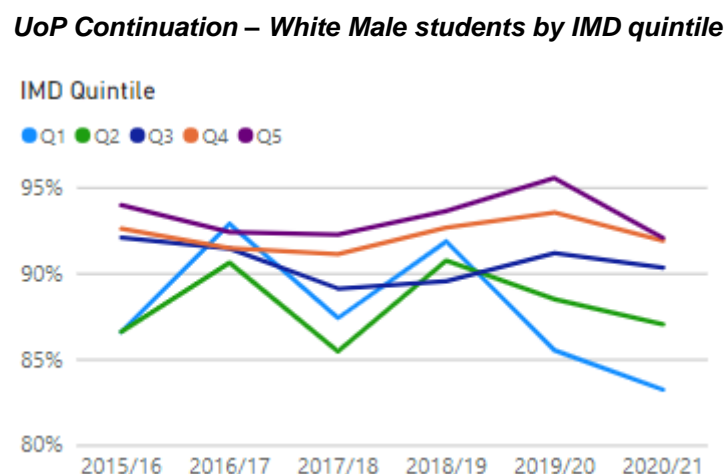
5.2. Continuation rates - Analysis by IMD

The UoP continuation gap between students from IMD Quintile 1 and 5 was 2.8pp for 2020/21. This is lower than the sector average gap of 9.1pp, but nonetheless it means that our students from more deprived backgrounds are more likely to withdraw than those from less deprived backgrounds.



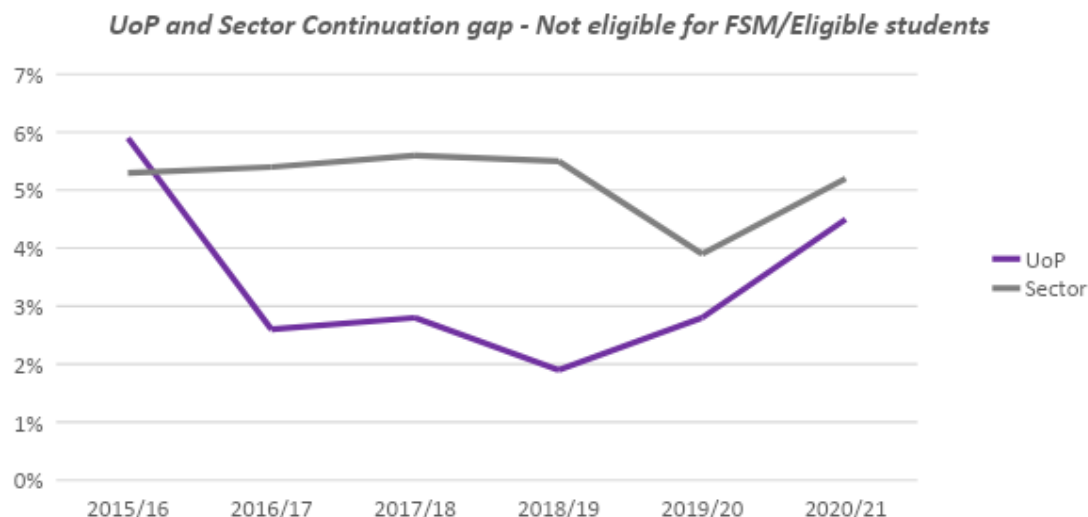
5.3. Continuation rates - Analysis by IMD for White male entrants

Continuation rates for White male entrants from more deprived areas (IMD Q1 & Q2) were also lower than for other groups, and have fallen further in more recent years. The continuation rate for 2020/21 entrants was 83% for those from IMD Q1, and 87% for those from IMD Q2. By comparison, the continuation rates for PGM male students from IMD Q1 were 88%, and 89% for those from Q2.

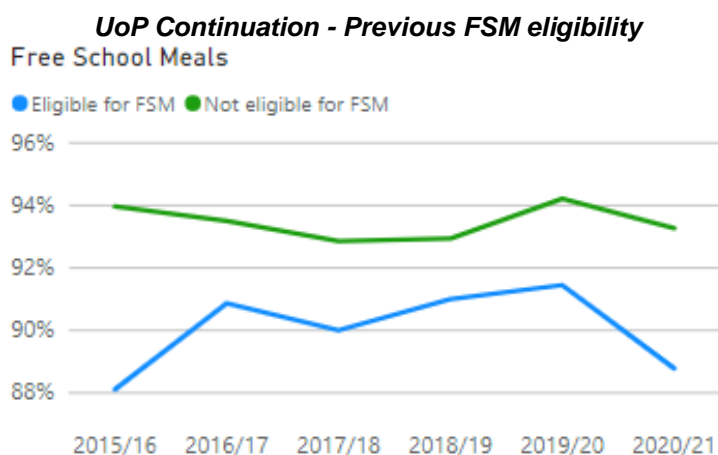


5.4. Continuation rates - Analysis by Free School Meals

The continuation gap for students previously eligible for FSM was much smaller at UoP compared to the sector average for most of the time series. However the gap has widened since 2019/20. For 2020/21 entrants UoP continued to outperform other registered English HEIs, however the gap had increased from 2018/19 and was getting closer to that of the sector.



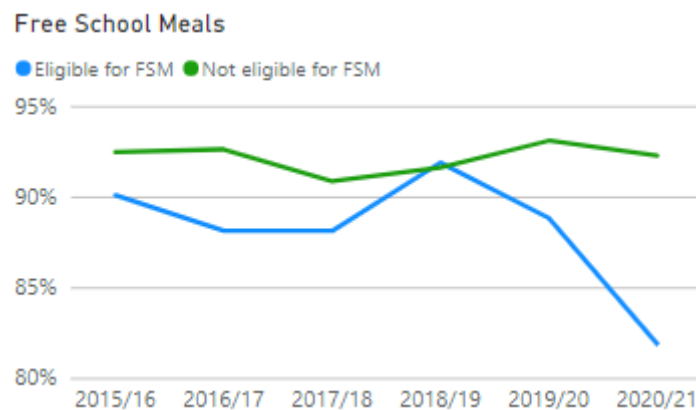
The widening gap is largely due to a rise in continuation rates for students not eligible for FSM in 2019/20. In 2021/22 there was a larger decline in the continuation rate for FSM eligible students. This decline coincides with the continuing impact of the pandemic and the onset of cost-of-living increases.



5.5. Continuation rates - Analysis for White male students eligible for FSM

Continuation rates for White male students previously eligible for free school meals have dropped substantially in recent years. Their continuation rate in 2020/21 was 82%, compared to 93% for White male entrants who were not previously eligible for FSM. It was also lower than the overall continuation rate for all 2020/21 entrants eligible for FSM (88.8%), and that of FT UG entrants not eligible for FSM (93.2%).

UoP Continuation - White Male students previously eligible for FSM

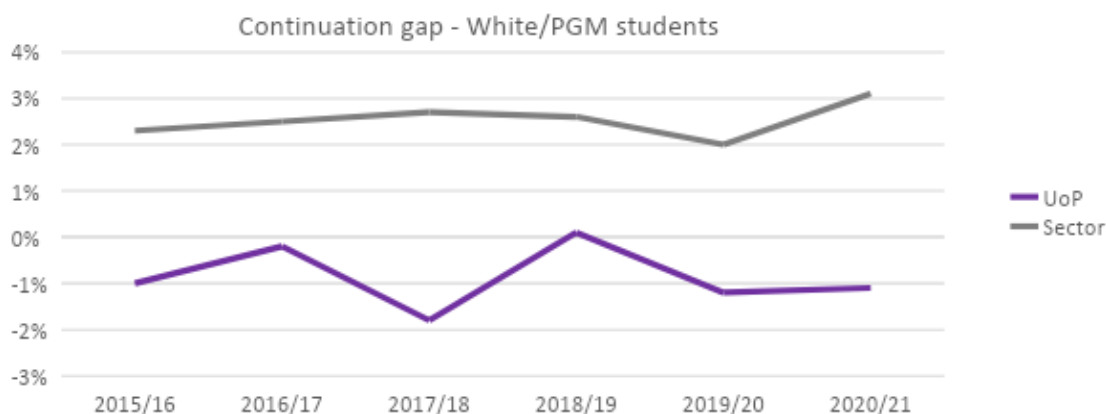


By comparison, White female FSM entrants had a continuation rate of 89%, PGM FSM males 87% and PGM females 98%.

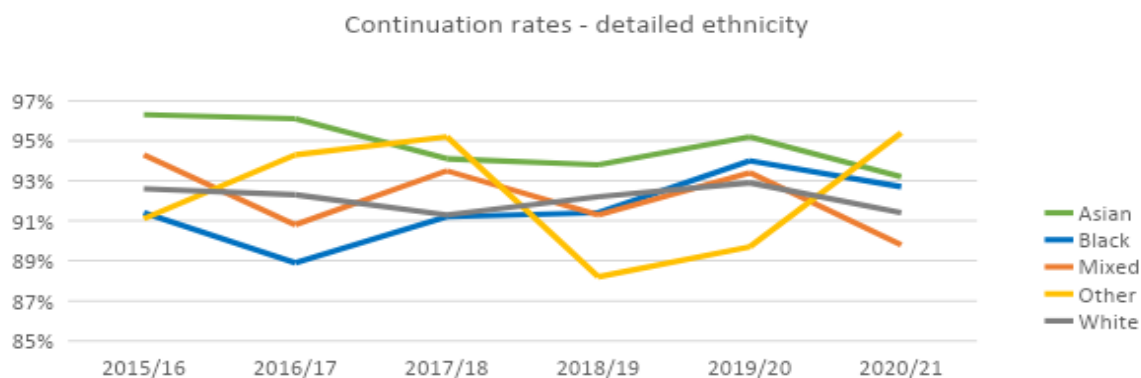
5.6. Continuation rates - Analysis by ethnicity

The OfS EORR highlights specific risks of equality of opportunity for the sector as a whole to all PGM students relating to **Risk 6: Insufficient academic support** and **Risk 7: Insufficient personal support**.

Overall UoP has not experienced a continuation gap between White and PGM students across the six year time series, and PGM student continuation rates have outperformed those for White students in each of the last six years.



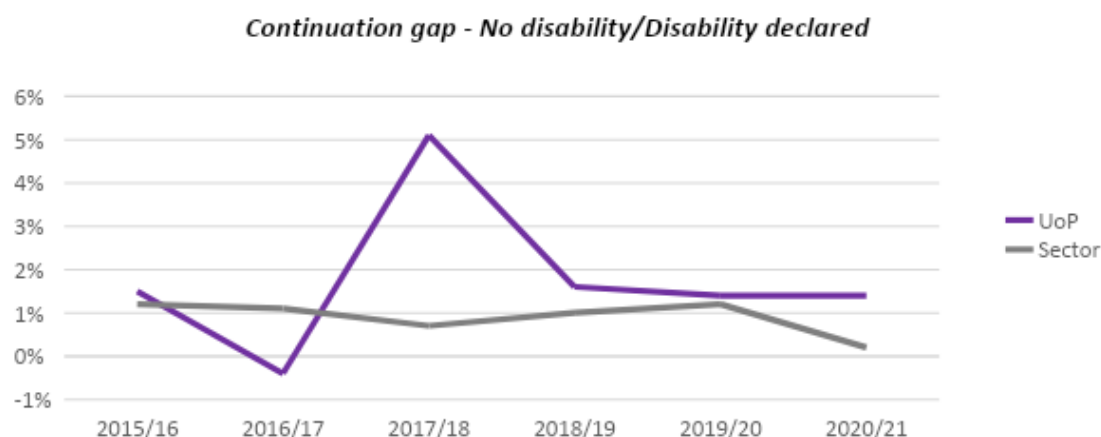
When PGM students are broken down into greater detail, Black and Asian students have had higher continuation rates in the most recent years. The 'Mixed ethnicity' and 'Other' categories have fluctuated over the time series. However the numbers involved are relatively small. In each of the last four years the 'Other' has comprised approx. 100 entrants, while 'Mixed ethnicity' is larger at 250-300 entrants per year, of the total of 1,500 PGM students per year.



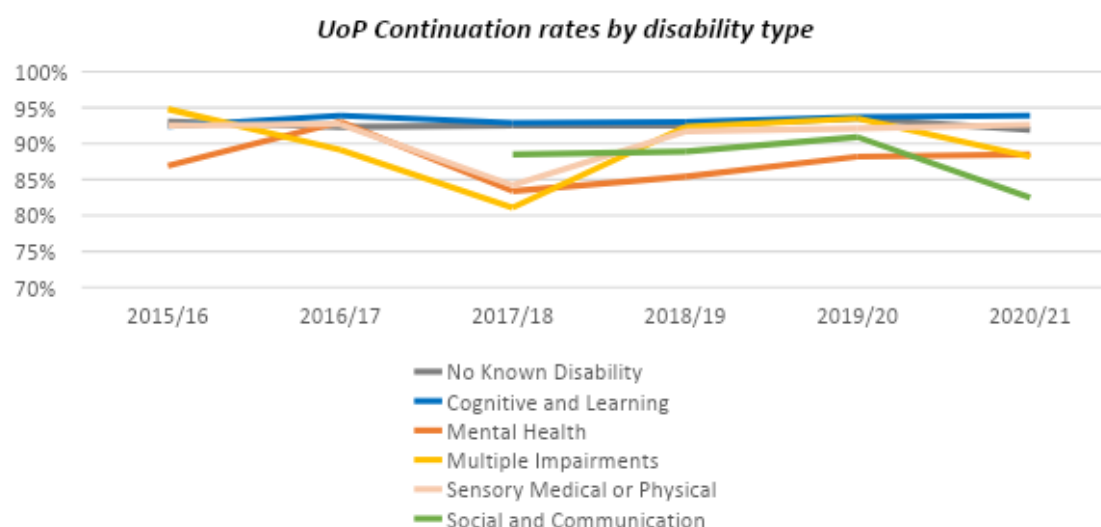
5.7. Continuation rates - Analysis by disability

The EORR highlights several risks to equality of opportunity which may impact on continuation and completion rates for disabled students, including **Risk 6: Insufficient academic support**, **Risk 7: Insufficient personal support** and **Risk 10: Cost pressures**.

The gaps in the continuation rates between students with declared disabilities and those without at UoP have been around 1.5pp since 2018/19. There was an improvement to the sector gap in relation to 2020/21 entrants, which was not replicated at Portsmouth, meaning that the 2020/21 UoP gap was 1.2 pp wider than the sector gap of 0.2%.



When continuation rates are considered for specific groups of disabled students there is some variation.



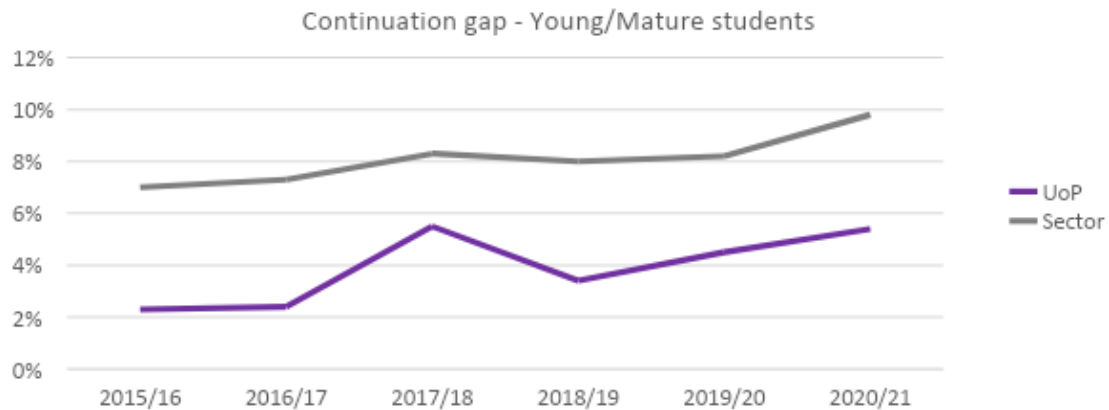
Continuation rates for UoP students with cognitive and learning difficulties are higher than for students with no declared disability, as are those for students with sensory, medical and physical impairments.

However students with mental health conditions, social and communication, and multiple or other impairments have the lowest rates of continuation in the most recent data; and have lower continuation rates than students with no declared disability across the time series. . The numbers in these groups are relatively low, for example 57 of 4,950 entrants in 2020/21 reported social and communication issues.

Students with mental health conditions are less likely to continue than those with no known disability. The latest data shows a gap of 3.4pp at Portsmouth, and there has been a gap for each of the last four years. 200 of 4,950 entrants in 2020/21 reported mental health issues.

5.8. Continuation rates - Analysis by age on entry

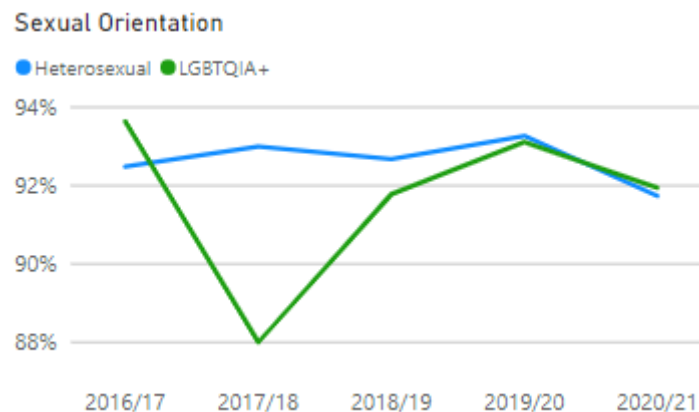
The OfS EORR identifies continuation rates for mature students as being at risk due to several factors: **Risk 6: Insufficient academic support**, **Risk 7: Insufficient personal support**, **Risk 8: Mental health** and **Risk 10: Cost pressures**. While there was a continuation gap between young and mature students in the latest data for UoP, this is lower than the sector-average gap and has been since 2015/16.



5.9. Continuation rates - Analysis by sexual orientation

Continuation rates for LGBTQIA+ students have been broadly in line with those of heterosexual students except in 2017/18. In 2020/21 the continuation rate for LGBTQIA+ students was 0.2 pp higher than for heterosexual students.

UoP Continuation - Sexual Orientation



5.10. Conclusions regarding risks of equality of opportunity for Continuation

This analysis has highlighted the most significant risks in terms of Continuation as follows:

- The Continuation gap for disabled students of 1.5 pp, with a 3.4 pp gap for students with mental health conditions;
- Continuation rates are lower for students from more deprived backgrounds. The Continuation gap of 2.8 pp between students from IMD Quintile 1 and 5 in 2020/21;
- This is a particular issue for White male entrants from IMD Q1, with a continuation rate of 83% in 2020/21;
- Continuation rates for students previously eligible for FSM also declined in 2020/21 to 89%, compared to 93% for non-FSM students;
- Again this was a particular issue for White male students previously eligible for FSM, with a continuation rate of 82% in 2020/21.

6. Student lifecycle stage 3 – SUCCESS (Completion rates)

6.1. Completion – Context

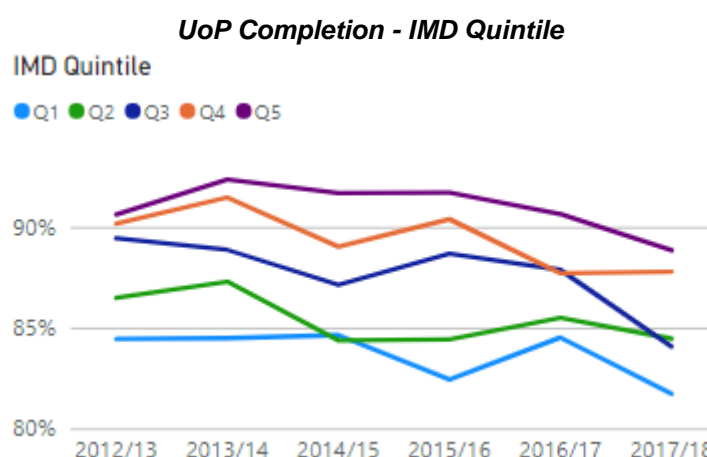
Our previous Access and Participation Plan did not include analysis relating to completion rates. The FT UG completion rate for the 2013/14 starting cohort at UoP was 90%; completion rates declined in subsequent years.

The most recent OfS data, relating to the 2017/18 starting cohort showed a FT UG completion rate of 86%. This was lower than the completion rates for the two previous cohorts (88% and 88%). The majority of the 2017/18 starting cohort would have been on programme during the Covid-19 pandemic, which negatively impacted on completion.

The FT UG completion rate across all registered English HE providers also decreased from 89% to 87% over that same period.

6.2. Completion rates - Analysis by IMD

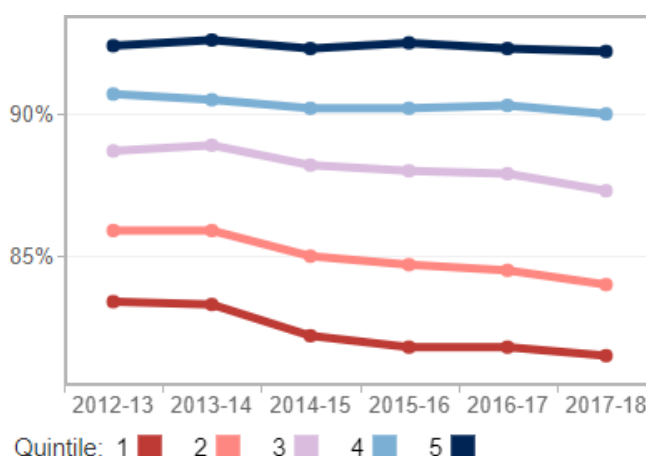
Review of completion rates by IMD quintile shows that those students from lowest participating quintile had consistently lower rates of completion than the rest. Additionally, in the most recent dataset entrants from the next lowest participating quintile saw a relatively large drop in completion rates, of over 4pp.



Using IMD as a measure of deprivation, the completion gap for students from more deprived areas remains high. Students from the most deprived areas (IMD Q1), who started at Portsmouth in 2017/18 were 7.1pp less likely to complete their programme than those from the least deprived areas (IMD Q5); this gap increased from 6.2pp at the start of the time series. The gap was at least 5pp across the time series.

UoP outcomes for students from IMD Q1 are better than the sector average. Sector-wide the gap between FT UG IMD Q1 and Q5 completion was 10.7pp in for 2017/18 starters; having widened from 9pp at the start of the time series.

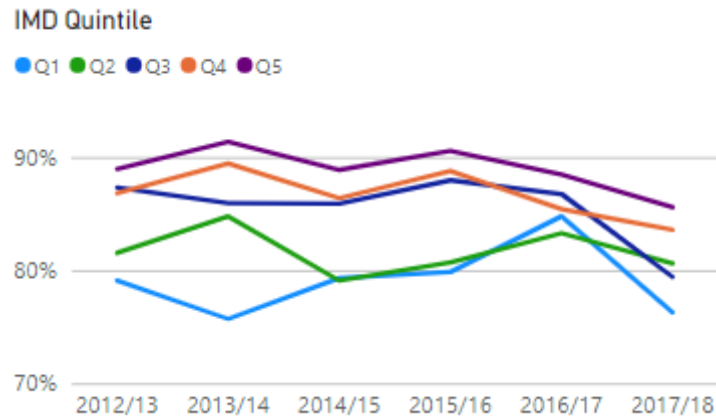
Sector average - Completion rates by IMD quintile



6.3. Completion rates - Analysis for male students from deprived backgrounds (IMD)

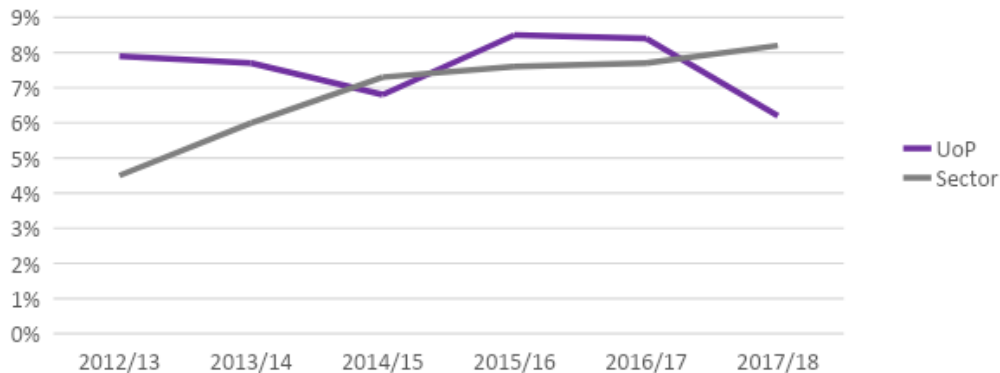
The completion rate for White male entrants from the most disadvantaged areas (IMD Q1) has typically been lower than that for other White male entrants across the time series. This is broadly in line with the patterns when looking at relative deprivation across the whole student population. However, the completion rate for White males from the most deprived quintile who commenced in 2017/18 was 76%, compared with 82% for all students from IMD Quintile 1. The completion rate for White females from the same cohort was 80%.

UoP Completion - White Males by IMD quintile



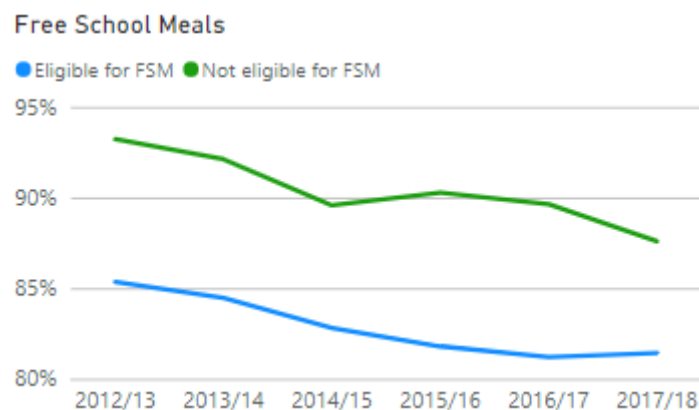
6.4. Completion rates - Analysis by Free School Meals (FSM)

Completion gap - Not eligible for FSM/Eligible students



The UoP completion gap for students eligible for FSM has fluctuated in relation to the gap across all English providers. For 2017/18 starters the gap was smaller than the sector average at 6.2pp (compared to sector gap of 8.2pp). This was due to a larger decrease in the completion rate for previously FSM ineligible students compared to that for those who were eligible, who commenced their studies in 2017/18.

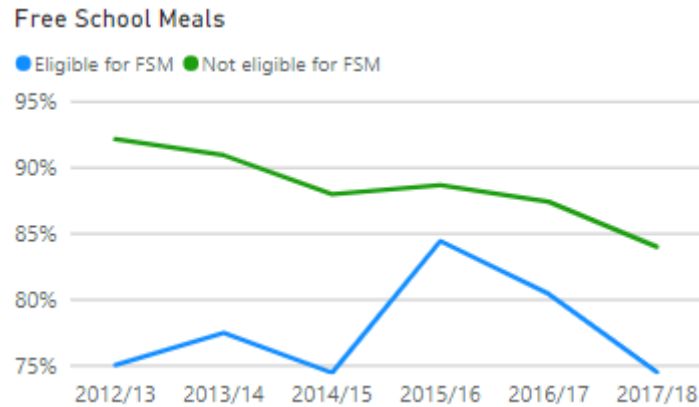
UoP Completion - Previous FSM eligibility



6.5. Completion rates – Analysis for White male students eligible for FSM

Completion rates for White males previously eligible for FSM have been low across the time series. The completion rate for entrants in 2017/18 was 75%, compared to 84% for White male entrants not eligible for free school meals. This compares to a completion rate of 81% for all FSM eligible students who commenced in 2017/18.

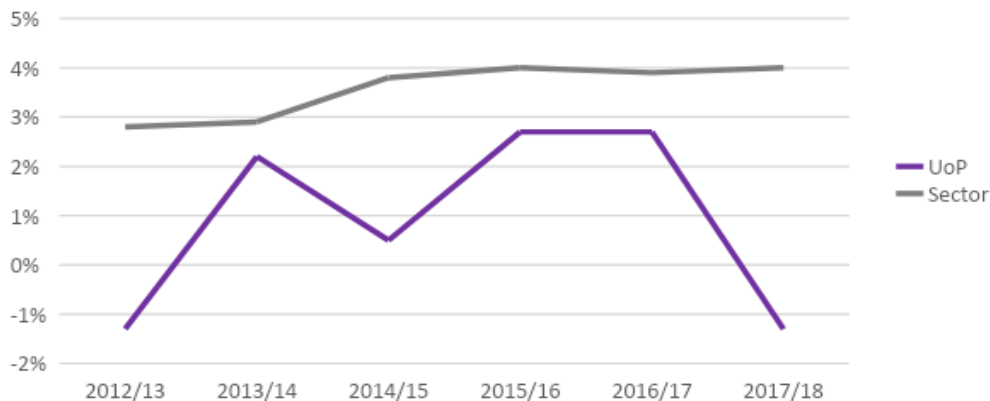
UoP Completion - White Males by previous FSM eligibility



6.6. Completion rates - Analysis by ethnicity

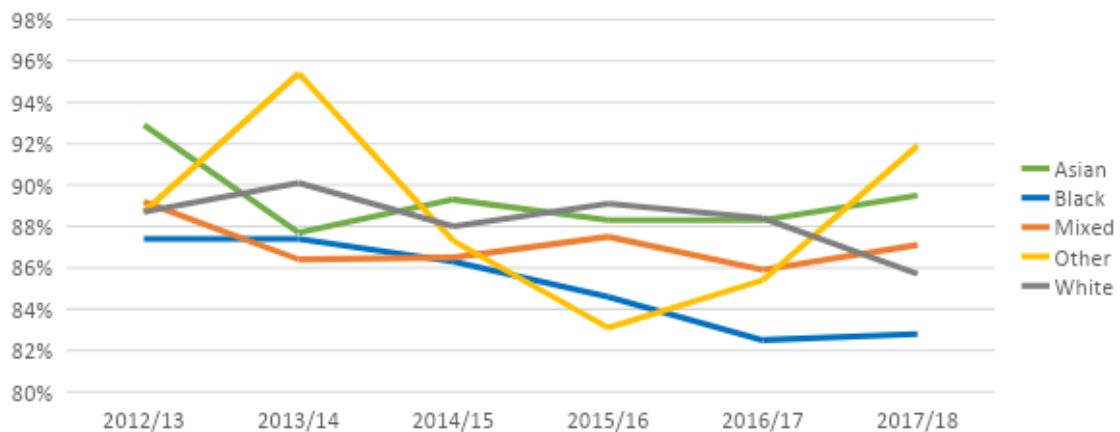
The UoP completion gap between PGM and White students has been consistently below that of the sector; and for the most recently available cohort completion rates were higher overall for PGM students than White students.

Completion gap - White/PGM students



However, the detailed breakdown presents a different picture as it shows that Black students have had consistently lower completion rates across the last six years. The completion gap between White and Black students was 2.9pp for 2017/18 entrants.

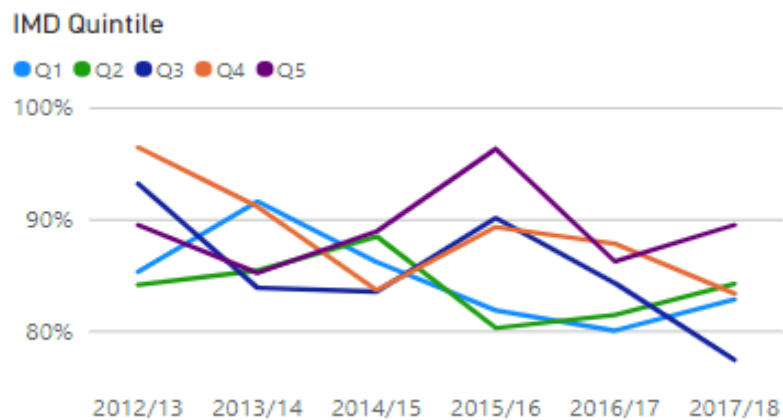
UoP Completion rates by Ethnicity



6.7. Completion rates - Analysis by ethnicity and IMD

For 2015/16 and 2016/17 entrants, the lowest completion rates for Black students were for those from the most deprived neighbourhoods (IMD Q1 & Q2). However this was not consistent across the whole time series.

UoP Completion - Black students by IMD quintile

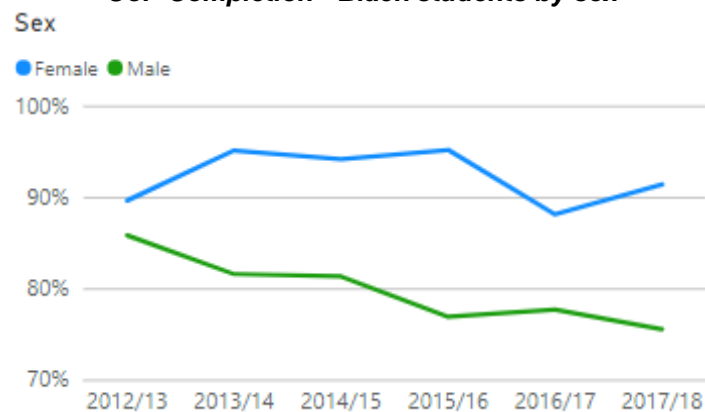


6.8. Completion rates - Analysis by ethnicity and sex

Completion rates for Black, male students were consistently lower throughout the time series, compared to those for Black, female students.

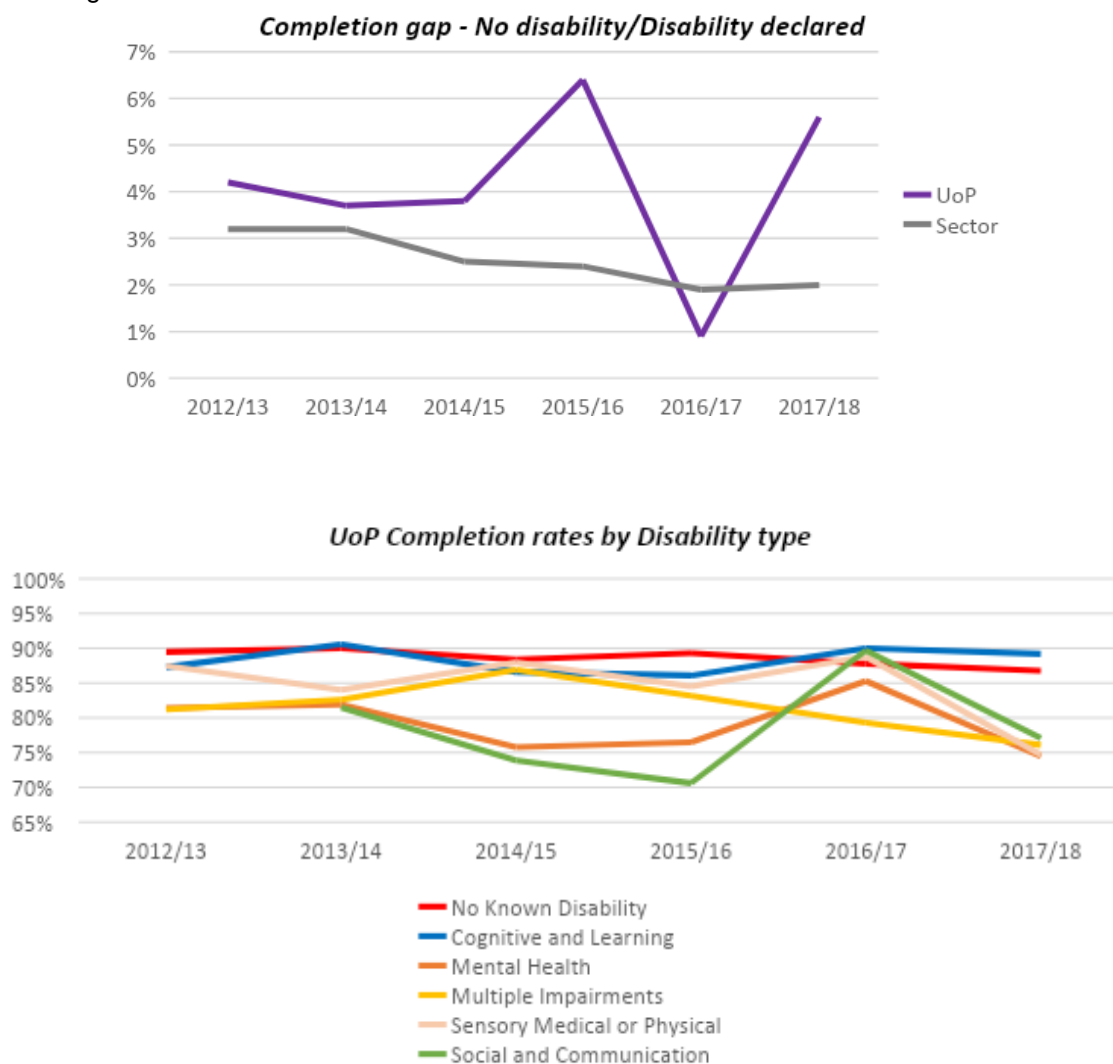
In the most recent dataset (2017/18) the completion rate for Black male students was 76%, compared with 91% for Black female students. This compares to overall completion rates of 82% for all male students and 90% for all female students.

UoP Completion - Black students by sex



6.9. Completion rates - Analysis by disability type

With the exception of 2016/17 the completion gap for disabled students at Portsmouth has been greater than the sector average gap. The most recent cohort had a completion gap of 5.6pp, compared with 2pp for all registered English HEIs.

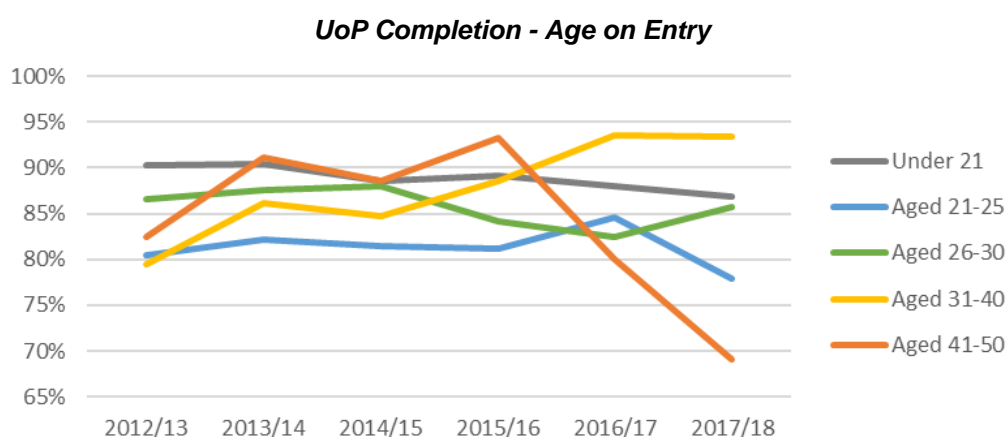
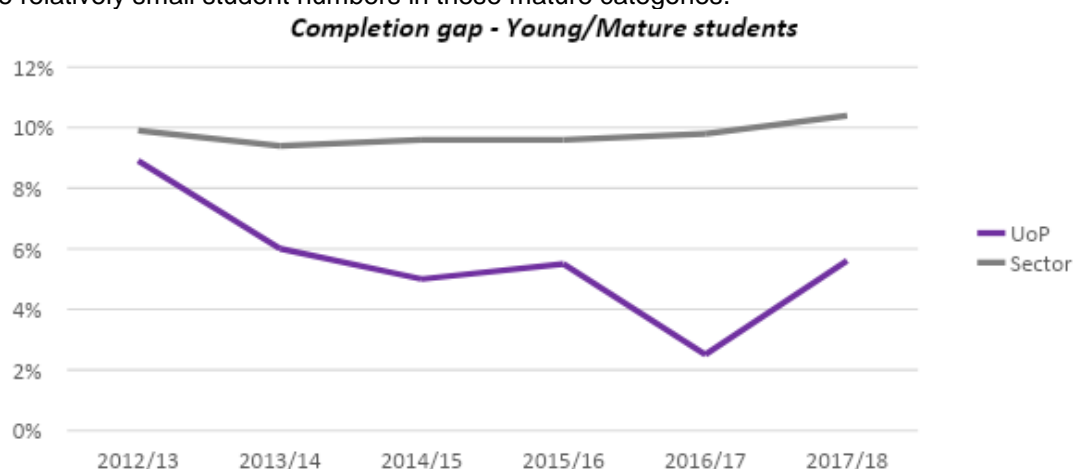


Students with cognitive and learning difficulties have typically had the lowest gaps across the time series, and in recent years have had higher rates of completion than students with no disability. By contrast completion rates have been consistently lower for other groups, particularly students with mental health issues, multiple impairments and social and communication issues.

Students with Mental Health challenges had the lowest completion rate for all disability types in the most recent dataset (2017/18 starters), with a gap of 12.4pp compared to students with no known disabilities. Completion rates for these students have been typically low across the time series. There was a relative improvement in the completion rate for students who started in 2016/17, but a decrease in completion rates of over 10pp for 2017/18 entrants.

6.10. Completion rates - Analysis by age

The completion gap between UoP young and mature students has been consistently below the sector average across the time series. For much of that period, the completion gap was decreasing but there was an increase of 3.1pp in the most recent data series due to a reduction in the mature completion rate. The section on Access noted the relatively small student numbers in these mature categories.



The majority of FT UG starters in 2017/18 would be expected to complete in either 2019/20 or 2020/21. The OfS EORR identifies completion rates for mature students as being at risk due to several factors: Risk 6: Insufficient academic support, Risk 7: Insufficient personal support, Risk 8: Mental health and Risk 10: Cost pressures.

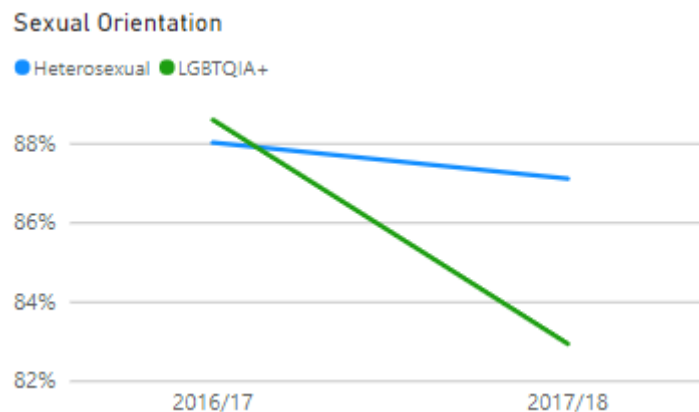
Feedback from the National Student Survey 2020 showed that mature students were more content than young students about the academic support they received (both groups above the sector average), and for being part of a learning community. However, there were lower scores for mature students for course organisation and timetabling, with satisfaction below sector average for both question groups in 2021.

The earlier surveys do not provide a breakdown for individual groups within the 'mature' grouping so it is not possible to identify whether responses between mature groupings were in line with completion. In the most recent NSS (2023) responses on academic support, organisation and management and mental health and wellbeing service awareness were above sector averages for all age groupings (under 21, 21-25, 26-30), except those over 31 years or over on entry where scores were below average on each of these question blocks, most notably organisation and management where there was a gap of over 9 percentage points.

6.11. Completion rates - Analysis by sexual orientation

There are only two years completion data available as HESA did not collect data on Sexual Orientation before 2016/17. Completion rates for starters in 2016/17 were similar. However for the 2017/18 cohort, 87% of heterosexual starters (3,650 students) completed compared to 83% of LGBTQIA+ (206 students).

UoP Completion - Sexual Orientation



NSS 2023 included student satisfaction data based on sexual orientation for the first time. UoP LGBTQIA+ students had higher positivity ratings overall compared to sector average for LGBTQIA+ for each of the combined question blocks.

6.12. Conclusions regarding risks of equality of opportunity for Completion

This analysis has highlighted the most significant risks in terms of Completion as follows:

- The Completion gap between Black and White students of 2.9 pp;
- This is a particular issue for Black male students with a completion rate of 76% for 2017/18 starters;
- The Completion gap between disabled and non-disabled students of 5.6pp in the most recent year (2017/18 starters);
- This was a particular issue for students with mental health issues, with a completion gap of 12.4 pp compared to students with no disabilities;
- The Completion gap of 7.1 pp between students from IMD Q1 and IMD Q5;
- The Completion rate of only 75% for White male students eligible for FSM.

7. Student lifecycle stage 4 – SUCCESS (Awarding gaps)

7.1. Awarding Gaps – Context

The baseline year for attainment in our previous Access and Participation plan was students completing in 2017/18, when 78% of FT UG students achieved a first or upper-second degree classification. This had increased to 79.4% in the most recent OfS dataset for 2021/22 graduates. However, this was a lower rate than in the two preceding years; and was largely in line with the sector (79%).

Several targets relating to awarding gaps were included in our previous plan. The awarding gap between Black and White students was identified as the key priority and remains a significant issue as having narrowed during the pandemic the gap is widening once more. This is covered in more detail below.

This section includes information about awarding gaps. Some NSS analysis is included as this indicates areas where differential student experience may influence student outcomes.

7.2. Awarding gaps - Changes during the Covid-19 pandemic period

The decrease in the awarding gap during the Covid-19 pandemic period, as generally observed across the sector, is largely attributed to the University's robust no detriment academic, regulatory and support frameworks implemented to ensure minimal disruption to students' academic journeys and outcomes.

Several proactive measures were taken. At the outset of the pandemic in 2020, the University swiftly transitioned all academic provision and support to online platforms. This included moving assessments online, with some courses pivoting from predominantly exam-based assessments to coursework-based assessments, and open-book exams, where relevant. These assessment methods are recognised for benefiting students who might find in-person, time-constrained exams more stressful.

To support students adjusting to online learning and the wider societal changes, the University applied a set of flexible Examination and Assessment Regulations. These included extended assessment deadlines, expanded Extenuating Circumstances criteria, trailing assessments, and extended moderation and compensation practices. Such measures helped mitigate any negative impact on students' learning and assessments.

Starting from the 2020/21 academic year, the University developed a comprehensive 'blended and connected' learning framework. This included increased online tutorial support and up to 6 hours in person teaching on campus, where possible within covid restrictions. This approach ensured continuous support and engagement for students.

The University provided IT hardware and software for students to use at home, targeted at low income students. These changes particularly benefited students who had commutes, managed multiple responsibilities, or had less personal resources for home IT provision.

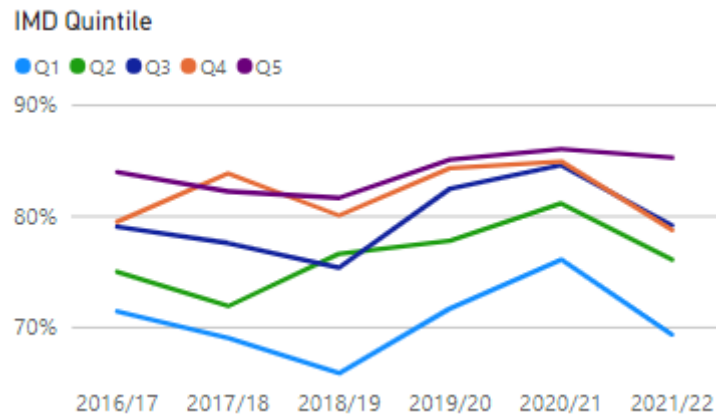
These measures collectively created an environment where traditional barriers contributing to awarding gaps were less pronounced. This led to a decrease in the awarding gap during the Covid-19 period.

Reflecting on these changes and their positive impact, the University continues to explore ways to further embed these successful strategies into our student-centric pedagogic practices, academic policies and support frameworks going forward.

7.3. Awarding gaps - Analysis by IMD

There was an awarding gap between students from the most and least deprived backgrounds, based on IMD classification. In 2021/22 there was a gap of 16 pp between students from IMD Q5 and those between IMD Q1; and a gap of 9 pp between IMD Q2 and Q5. The sector gaps for these were 17.8pp and 12pp respectively.

UoP Attainment - IMD Quintile



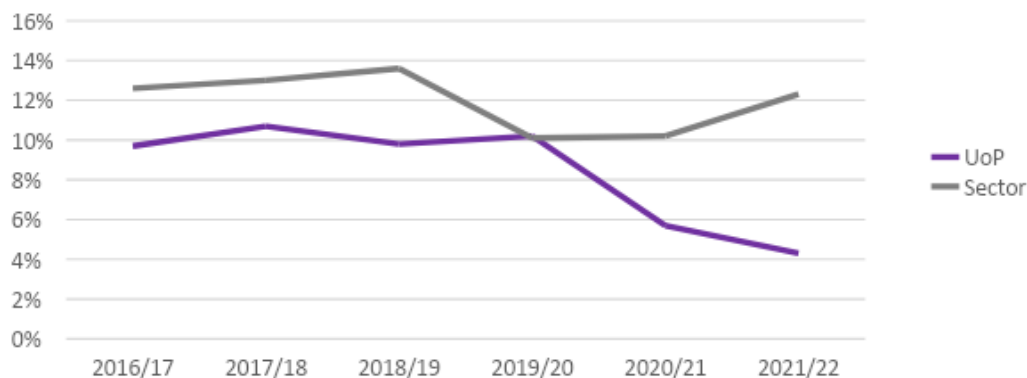
7.4. Attainment and deprivation – relationship to student experience (NSS)

NSS data shows that UoP students from more deprived backgrounds had lower overall satisfaction than the overall population in both the 2020 and 2021 surveys. The overall satisfaction was removed from the 2023 survey, in which the positivity ratings for IMD Q1 students were below the sector average for the combined question blocks relating to teaching on course, learning opportunities, and assessment and feedback. The other grouped blocks: academic support, organisation and management, learning resources, student voice saw positivity ratings above the sector average for students from IMD Q1. The response on communication regarding mental health support services was below, but within 0.2pp of the sector average.

7.5. Awarding gaps - Analysis by FSM eligibility

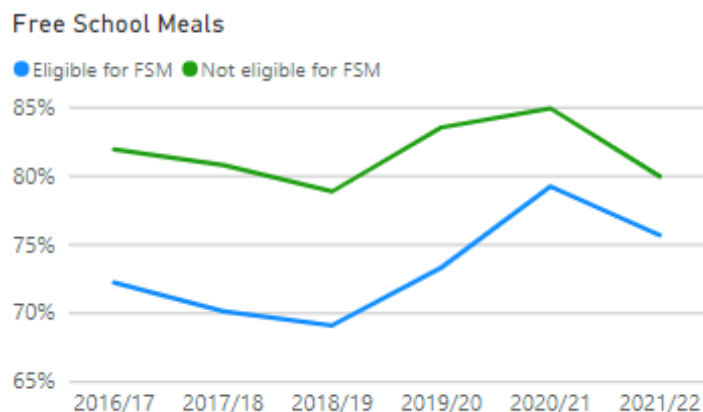
The awarding gap for students previously eligible for free school meals has decreased in recent years and remains below that of all registered English HE providers. In 2021/22 attainment by students not previously eligible for FSM fell at a greater rate than attainment of those eligible for FSM, which reduced the gap further.

Attainment gap - Not eligible for FSM/Eligible students



While attainment rates for those not previously eligible for FSM have decreased between the start and end of the time series by 2pp, attainment rates for those eligible for FSM have increased by a net 3.4pp over the same period.

UoP Attainment - Previous FSM eligibility

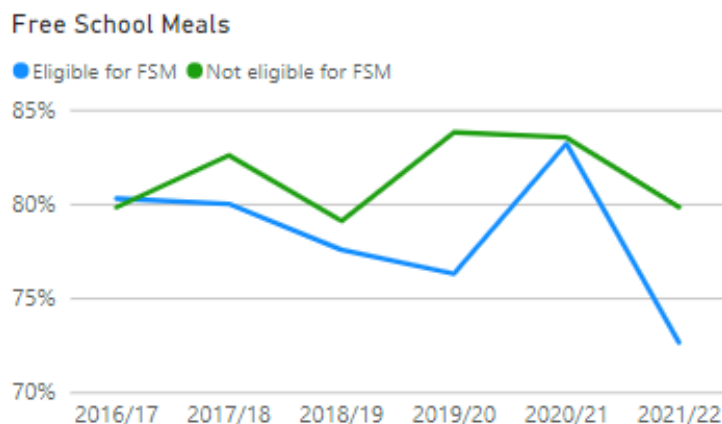


7.6. Awarding gaps - Analysis for White male students eligible for FSM

Attainment rates for White male students eligible for FSM have typically been lower than those for White males not previously eligible for FSM. In 2021/22 73% of White males eligible for FSM attained a good degree, compared with 80% of those not eligible.

Prior to 2021/22, White males previously eligible for FSM had higher rates of attainment than those of all FSM eligible students. This is related to the awarding gap between White students and some PGM groups, particularly as a higher proportion of PGM entrants to Portsmouth were previously eligible for FSM, compared to White entrants.

UoP Attainment – White Male Students by previous FSM eligibility



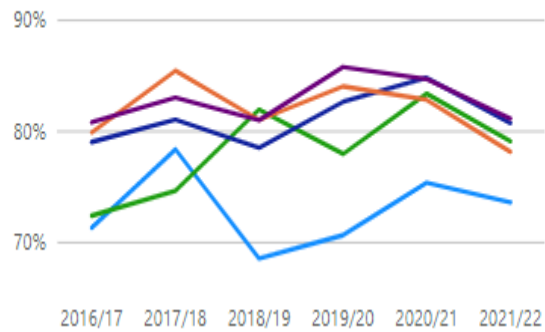
Attainment rates for White male entrants from the most disadvantaged backgrounds (IMD Q1 & Q2) outperformed attainment rates when compared with all students from the most disadvantaged backgrounds in four of the six years in the time series.

Comparison of attainment by IMD quintile

White Male - IMD

IMD Quintile

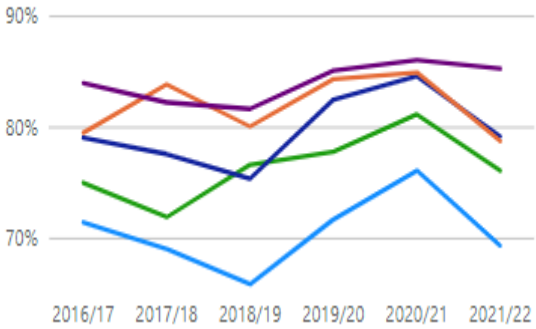
Q1 Q2 Q3 Q4 Q5



All Students - IMD

IMD Quintile

Q1 Q2 Q3 Q4 Q5

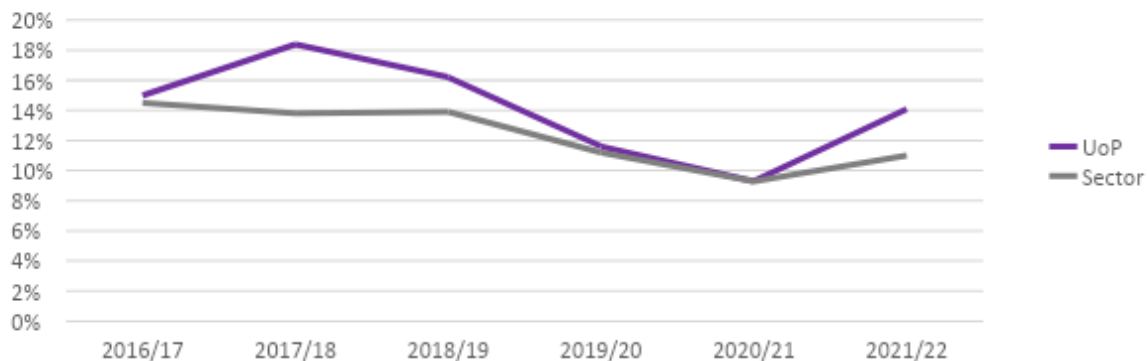


7.7. Awarding gaps - Analysis by ethnicity

Having narrowed for graduates in 2019/20 and 2020/21, the awarding gap for UoP PGM students increased again by 4.8pp in 2021/22. During 2019/20 and 2020/21 some changes were made to assessment, with non-detriment practices due to the pandemic.

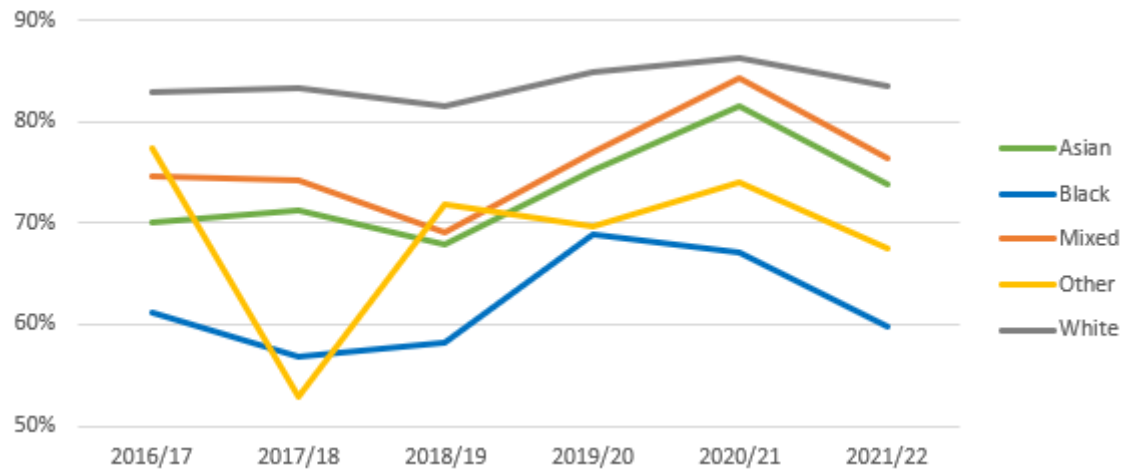
Ethnicity

Awarding gap - White/PGM students



Attainment fell for all PGM categories in 2021/22 having increased for several categories in the previous year, and for all categories except 'Other ethnicities' in 2019/20. While attainment for White students decreased by 2.8pp in 2021/22; the reductions for Mixed (8pp), Asian (7.7pp), Black (7.3pp), and Other Minority (6.6pp) were all greater.

UoP Attainment - Ethnicity



Attainment rates for Black students remain consistently lower than those for other ethnic groups. There was some reduction of the awarding gap for Black students in 2018/19 and 2019/20 but this has since been reversed. 59.8% of FT UG Black graduates achieved a good degree in 2021/22, compared with 83.5% of White students – an awarding gap of 23.7%.

7.8. Awarding gaps - Analysis for Black students by entry qualification

Attainment rates are lower for certain qualification types, in particular some non-A-Level qualifications. These are low when compared to White students entering with the same qualification types; and this pattern is replicated across several years.

% Black students in each category of entry qualifications who were awarded a 1st or 2:1 in 2021/22

Entry Qualifications	2021/22	
	%	Pop
A-levels (ABB or higher)	100%	37
A-levels (CDD or higher)	75%	4
A-levels (BCC or higher) or international baccalaureate	71%	38
A-levels (DDD or lower, other Level 3 at 105 tariff points or higher, or 2 A-levels and 1 BTEC	70%	63
Access and foundation courses, or other Level 3 at 65 tariff points or higher	60%	57
BTECs (at least DDM), or 1 A-level and 2 BTECs	44%	36
Higher education level qualifications on entry	43%	46
BTECs (lower than DDM)	39%	21
None, unknown or other entry qualifications	33%	9
Total Black students	60%	311

7.9. Awarding gaps - Analysis for Black students eligible for FSM

For most of the 6-year data period, Black students previously eligible for FSM achieved lower attainment rates than those who were not eligible, although this was reversed for the first time in 2021/22.

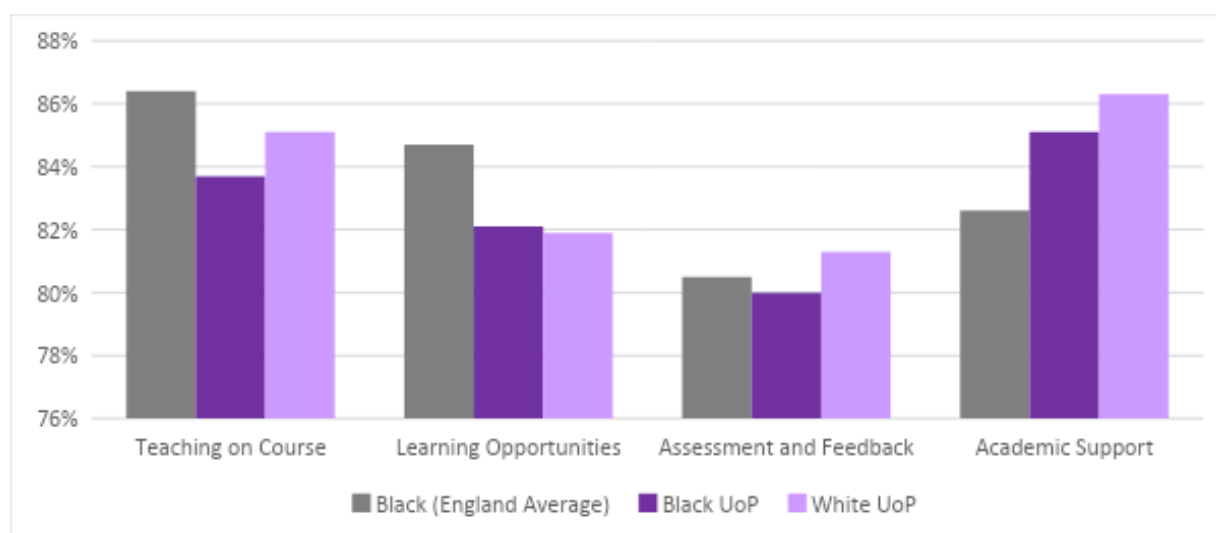
Attainment - Black Students - FSM Eligibility

FSM Eligibility	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Eligible for FSM	49%	55%	50%	57%	59%	72%
Not eligible for FSM	70%	60%	63%	72%	73%	60%
Total Black students	61%	57%	58%	69%	67%	60%

7.10. Awards and ethnicity – relationship to student experience (NSS)

To consider the relationship between student experience and student outcomes we have compared NSS feedback by ethnic group. Data from the 2023 NSS shows some disparity between the experience of Black and White students at UoP, with Black students less satisfied in three of these four question blocks.

2023 satisfaction rates by NSS question block and ethnicity – UoP and sector



The table below summarises feedback using a positivity indicator for each combined block of questions included in the NSS, for each of the five ethnic groupings included, when compared with the sector average for the same grouping of respondents.

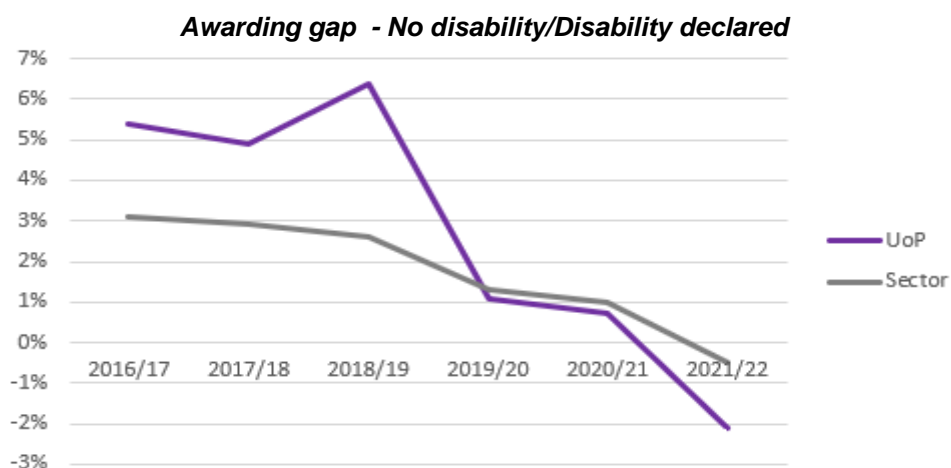
NSS – Positivity Score Above/Below Sector Average by Question Block and by Ethnic Group

	Teaching on Course	Learning Opportunities	Assessment & Feedback	Academic Support	Organisation & Management	Learning Resources	Student Voice
Asian	Below (0.2pp)	Above	Above	Above	Above	Above	Above
Black	Below (3pp)	Below (2.9pp)	Below (0.9pp)	Above	Above	Above	Above
Mixed	Above	Above	Above	Above	Above	Above	Above
Other	Above	Below (1.8pp)	Above	Above	Above	Below (0.2pp)	Below (0.7pp)
White	Below (0.3pp)	Above	Above	Above	Above	Above	Above

Black students at UoP had lower positivity indicators than other Black students in relation to teaching, learning opportunities and assessment and feedback. The gaps for the first two groupings were relatively large. UoP Black students also rated teaching on course and learning opportunities below the sector average for Black students in NSS 2022 (by 2.5pp and 1.5pp respectively). The now defunct 'learning community' question block in NSS 2022 scored 7pp below the sector-wide average score for Black students at UoP. In that survey, 50% of Black respondents agreed that they 'felt part of a community of staff and students', compared with a 60% sector average. The same question in the 2021 NSS saw 58% of Black students agreeing, compared to a sector average of 66%.

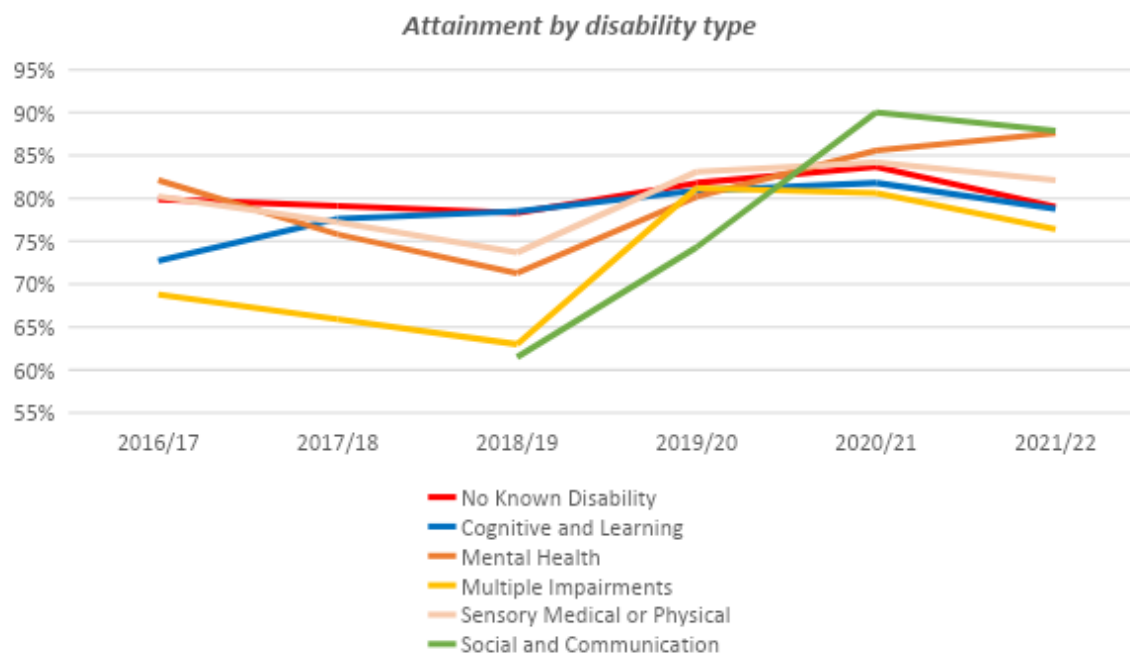
7.11. Awarding gaps - Analysis by disability

The awarding gap for UoP disabled students has decreased across the time series and, in recent years, disabled students have seen higher rates of attainment than students with no reported disability. In 2021/22 the sector also had no gap.



There is some variation in performance between students with different types of disability. There was a decrease in attainment for most groups at Portsmouth in 2021/22, with the exception of students with mental health issues. In terms of the awarding gap, these decreases were offset by a reduction in attainment by students with no known disability (4.7pp).

While students with cognitive and learning issues have relatively high completion rates, their attainment rates are the second lowest of the disability types in the most recent data, for 2021/22 graduates. Conversely, while completion rates are relatively low for students with mental health issues, their attainment rates were higher than those of students with no known disability in both 2020/21 and 2021/22.



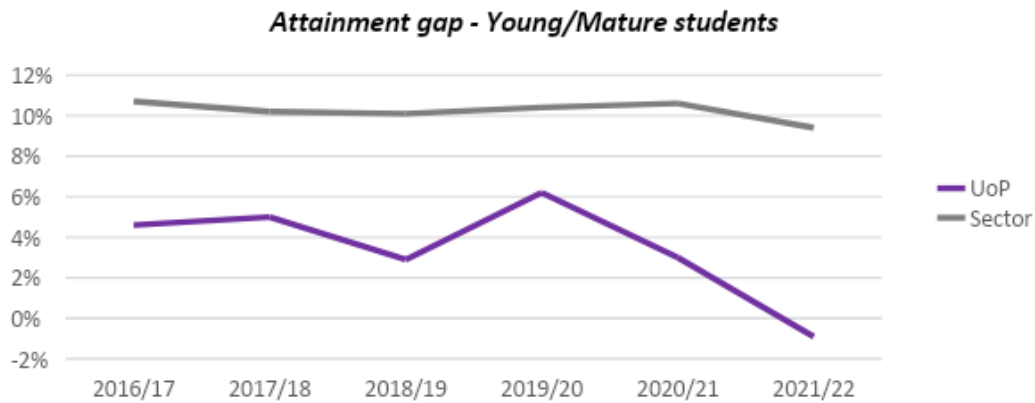
7.12. Awards and disability– relationship to student experience (NSS)

Students with cognitive and learning difficulties showed strong satisfaction in the 2023 NSS with positivity ratings above the sector averages for this category of students for each combined question block, with the exception of 'teaching on my course' which was within 0.2pp of the sector average positivity rating.

Students with mental health difficulties also showed strong satisfaction in the 2023 NSS, again with positivity ratings above the sector average for each combined question block except 'teaching on my course', the gap to the sector average for this group was slightly wider at around 0.6pp.

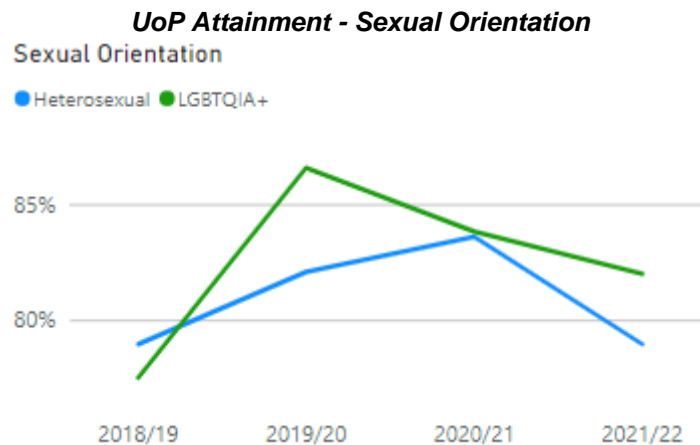
7.13. Awarding gaps - Analysis by Age

There was no UoP awarding gap between young and mature students in 2021/22. The gap has historically been lower than that of the sector.



7.14. Awarding gaps - Analysis by sexual orientation

LGBTQIA+ graduates' attainment was higher than that of heterosexual graduates in the three most recent years.



7.15. Conclusions regarding risks of equality of opportunity for awarding gaps

This analysis has highlighted the most significant risks in terms of Completion as follows:

- The awarding gap of 23.7% between Black and White students, with particular issues for those who studied non-A level qualifications at level 3;
- The awarding gap of 16% between students from IMD Q5 and those between IMD Q1.

8. Student lifecycle stage 5 – PROGRESSION (Professional employment or further study)

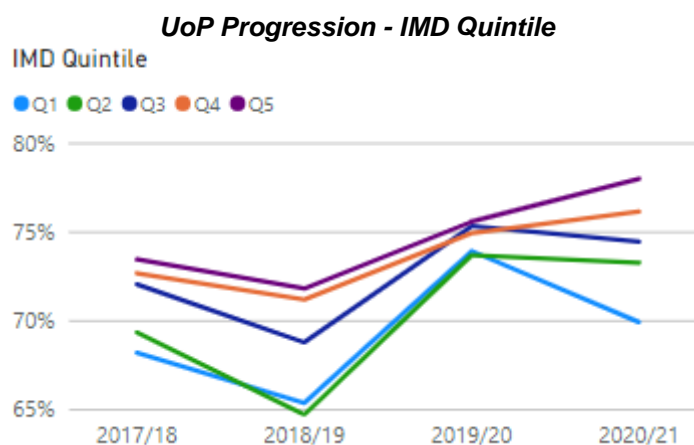
8.1. Progression – Context

Our previous Access and Participation plan was developed using progression data from the Destination of Leavers from Higher Education Survey. This was subsequently replaced by the Graduate Outcomes survey, which calculates the percentage of UK graduates in professional or managerial employment or further study 15 months after Graduation.

The first Graduate Outcomes survey covered 2017/18 graduates, of which 71% of UoP graduates achieved this positive outcome. In the most recent data for 2020/21 graduates, the UoP rate had increased to 74.4%, compared to an average of 74.2% across all English providers.

8.2. Progression - Analysis by IMD

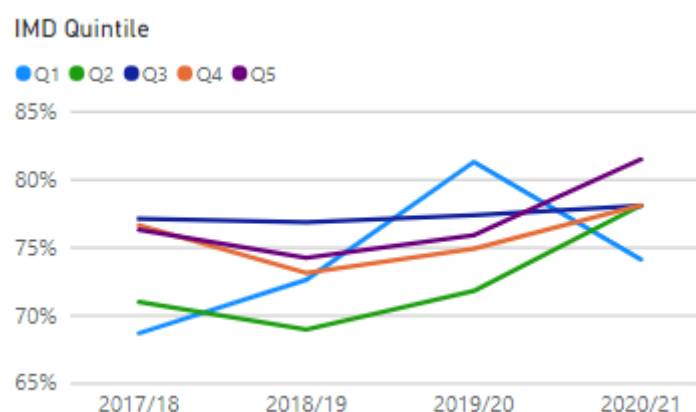
The gap in progression outcomes for graduates from IMD quintiles 1 and 5 narrowed to 1.4pp for the 2019/20 graduating cohort. However the gap for 2020/21 graduates is the largest it has been across the four years of available Graduate Outcomes data, at 8.8 pp.



8.3. Progression - Analysis by IMD for White male entrants

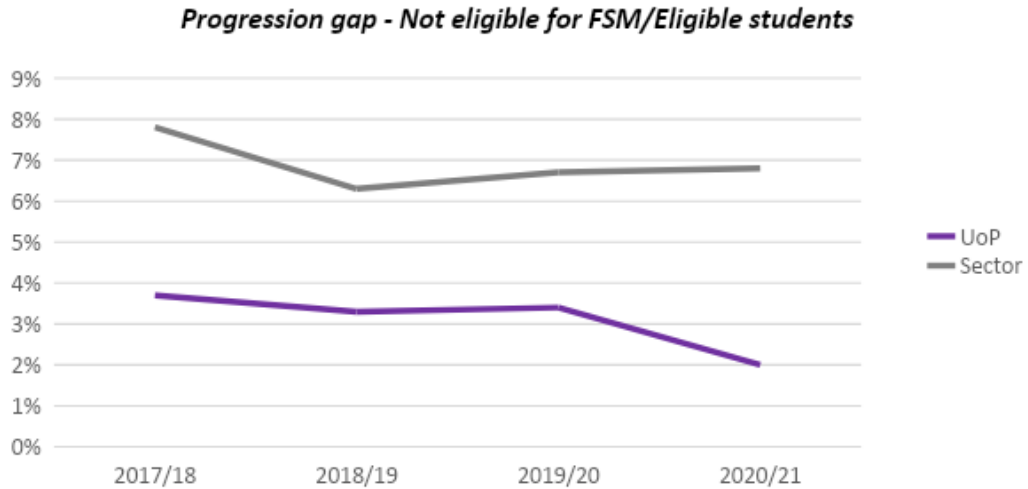
White males from the most disadvantaged backgrounds (IMD Q1) have performed fairly well in relation to progression to employment. While there was a large gap in outcomes of White males between the most and least deprived quintiles in the 2017/18 Graduate Outcome survey, the gap has narrowed overall. In 2018/19 and 2019/20 White males from IMD Q1 outperformed those from IMD Q2. In 2018/19 their outcomes were close to those of White males from the least disadvantaged backgrounds, and in 2019/20 they outperformed all other quintiles. While their relative performance declined in the 2020/21 survey overall outcomes were 74.1% and matched the graduate population overall (74.4%)

UoP Progression - White Male students by IMD quintile



8.4. Progression - Analysis by Free School Meals

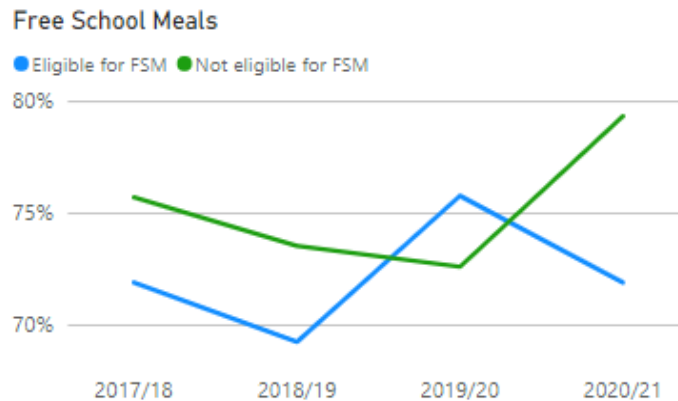
There has consistently been a gap in progression to employment who were previously eligible for FSM compared to those who were not eligible. However, the gap at UoP has consistently been at least 50% lower than that across all registered English HE providers.



8.5. Progression - Analysis for White male students eligible for FSM

In three of the four Graduate Outcome surveys White male graduates previously eligible for FSM were less likely to progress to professional-level employment or further study than White males not previously eligible for free FSM. The gap in the most recent year (2020/21 graduates) was the largest, with White males previously eligible for free school meals 7.4pp less likely to progress to employment than those who were not.

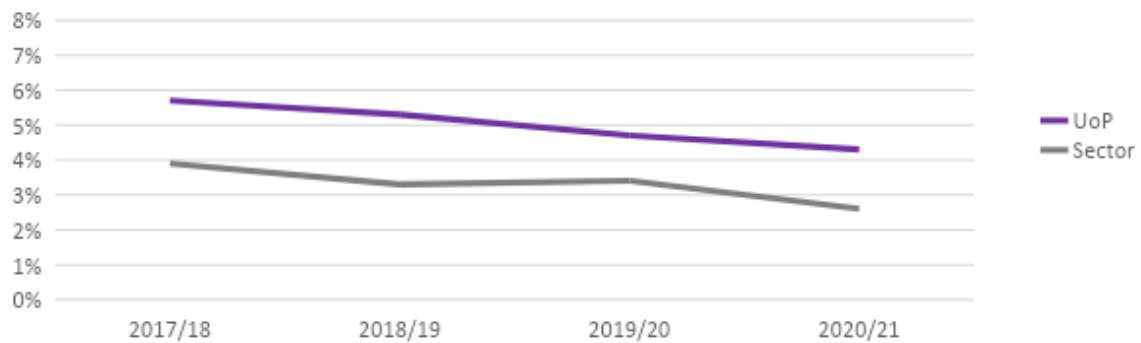
UoP Progression - White Male Students by previous FSM eligibility



8.6. Progression - Analysis by ethnicity

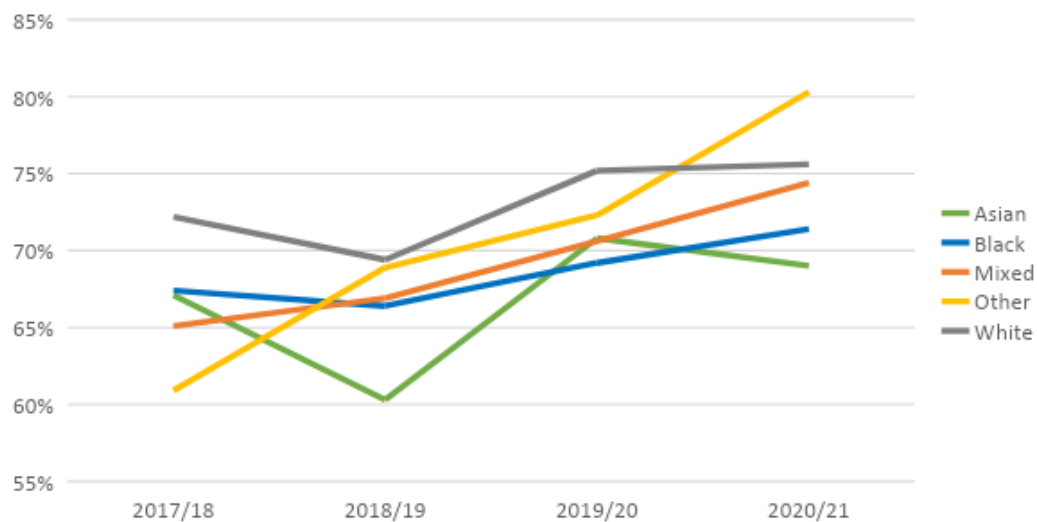
There was a gap of 4.3pp between White and PGM graduates progressing to professional level employment in the latest 2020/21 graduate outcomes survey. This is 1.7pp higher than the sector gap for all registered English HEIs. However this gap has been declining steadily since 2017/18.

Progression gap - White/PGM students



White students had the highest progression rates of all categories except in 2020/21, when graduates of other ethnicities had higher rates of progression to employment; however, this is a small category with fewer than 50 graduates. Asian students had the lowest progression rates for two of the four years.

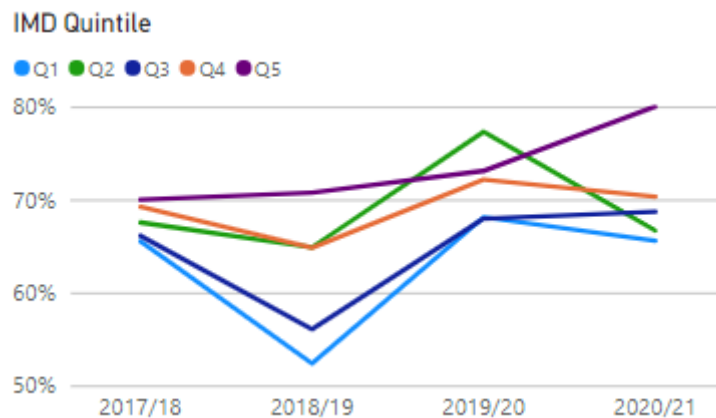
Progression rates by Ethnicity



8.7. Progression - Analysis by ethnicity and IMD

Asian students from the most deprived backgrounds have typically had the worst progression outcomes; while in three of the four Graduate Outcomes surveys the best progression outcomes have been Asian students from the least deprived areas (Q5).

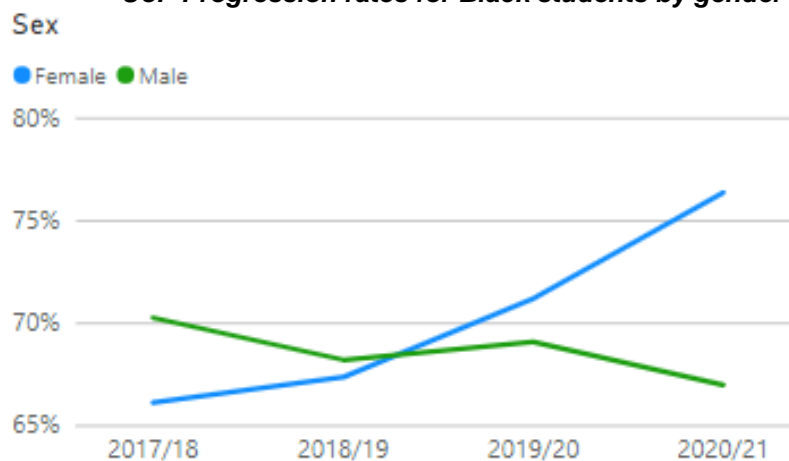
Progression rates by IMD Quintile for Asian Students



8.8. Progression - Analysis by ethnicity and sex

Over the time series there has been a change in the progression outcomes between Black male and female students. In the first two Graduate Outcomes surveys Black males were more likely than Black females to progress to professional level employment or further study; this was reversed for the 2019/20 and 2020/21 graduating cohorts.

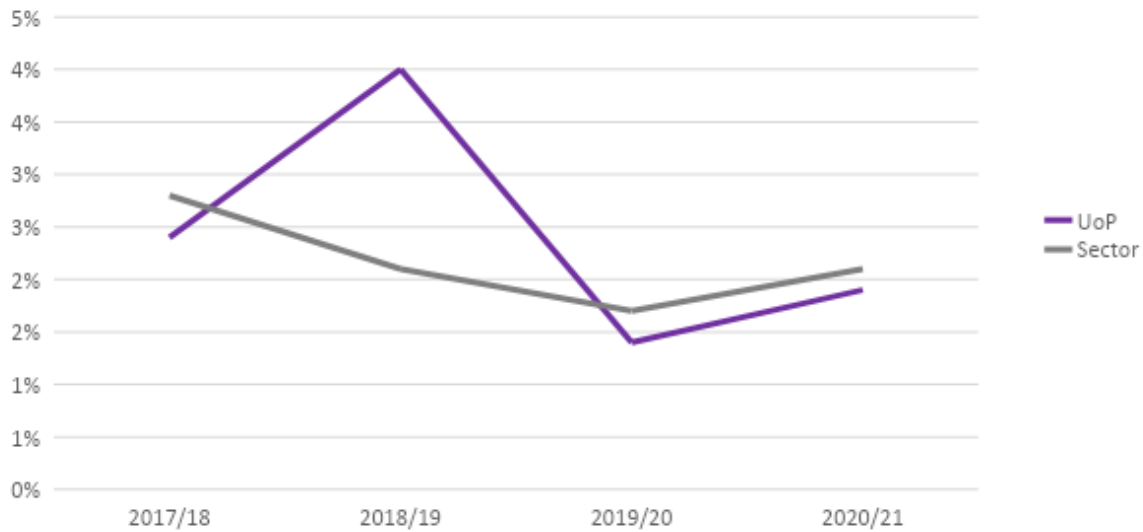
UoP Progression rates for Black students by gender



8.9. Progression - Analysis by disability

The progression gap has fallen since 2018/19, as progression rates for disabled students rose, particularly among graduates who had reported mental health issues or multiple impairments.

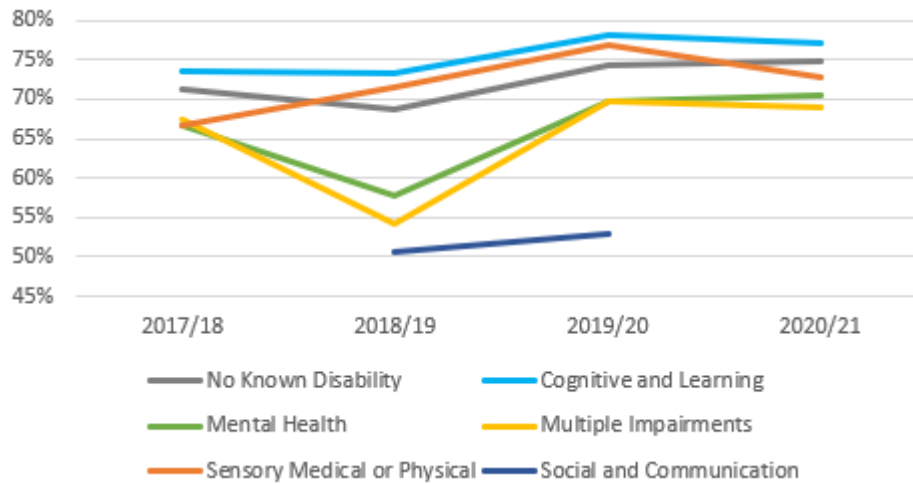
Progression gap - No disability/Disability declared



UoP graduates with cognitive and learning issues have consistently outperformed other groups across each of the Graduate Outcomes surveys, including those with no known disability. This is in line with performance across all English registered HEIs in the most recent dataset.

However progression for graduates with mental health issues and multiple impairments has consistently been lower, with a gap of 4.5pp compared to graduates with no known disability.

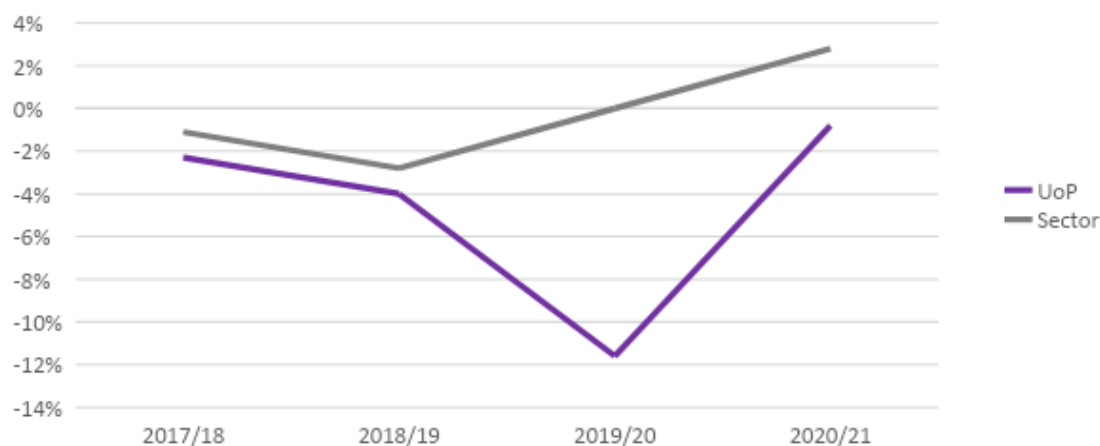
UoP Progression rates by Disability category



8.10. Progression - Analysis by age

Mature graduates have typically outperformed young students in terms of progression to professional level employment or further study. Mature student numbers are fairly small, as 84% of our FT UG entrants are classified as young, and 97% are under 30.

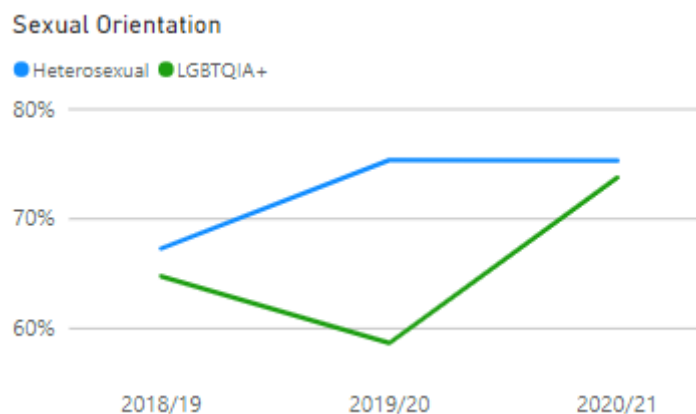
Progression gap - Young/Mature students



8.11. Progression - Analysis by sexual orientation

Progression to Employment data is only available for the most recent three Graduate Outcomes surveys. LGBTQIA+ graduates achieved worse outcomes each year, although this gap narrowed significantly in the 2020/21 survey to 1.5pp. The 2020/21 survey included more than three times as many LGBTQIA+ qualifiers in the population as there had been in the previous surveys.

Progression to employment - Sexual Orientation



8.12. Conclusions regarding risks of equality of opportunity for progression to professional employment and further study

This analysis has highlighted the most significant risks in terms of Progression as follows:

- The Progression gap of 8.8 pp between students from IMD Q1 and IMD Q5;
- This is a particular issue for Asian students from IMD Q1 with a progression rate of 65.6% in 2020/21.
- This was also an issue for students with mental health issues, with a progression gap of 4.5 pp compared to students with no disabilities.

ANNEX B: Evidence base and rationale for intervention strategies (further detail)

INTERVENTION STRATEGY 1: ACCESS - Aspiration and Attainment

Educational attainment at KS4 is a key determinant of progression into higher education and attainment levels among disadvantaged males is a particular problem across our region ([BIS Research Paper 229](#)). [UCAS data](#) shows that male students from disadvantaged backgrounds, and specifically those that identify as white working-class, are significantly less likely to participate in HE than their more advantaged peers. In 2018, the HE progression rate for this group was just 13% vs. 46% for the general population.

Prior to the pandemic (2018-19), the proportion of pupils from disadvantaged backgrounds achieving a 5+ in GCSE English and Maths was much lower compared with their non-disadvantaged pupils (21% vs 45%). Furthermore, disadvantaged boys underperformed academically compared with disadvantaged girls (17% vs 20%). These attainment gaps are likely to have widened over the Covid years. In Portsmouth, just [16% of disadvantaged boys](#) achieved this level (2018-19).

Literature highlights a variety of social and emotional factors as significantly contributing to the low achievement of this group, such as:

- Low expectations - of self and others, and the particular impact of teacher expectations (Pinkett and Roberts, [Boys Don't Try](#), 2019)
- Conflicts of masculinity - and the sources of learning and exposure to role models that influence the construction of identity (Gary Wildon, [Breaking Through Barriers To Boys' Achievement](#), 2013)
- Relationships - between learner and educator are primary drivers of motivation, attitudes and aspirations (Centre for Young Men's Studies, [Taking Boys Seriously](#), 2012)
- Mental health - adolescence and emotional regulation (Pinkett and Roberts, [Boys Don't Try](#), 2019)

We are therefore focused on improving attainment with young males through development of an attainment raising programme 'Value Me' and working collaboratively with SUN on The Empower programme.

Value Me

The [Value Me framework](#) was created by staff at the University of Portsmouth initially as a student success and graduate employability intervention for Law students, enhancing personal identity and student capital to help university students feel better prepared, and more confident, when engaging with potential employers. The activity was subsequently embedded across a number of courses within UoP and is now an essential part of the learning programme and assessment for [The Portsmouth Award](#). Through the Value Me framework, students are encouraged to think about who they are, what they have to offer, and how they can present themselves authentically and confidently. Crucially, it encourages them to reflect on, and be proud of, their offer, rather than feeling they have to shoehorn themselves into a certain mould.

The Value Me framework has already been adopted in a [Year 9 outreach programme](#) by UoP, and the core principles and activities translate well to a secondary school setting and to addressing the specific non-academic factors that negatively impact attainment.

We aim to further develop, adapt and extend the Value Me framework into a package of training, supporting resources and university student/employer input that addresses metacognitive factors proven to impact attainment, including self-confidence and low expectations. With a specific focus on young FSM males, the intervention will also address constructions of identity, learner relationships and mental health.

Empower Programme

We will work collaboratively with our local UniConnect partnership, the Southern Universities Network, to support attainment for young males in Portsmouth through The Empower Programme. The Empower programme aims to improve the metacognition of young men and close the attainment gap in GCSE outcomes. Research shows that when thinking skills programmes and approaches are used in schools, they are effective in improving pupil's performance on a range of tested outcomes ([Higgins et al. 'Thinking Skills', 2005](#)). Therefore, the Empower programme focuses on increasing students' academic self-efficacy, motivation and resilience. It also supports students to gain a renewed sense of belonging within education. The programme covers some of the current issues facing young men, using positive role models and open discussions to do so. We will contribute staff time to support the delivery of this programme in target secondary schools.

Literacy Hubs

Children from low-income backgrounds are twice as likely to fall below expected levels of reading and writing by age 11 than their peers from wealthier backgrounds ([The Literacy Hubs](#)). Therefore, in order to support literacy skills across Portsmouth we partner with an education charity called The Literacy Hubs and support their delivery of their Portsmouth based literacy hub 'Pompey Pirates'.

In [2022/23](#), 106 children attended Pompey Pirates. Of these, 36% improved their reading age by more than a year, with some making as much as three years progress. According to school writing data, 1 in 3 children were working at or above their age related expectations in writing compared just 8% at the start of their time with the Hub.

The University provides volunteer support from staff and students, access to academics and facilities to support project work and host end-of-programme graduation events each year.

INTERVENTION STRATEGY 2: ACCESS - Progression to Higher Education

Our current approach to pre-16 outreach began in 2019/20 with a focus on highly targeted activity, and multiple opportunities for meaningful engagement with students and their key influencers, in a range of on-campus, in-school and online activity. It is well documented that sustained, progressive and intensive packages of outreach with multiple opportunities for engagement ([TASO](#)), have greater impact on HE progression rates (e.g. [HEPI](#)) and this is the approach we will continue to take with our pre-16 outreach.

We ensure that our pre-16 outreach activities align to the [Gatsby Benchmarks](#), as the national careers education framework used by schools in England, and address the local need of schools in our region with regards to student success and destinations. These include low GCSE attainment and progression to appropriate levels of study including low HE progression rates. Pre-16 activity is evaluated against the [TASO framework](#) to monitor for attitudinal changes in academic self-efficacy, metacognition, study skills, sense of belonging and university knowledge and expectations. Evidence suggests strong links between engagement in intensive packages of HE outreach, and increased KS4 attainment and future HE progression ([TASO](#)).

The portfolio of existing and continued pre-16 outreach includes;

1. The [UP for Uni programme](#) - a school widening participation outreach programme working in partnership with target schools in the Portsmouth (and surrounding) region. Schools are identified for having the highest proportions of FSM eligible pupils, lowest GCSE attainment rates and being situated in areas of low HE progression.

UP for Uni provides an intensive programme of outreach for pupils across years 7-11 including campus visits, subject taster days, a residential event (following best practice advice, e.g.: [TASO](#)) and a range of information and guidance opportunities, with activities taking place at the university, in school and online. Participants are tracked via the HEAT database, allowing us to monitor future HE progression rates among outreach participants.

2. [In-school programme of talks and workshops](#) - focusing on higher education information, metacognitive and study skills strategies. These are offered in a progressive framework, matching content to age groups and support schools in delivering key aspects of the Gatsby benchmarks which cites the evidence for the impact of HE IAG particularly on disadvantaged pupils ([Gatsby Benchmark 7](#)). Evidence highlights positive links between study and soft skills activities, improved attainment and improved progression rates ([TASO](#)).
3. Discovery days - subject specific campus visit days exploring the relationship between GCSE study, degree courses and future career pathways. Studies suggest subject-specific activities can have a positive impact on pupil expectations, and on improving knowledge of the range of courses available and the progression opportunities they present, helping to support informed decision making about next steps ([TASO](#)).

Post-16 engagement

Building on our pre-16 engagement, we work with post 16 schools and colleges across our region to support students' progression to Higher Education. Evidence identified by [TASO](#) shows that pre-entry information, advice and guidance (IAG) can have a small positive effect on attitudes, aspirations and HE participation. Our programme of activities also supports schools and colleges in meeting the [Gatsby Benchmarks](#).

Our portfolio of activity includes a range of talks, workshops and webinars on Higher Education topics to raise awareness of different pathways to Higher Education and to ensure that students have the knowledge and understanding to make the HE right choices and to support them with their HE applications. Alongside this we also provide advice and guidance at courses and career pathways at HE/careers events.

We ensure that students from our local region have the opportunity to experience Higher Education first hand through subject specific taster days on campus as well as subject specific talks delivered by academics in their school/college. These are designed to support the curriculum, enhance students' studies and give them an insight into study at HE level.

We also provide support to influencers such as teachers and parents, to ensure that they have the most up to date HE knowledge to support students in their HE choices. This involves webinars, email updates and professional webinar conferences. We also run a bi-annual conference with senior leaders from our partner FE colleges to provide an opportunity for stronger collaboration in supporting local students with their transition and progression to Higher Education and to share best practice and expertise across HE and FE partners.

Portsmouth Football Club

A key partnership in support of our widening participation work is that with Portsmouth Football Club. The partnership is important in supporting the university to talk to traditionally harder to reach audiences in the local area. We have visibility on the team's kit which ensures brand awareness across the Pompey fanbase, and the delivery of university messaging on Pompey's digital and matchday channels allows the ability to deliver core messaging to those groups. Around 70% of PFC's core fanbase is local (PO, SO, GU, BN postcodes) demonstrating that the partnership reaches key local individuals and groups and 64% of their fans come from PO postcodes alone. Focusing on the PO postcodes, 30% of the fanbase live in postcodes where the average HE participation rate averages less than 25%.

The partnership also includes a scholarship, which awards one local student each year with financial support of £9,000 towards their three-year degree as well as work experience with the club. Each of the three current scholars are from the Portsmouth area and are either the first from their family to go to university and/or from a household income of under £35,000. As well as the financial support from Pompey, the scholars have gone on to work with the club on designs for a new hospitality lounge, on graphic design in their marketing department as well as physiotherapy support at the club's training ground.

Over 4,600 students from local schools and colleges have engaged with the partnership via our school outreach programme with the football club since 2019. The school visits are an important opportunity to highlight the wide range of potential careers in professional football, as well as how lessons from the sport can support young people's wider career aspirations. Alongside club staff and players, the university delivers talks and mock press conferences, bringing to life the career opportunities available and the kinds of educational pathways that can help pave the way. Sessions focus on linking subjects to potential careers, and emphasised some shared values among professional footballers, managers, marketers, or anyone working within the world of professional sport, such as turning up and being present, performing at your best and overcoming challenges. The session also links those key learnings to wider career paths, away from football and professional sport, and how those skills can be applied in all career choices. In addition to the activity directly in local schools and colleges, we also award 12 matchday mascot places each year to local primary school age children.

INTERVENTION STRATEGY 3: ACCESS - Children of Service Families

There are estimated to be around 7,300 service children in schools (primary and secondary) in Hampshire. There is at least 1 service child in 87% of Hampshire schools, with an average of 15 service children per school. This places Hampshire among the highest decile nationally by the number of young service children. The local context for Portsmouth is similar, with an estimated 900 service children in schools, and at least 1 service child on roll in 100% of schools (Department for Education, [National Pupil Database](#), 2022).

Good data exists about where service children in education are, up until the end of secondary school, as they attract a Service Pupil Premium. Gaps in destination data emerge after this point making identification and tracking of service pupils more difficult, and also making it challenging to develop appropriate targeted support. (['Complexity Meets Diversity'](#), Granada and Mulcahy, CFEY, 2022)

In terms of widening access to HE for this group, meaningful, targeted support by universities has been patchy. In a 2023 report that reviewed 166 APPs, it found that 75% of those plans do not reference existing or intended work with service children, with the number of providers focusing on this group in their APPs over the previous 3 years having decreased by 10% (['Under The Radar'](#), Atherton & Satchell, 2023).

There is certainly a need for more data where HE progression rates of service children are concerned. In 2016, it was estimated that the HE participation rate for service children was just 24% compared to 43% of non-service children ([FE and HE Progression for Service Children](#), McCouch and Hall, 2016). More recent work by the DfE reveals slightly higher rates of HE progression, but a growing gap in progression between service and non-service students - an estimated gap currently of 5% ([Department for Education, 2023](#)). According to [UCAS](#), in the 2023 cycle, just over 20,000 (UK) applicants shared that they were from an Armed Forces family, and in terms of acceptances 3.3% of UK accepted applicants declared they were from an Armed Forces family.

At the University of Portsmouth, we recognise the need for improvements to processes for identification, tracking and monitoring of service children and commit to do so over the length of this APP. Currently, it is challenging to set institutional level targets due to a lack of data but part of our intervention strategy 3 focuses on the improvement of data collection and analysis.

With regard to the particular programmes highlighted, recommendations from the 2023 '[Under the Radar](#)' [report](#) (Atherton & Satchell, 2023) suggest the need for targeted support for service children in HE, in particular to address the following risks to equality of opportunity:

1. **Knowledge and skills** - service children have high rates of family mobility, which can lead to a negative impact on GCSE attainment. This mobility, and family separation due to deployment can make developing higher education knowledge and progression skills difficult, due to inconsistent access to careers support, and not having equal opportunities to work with parents on future choices.
2. **Information and guidance** - schools find it difficult to support service children, impacting the ability of learners to make informed choices about HE options. Family mobility is also likely to impact on the consistent receipt of advice and guidance. Service children are often very small cohorts in schools meaning tailored IAG can be challenging.
3. **Perception of HE** - The majority of HE providers do not recognise service children in their APPs. This lack of visibility may mean service children view a limited range of HE options open to them.
4. **Limited choice of course type** - More than half of service children in England, reside in less than 10% of local authorities. Students are most likely to study in their home region so the concentration of service children may limit their choices toward a narrower range of institutions and courses. Service children are also more likely to be young carers, further impacting their choices around home region study.

The University of Portsmouth has a good history of working in partnership with military-connected organisations. Of significance, is the relationship with the [Service Child's Progression Alliance](#) - a partnership of organisations committed to improving outcomes for service children. This partnership enables access to a significant evidence-base, contribution to emerging research and access to sector good practice.

In addition to supporting higher education progression for children of military families, it is also important to consider the transitions of those entering higher education either as serving, or ex-serving military personnel. [The Further Forces end of programme report \(2022\)](#) highlights the value of mentoring and tailored training and IAG for military veterans retraining for their next careers, particularly into teaching. The University of Alberta's [Military and Veteran Friendly Campus \(MVFC\) initiative](#) highlights the importance of dedicated support services, cultural competence training, peer mentorship, and collaborative networks to support military and veteran students (University of Alberta, 2021).

INTERVENTION STRATEGY 4: SUCCESS CONTINUATION AND COMPLETION

Continuation and completion are closely monitored across the UoP and we already have a number of systems in place to ensure all students are supported. While our overall continuation and completion rates are broadly satisfactory, there are indications that we can do more to support specific student groups.

White/PGM continuation and completion gaps at the UoP are generally around or below zero and lower than the sector. Students of mixed ethnicity are the only student group to have lower continuation rates than white students, and Black students are the only ethnic group at Portsmouth to have lower completion rates than White students. The completion gap between White and Black students was ~3% for 2017/18 entrants. There is a gap between Black female and Black male students; in the most recent dataset, the completion rate for black male students was 75.5%, compared with 91.4% for black female students, compared to overall completion rates of 90.4% for all female students and 82.3% for all male students. Black students had lower positivity indicators in relation to learning opportunities (-3%) and assessment and feedback (-1%).

The continuation gap between students with no disability declared and students with declared disability is slightly higher than the sector, at 1% in 20/21. The continuation gap has recently widened, where the continuation rate for students with mental health conditions was 87%, with multiple impairments 87%, and with social and communication impairments 83%, compared to students with no known disability at 92%.

The completion gap between students with no disability declared and students with declared disability is higher than the sector, at 6% in 20/21. The completion gap has recently widened, where the continuation rate for students with mental health conditions, with multiple impairments, with social and communication impairments, and with sensory, medical or physical impairments was around 75% compared to students with no known disability at 86%.

We have a higher percentage of students from low participation areas (TUNDRA quintiles 1 and 2) and areas with multiple deprivation indices (IMD quintiles 1 and 2), 37% compared to 28% across the sector. The continuation gap between students in the upper quintiles and those from Q1 and Q2 is continually low and generally below the sector gap; in the most recent data set the continuation rate of students from Q1 was 91% compared to the continuation rate for students from Q5 of 94%. The completion gap between students in the upper quintiles and those from Q1 and Q2 fluctuates year on year, with students from upper quintiles always having higher completion rate than students from Q1 and Q2, 88% vs 83% respectively in the most recent data set.

We have a lower percentage of students eligible for free school meals, 14.6% compared to 18.4% across the sector. The continuation gap between students eligible for free school meals and those not eligible for free school meals is lower than that of the sector, but it is present and persistent; in the most recent data set the continuation rate of students from eligible for free school meals was 89% compared to continuation rate of students not eligible for free school meals of 94%. The completion gap between students eligible for free school meals and those not eligible for free school meals fluctuates year on year, with the most recent set of data showing -2% gap at the UoP compared to the sector. Yet, the completion gap between students eligible for free school meals and those not eligible for free school meals is continuous and varies between 7% and 10%.

From the above data analysis, a number of factors that influence students continuation and completions have been identified, including experiences of structural disadvantage and discrimination, socio-economic disadvantages and a lack of targeted personal and academic support services. We are also aware of academic challenges that emerge from a non-inclusive curriculum and obstacles that can lead to a diminished sense of belonging and poorer engagement.

Following best practice in supporting disabled students ([TASO](#); [Lister et al. 'Embedding and Sustaining Inclusive Practice', 2019](#)), we will develop a comprehensive **training programme** on supporting students with disabilities for all student-facing staff. In addition to standard practice of making reasonable adjustments and taking inspiration from recent research in this area (e.g.: [Neiminen, 'Inclusive Assessment', 2024](#)) we will launch an assessment **for success** initiative whereby inclusive, alternative and authentic assessments will be implemented, alongside guidance to students on safe and responsible use of AI in assessment preparation.

We understand the importance of early engagement with disabled students and low participation in transition support programmes, and our **Get Connected** Event is designed to address this and increase understanding of support services and create an emotional-safety net. The latter is equally vital for care leavers and estranged students ([UUK, 2022](#)), who found UoP's **Student Solidarity** week event beneficial and we continue with this activity. Following detailed analysis of continuation and completion data for students who interrupt their studies and/or repeat a year of study, we identified a need for a **bespoke programme** to support these students in continuation of their studies. A pilot conducted in 2023/24 in UoP's Faculty of Humanities and Social Sciences demonstrated the efficacy of this approach.

Despite much research into the multiple inequalities that lead to persistent continuation and completion gaps, the disparity in continuation and completion rates for students from low quintiles and those eligible for free school means has recently further exacerbated by the cost of living crisis, financial pressures have an immense impact on students' experience and wellbeing ([BSA, 2024](#)). Students spend a significant number of hours in employment, impacting on their ability and availability to engage with timetabled activities ([HEPI, 2024](#)). Hence, we will develop and implement a new curriculum framework to facilitate flexible modes of delivery and consequently an adaptable and **responsive timetabling** system to increase attendance and engagement.

INTERVENTION STRATEGY 5: AWARDING GAPS

Our previous Access and Participation Plan included several targets aimed at closing awarding gaps, with the disparity between Black and White students being a primary focus. Although there was some progress in reducing this gap during the pandemic, it has recently started to widen again. This represents both a combination of pressures on our PGM students and a need for the institution to radically reconsider its approach to reducing awarding gaps.

From our data analysis and detailed engagement with our PGM ambassadors, we have identified a range of pressures that can negatively impact student experience and success, including experiences of structural disadvantage and discrimination, socio-economic disadvantages and a lack of adequate personal and academic support services. We are also aware of academic challenges that emerge from a non-inclusive curriculum and the scarcity of role models and mentors that further exacerbate challenges and contribute to a diminished sense of belonging. These findings are underpinned by wider research (e.g.: [Alexander and Arday eds. *Aiming Higher*; TASO](#)).

We see evidence of these challenges clearly in our data. Thus, in 2021/22, over 60% of Black and other minority entrants came from the most deprived quintiles (IMD Qs1 and Qs2), and this high representation has been consistent over time. With regard to student experience, Black students at UoP had lower positivity indicators than other Black students in HE in relation to teaching, learning opportunities and assessment and feedback. UoP Black students also rated teaching on course and learning opportunities below the sector average for Black students in NSS 2022 (by 2.5pp and 1.5pp respectively). The now defunct 'learning community' question block in NSS 2022 scored 7pp below the sector-wide average score for Black students at UoP. In that survey, 50% of Black respondents agreed that they 'felt part of a community of staff and students', compared with a 60% sector average. The same question in the 2021 NSS saw 58% of Black students agreeing, compared to a sector average of 66%.

We also see evidence of gaps across the student lifecycle for our PGM students. Thus, in addition to an awarding gap of 14% in 20/21 between PGM and White students and an awarding gap of 23.7% between Black and White students, there was a 2.9% gap in Completion between Black and White students for 17/18 entrants. There is also a notable gap in professional-level employment progression between White and PGM graduates, with a 4.3 percentage point difference for the latest data (2020/21 graduates). This gap is 1.7 percentage points higher than the average for all registered English Higher Education Institutions (HEIs). Furthermore, Asian students from the most deprived backgrounds typically experience the worst progression outcomes.

Despite much research into the multiple inequalities that lead to persistent awarding gaps, there remains relatively little agreement about what works ([TASO](#)). Nonetheless, there remain some clear recommendations for action, as outlined in a joint [UUK and NUS report](#) published in 2019. In this report, five steps to success in reducing awarding differentials were recommended: a) providing strong leadership; b) having conversations about race and changing the culture; c) developing racially diverse and inclusive environments; d) getting the evidence and analysing the data; e) understanding what works.

Our work focuses primarily on these steps. In addition, we will seek to address four strategic 'wicked' issues that affect the awarding gap (based upon [Conceptualising and Reducing the Awarding Gap](#)- Catherine Murgatroyd, 2023):

'Wicked' Issues impacting the awarding gap

- **Structural** - external historical, political and cultural inequalities.
- **Institutional** - inequitable internal processes and systems within the student lifecycle.
- **Interpersonal** - unintended impacts through judgemental interactions with PGM students.
- **Personal** - internalised impacts e.g., stereotypes, hidden and unknown beliefs/biases.

In response to these drivers, we have designed an Intervention Strategy that incorporates both top-down and bottom-up approaches to change. We have also embedded support for PGM student success across the Plan, as well as specifically in IS 5. With regard to top-down approaches, our specific focus has been on senior colleagues leading change, encouraging engagement with programmes and raising accountability across the institution. Another top-down approach is the development of a more inclusive curriculum. Bottom-up approaches include our work with PGM ambassadors and specifically the plan to bring those ambassadors into the University structure, from UPSU, to ensure more effective co-working and co-creation with academic staff and the EDI team.

1. Leadership and Conversations about Race

Our 'Raising the Heat on the Awarding Gap' programme began in academic year 2023/24 and will continue. It emphasises senior leadership support for change and asks all colleagues to make a commitment to:

- address interpersonal and personal factors by promoting an inclusive community where everyone feels valued, respected and they belong through empathetic behaviours.
- intentionally influence others to promote a more inclusive community where everyone feels valued, respected and they belong.
- contribute to equipping students to identify internal beliefs and personal factors to promote a more inclusive community and to make informed decisions.

2. Developing our curriculum

Research demonstrates that race equity and issues relating to diversity, equality and discrimination continue to be neglected in higher education curricula despite clear and long-standing calls for change ([UUK and NUS, Closing the Gap](#); [Housee, 'Enough is enough', 2021](#)). Across the life of this Plan, we seek to engage best practice in curriculum design and flexible pedagogies and to work with our PGM ambassadors and Students' Union to ensure an inclusive curriculum that goes beyond the decolonisation of resources to encompass awareness of structural influences on curricula and practice and effective self-reflection on teaching practices ([Godley et al. 'Toward an anti-racist curriculum', 2020](#); [Salehjee and Cunningham, 'Developing an anti-racist approach', 2021](#))

3. Getting and understanding the data

As part of our wider project to improve our monitoring and evaluation in relation to access and participation, we plan to develop module-level analysis of outcomes measured against protected characteristics. Further, we will continue to build accountability and governance within local and central EDI governance frameworks.

INTERVENTION STRATEGY 6: PROGRESSION

We observe inequalities in progression to graduate employment that are broadly correlated with other inequalities across the student life-cycle. PGM students, those with disabilities, and students who were previously eligible for free school meals all experience inequality of opportunity in the labour market. Most notably, there is a progression gap of 8.1 pp between students from IMD Q1 and IMD Q5; Asian students from IMD Q1 have particularly poor outcomes and our students with mental health challenges suffer a progression gap of 4.5 pp compared to students with no disabilities. In addressing these gaps, we have sought to design interventions across the student life-cycle.

Research indicates the beneficial effects of clear information, advice and guidance on employment and employability for students ([TASO](#)). [Percy and Emms](#) (2020) noted the positive impact on outcomes, particularly earnings, when students engage with careers services. A number of studies including [Whiston et al.](#) (2017), emphasise the importance of building career choice self-efficacy among students in order to support understanding of skills and effective career choice. Our interventions, therefore, seek to ensure that students in target groups are aware of and engage with the Careers and Placement Service early in their journey and across the student lifecycle and beyond. We will use a Career Registration survey to establish benchmarks and support early intervention. Career-readiness coaching will also be available to students.

We have emphasised placement support in this list of interventions based on evidence from the literature, and in our own data, demonstrating the positive impact of placement experiences on attainment and graduate outcomes. University of Portsmouth graduates are 4.7% more likely to be in work or further study within fifteen months of graduating, and 15.6% more likely to be in professional level employment, following an optional placement year. Graduates also earn, on average, £4,481 more than those who didn't take a placement year. These improved outcomes are evident even when the data is analysed by ethnicity, gender and disclosure of disability. Research also illustrates that, notwithstanding the element of self-selection, integrated sandwich work placements appear still to have 'a positive and significant impact on final year academic performance' ([Jones, Green & Higson, 2017](#)). Accordingly, we are committed to enhancing and extending our support for placement seekers, particularly across the groups identified in this plan as being at risk of equality of opportunity, as a key element of our commitment to reducing progression gaps.

Support for graduates is a key element of our intervention strategy, with tailored support for the groups where there is an identified risk to equality of opportunity. Our focus on graduate support is informed by data from our annual Pulse Survey, which indicates a real and significant need for careers information, advice and guidance within our graduate population. Our Pulse Survey involves calling all our graduates six months after graduation, and then following up those who are unemployed or underemployed later in the year for further and ongoing support. The second Pulse Survey excludes graduates who, in terms of HESA definitions, are underemployed but happy with their current role. The 24/25 round of initial Pulse Calls resulted in 172 careers appointments and 1026 emails being sent to graduates with information about the Career Service, Graduate Recruitment Consultancy and Student Start Up Team. The second round of Pulse Calls generated 49 new careers advisory appointments, while our Graduate Careers Adviser has provided intensive 1-1 coaching support to 26 graduates, identified on a priority basis. The use of pulse surveys at graduation and surveys and calls for recent graduates will ensure that we can identify and support graduates post-graduation. Thereafter, our Service is available to students for five years beyond graduation.

2025-26 fee information

Provider name: University of Portsmouth

Provider UKPRN: 10007155

Summary of 2025-26 course fees for new entrants

*Course type not listed by the provider as available to new entrants in 2025-26. This means that any such course delivered to new entrants in 2025-26 would be subject to fees capped at the basic fee amount.

Inflation statement

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 1a - Full-time course fee levels for 2025-26 new entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£9,535
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)		N/A	£5,760
Foundation year/Year 0 (non-classroom based)		N/A	£9,535
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	£9,535
Postgraduate ITT		N/A	£9,535
Accelerated degree	*	N/A	*
Sandwich year		N/A	£1,430
Turing scheme and overseas study years		N/A	£1,430
Other	*	N/A	*

Table 1b - Sub-contractual full-time course fee levels for 2025-26 new entrants

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Chichester College Group	10007817	£9,535
First degree	Eastleigh College	10002143	£9,535
Foundation degree	City of Portsmouth College	10007945	£6,355
Foundation degree	Eastleigh College	10002143	£6,355
Foundation degree	Havant and South Downs College	10005979	£6,355
Foundation degree	Isle of Wight College	10003406	£6,355
Foundation year/Year 0 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	Eastleigh College	10002143	£6,355
HNC/HND	Havant and South Downs College	10005979	£6,355
HNC/HND	Isle of Wight College	10003406	£6,355
HNC/HND	LCK ACADEMY LTD - Partner is LCK Academy, located in Harrow, HA3 5BD	10094627	£8,250
CertHE/DipHE	Eastleigh College	10002143	£6,355
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2025-26 new entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£7,145
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 1d - Sub-contractual part-time course fee levels for 2025-26 new entrants

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	Eastleigh College	10002143	£3,010
HNC/HND	Isle of Wight College	10003406	£4,240
CertHE/DipHE	Chichester College Group	10007817	£3,010
CertHE/DipHE	Eastleigh College	10002143	£3,010
CertHE/DipHE	Havant and South Downs College	10005979	£3,010
CertHE/DipHE	Isle of Wight College	10003406	£3,010
Postgraduate ITT	Chichester College Group	10007817	£3,010
Postgraduate ITT	Eastleigh College	10002143	£3,010
Postgraduate ITT	Havant and South Downs College	10005979	£3,010
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Portsmouth

Provider UKPRN: 10007155

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£686,000	£700,000	£713,000	£727,000
Financial support (£)	NA	£2,870,000	£2,616,000	£2,477,000	£2,461,000
Research and evaluation (£)	NA	£308,000	£310,000	£312,000	£314,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£448,000	£457,000	£466,000	£475,000
Access activity investment	Post-16 access activities (£)	£238,000	£243,000	£247,000	£252,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£686,000	£700,000	£713,000	£727,000
Access activity investment	Total access investment (as % of HFI)	2.1%	2.2%	2.2%	2.2%
Access activity investment	Total access investment funded from HFI (£)	£653,000	£667,000	£680,000	£694,000
Access activity investment	Total access investment from other funding (as specified) (£)	£33,000	£33,000	£33,000	£33,000
Financial support investment	Bursaries and scholarships (£)	£2,370,000	£2,116,000	£1,977,000	£1,961,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£500,000	£500,000	£500,000	£500,000
Financial support investment	Total financial support investment (£)	£2,870,000	£2,616,000	£2,477,000	£2,461,000
Financial support investment	Total financial support investment (as % of HFI)	8.9%	8.2%	7.6%	7.5%
Research and evaluation investment	Research and evaluation investment (£)	£308,000	£310,000	£312,000	£314,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.0%	1.0%	1.0%	1.0%

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Portsmouth

Provider UKPRN: 10007155

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
We will improve entry rates for FSM-eligible students by at least 4 percentage points.	PTA_1	Access	Eligibility for Free School Meals (FSM)	Eligible			No	The access and participation dashboard	2021-22	Percentage	14.6%	15%	15.7%	17%	18.6%
We will increase recruitment of students who are eligible for the care leavers bursary from 14 in 2022/23 to 25 in 2028/29.	PTA_2	Access	Care experienced students	Care experienced students		Baseline figure is taken from UCAS applications.	No	UCAS data (please include details in commentary)	2022-23	Headcount	14	15	17	20	25
We will increase recruitment of estranged students who are eligible for the Stand Alone bursary from 17 in 2023/24 to 25 in 2028/29.	PTA_3	Access	Other	Other (please specify in description)		Target group is students estranged from their families. Baseline figure is taken from UCAS applications, and relates to the 2023/24 academic year.	No	UCAS data (please include details in commentary)	Other (please include details in commentary)	Headcount	17	18	22	22	25
We will increase engagement with students from military families from 224 students per year to 324 per year.	PTA_4	Access	Other	Other (please specify in description)		Target group is students from military families. Baseline figure is taken from University of Portsmouth marketing activity tracking system.	No	Other data source (please include details in commentary)	2022-23	Headcount	224	240	260	285	324
We will grow the University of Portsmouth Academy Trust to encompass secondary provision either by merging with a similar sized multi academy trust (MAT) with secondary provision or by incorporating local authority maintained schools, single academy trusts (SAT).	PTA_5	Raising attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	N/A	The University of Portsmouth Academy Trust contains 3 primary schools (as of 2023/34) and no secondary schools. By 2028/29 we aim to have at least 8 schools in the trust, with at least 2 secondary schools by 2025/26. The data source is Internal Academy Trust monitoring, the baseline year is 2023/24 and the unit is 'number of schools in the Trust'.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Other (please include details in commentary)	3	5	6	7	8
We will support Academy Trust schools to improve outcomes at KS2 from currently below national averages in Reading, Writing and Mathematics to national averages or above.	PTA_6	Raising attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	N/A	In Portsmouth only 49% of KS2 students meet the expected standard in reading, writing and mathematics, while in the entire South East this percentage is 60%. This data is sourced from Gov.uk Explore Education Statistics.	No	Other data source (please include details in commentary)	2022-23	Percentage	49%	51%	53%	56%	60%
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
We will halve the continuation gaps between students with no disability and those who are disabled.	PTS_1	Continuation	Reported disability	Disability reported	No disability reported		No	The access and participation dashboard	2020-21	Percentage points	1.4%	1.3%	1.1%	0.9%	0.7%
We will reduce the continuation gap for students previously in receipt of FSM from 4.5% to no more than 2%.	PTS_2	Continuation	Eligibility for Free School Meals (FSM)	Eligible	Not eligible		No	The access and participation dashboard	2020-21	Percentage points	4.5%	4.1%	3.5%	2.8%	2%

