



**University College
of Osteopathy**

**UCO Access and
Participation Plan
2020/21-2024/25**

Introduction to the University College of Osteopathy

Based in central London, the University College of Osteopathy (UCO) (formerly the British School of Osteopathy) is the largest and oldest osteopathic educational institution in the UK. The UCO is a small and specialist higher education provider and is internationally recognised for providing undergraduate and postgraduate education and training in the niche area of musculoskeletal health. With our evidence-informed approach, high-quality teaching and excellent clinical opportunities, we attract students from around the world and produce graduates who go on to leading roles within the profession.

We achieved some significant milestones in recent years, being awarded TEF Silver, gaining Taught Degree Awarding Powers in September 2017, the only osteopathic institution in Europe to do so, and granted 'University College' status, a title protected under law. The changing needs of the population and the desire to cater for the needs of our students and our graduates' employers inform our vision as we develop new qualifications for future generations. In line with the UCO's strategic plan and with increasing public awareness, a new, progressive undergraduate course in integrated nutrition and dietetics has been developed for commencement in September 2020 which, at the time of writing, is subject to approval by the Health and Care Professions Council (HCPC).

The UCO aims to promote life-long learning opportunities in healthcare. We have developed a portfolio of courses that range from pre-entry courses, such as our own Introduction to Osteopathic Sciences course and a very successful Access to Higher Education course validated by Laser Learning Awards (LASER) which promotes diversity of enrolment on our pre-registration Master of Osteopathy (M.Ost) courses.

The UCO is committed by its mission and values to providing access and support to enable all learners from backgrounds that are underrepresented in HE to be successful in higher education. We are encompassed by areas of very low participation rate for young participants. Therefore, we are continuing to promote osteopathy and the UCO within our own boundaries to promote access. We aspire to increase the proportion admitted as coming from "low participation neighbourhoods". The lack of understanding of what osteopathy is and how it works and the fact that it is generally unavailable on the NHS presents challenges to improving the access agenda of the UCO. We hope that developing new courses will help to address this issue, as we become more well known as a multi-disciplinary University College.

As a way of raising awareness of osteopathy and studying at University, the UCO is committed to offer accessible and affordable healthcare to the local and wider community. The UCO's teaching clinic, based on nearby Southwark Bridge Road, delivers around 35,000 appointments per year, and was founded in the belief that osteopathic healthcare should be accessible to all; much of it is delivered free of charge, both on-site and in a range of off-site community clinics that promote access for patients. For example, the 1st Place Children and Parents' Centre near Southwark's Aylesbury Estate, our clinic at the Manna Centre for homeless people and two clinics run in community settings for older patients. The UCO also hosts free specialist clinics to support people living with HIV infection, both within the UCO Clinic and at the Royal Free Hospital. We deliver approximately 5,000 free appointments within our community clinics each year.

Widening access to study osteopathy is particularly challenging given its lack of awareness within the general population and the fact that osteopathy is still a relatively small profession in the UK (currently around 5,300 registered practitioners) with almost all osteopaths working in private practice. Additionally, the academic standards required to gain entry, the academic rigour and extensive academic and practical skills needed to successfully complete the course, the extended length of the course, also make it a challenge to widen access. As such, osteopathy remains relatively unknown to a high proportion of the population, particularly to those from lower socio-economic backgrounds.

1. Assessment of Performance

Since DLHE data was collected by the UCO's validating partner for three of the past five years, and with the move to the Graduate Outcomes survey entailing a change to the reporting dates, it is not possible to assess if there are any differences between the employment outcomes of students from underrepresented groups compared to those who are not using the published OfS data. This will be a priority when relevant data becomes available, especially for the new courses which will have a greater variety of career outcomes than the osteopathic degree. However, it can be seen from our own scrutiny of the data we do have, that access to the professional orientation of the UCO's course ensures high rates of employability; data from the DHLE survey information demonstrates high employability rates, with nearly 100% of osteopathic graduates in employment or further study.

The UCO accepts that widening access does not guarantee that students from underrepresented groups will apply to study a healthcare degree at the UCO; and even if they do, equally there is no guarantee that they will succeed and progress into employment.

In summary, our aim is to widen access to underrepresented groups at the same time as supporting the retention, attainment and progression into employment or further study of all our students. We have evaluated our current metrics and set realistic strategies and targets for future access, success and progression activities, including financial support packages to place greater emphasis on helping students from low income backgrounds throughout their studies at UCO.

The UCO recognises that more work still needs to be done to ensure our data infrastructure supports the evidenced approach that is required to evaluate access and participation, progression and success. We have introduced online systems to ensure student data is collected more efficiently at the point at which this is generated during the annual cycle and our HESA data collections are now being completed effectively and on time. We now hope to benefit from this in being able to use this data to analyse our performance over the 2018/19 review period using available resources (e.g. Heidi Plus) as well as our own internal data to address the gap in published data which we have alluded to above. To this end, our student system acts as the single source of data and, having ensured that our data is collected accurately across the academic year cycle as this is generated we are confident as to its accuracy, which will enable this to be used proactively to drive improvements where enhancements could be made.

This also extends to how we will interrogate our data. In compiling our analysis, we have alluded to the fact that, with relatively small numbers, indicators are not necessarily stable year on year, so trends are difficult to discern. This can be clearly seen in respect of the year on year retention data for UK-domiciled students with a disability. As our historical data becomes more accurate, we will be able to analyse data over a three-year period to ensure trends are clearly identified. However, even at this stage we have concluded that there is scope for work across all areas identified.

Furthermore, we will use our data in a practical way to ensure progression, both by identifying students in our target groups who will be the focus of additional support and by analysing the performance of students in those target groups against cohort performance.

We have analysed our performance in those groups identified by the OfS as underrepresented in terms of access, success and progression by using the data we have available to us to identify areas that we feel need prioritising. The results of this analysis is published below.

1.1 Higher education participation, household income, or socioeconomic status

Access

In analysing our performance, the UCO has taken as our starting point the Access and Participation data resources made available by the OfS (the data dashboard) which can be accessed [here](#). This information provides a range of information on institutional performance across a range of measures relating to access, progression and success of underrepresented groups.

However, in analysing this, it is clear that, due to the challenges the UCO faces as an institution with small student numbers that has only recently been responsible for its own statutory data returns, this source of information is very limited at this stage in enabling us to assess our performance. A comparison of performance over five years is not possible at this stage as the UCO has only been required to provide its own return to HESA for the most recent two years (years 4 and 5 in the dataset). Moreover, even in those years where annual data is provided, some of our numbers are too low to be included, either because the total return is less than 20 students or because data is suppressed for data protection or other reasons. The UCO only has an approximate total of 450 students registered across the full-time and part-time programmes that are currently eligible for inclusion, so a calculation of sub-sets of students will inevitably involve very small numbers in some of these areas.

Therefore, in analysing the access of students from low participation areas, the OfS access and participation key performance indicators do not provide an analysis of our performance in relation to POLAR4 Q1 (the measure that has been identified by OfS as the most underrepresented group) as the data is restricted for data protection purposes. This reflects the small numbers of students that comprise our overall student population but also because, within that, the proportion of our students from the lowest POLAR4 Q1 area is very low, and certainly below the 18.1% comprising the general population of 18-year olds with this characteristic. Our own local data indicates we have recruited only 4.5% of under 21-year olds from a POLAR4 Q1 area over the most recent 3-year period, with none of our under 21 students recruited from a POLAR4 Q1 area at the start of 2017/18 (Year 5).

The published data is similarly limited in terms of the IMD measure, although our own local data does indicate an improvement in term of access between our 2017/8 intake and 2018/9 intake. For our 2017/8 intake (Year 5 of the dashboard coverage), the UCO had no students under the age of 21 from an IMD Q1 area but this proportion had risen to 13.1% in 2018/9. This demonstrates our improvement in recruiting in areas that may not be traditionally aware of the discipline but also needs to be set against national statistics which shows 22.1% of under 18-year olds from an IMD Q1 region in year 5. In terms of Q1-2, the proportion rose from 22.7% in 2017/8 (Year 5) to 40% in 2018/9, which again indicates that the UCO has improved access, although comparing to the national figures indicates this is an area for improvement.

Success

Non-Continuation

Our own locally produced data indicates that 80% of students from the lowest area of participation (POLAR4 Q1) continue to be studying in year 2 but as stated above these figures are based on very low numbers. There are no performance indicators in the OfS Access and Participation data dashboard for this reason. These numbers are adversely affected by just one withdrawal and in this case that took the UCO below the national sector average of 89.2% in Year 5 for Quintile 1.

Therefore, we have looked at our own data and analysed the proportion of all UK-domiciled students completing the year across all years of our full-time and part-time M.Ost programmes over the previous two years for which information is available. This indicates that 87% of our students living in the lowest area of participation (POLAR4 Q1) completed their current year of study. This is line in with UK key performance benchmark figures as indicated by the OfS continuation and transfer rates (available at <https://www.officeforstudents.org.uk/data-and-analysis/continuation-and-transfer-rates/continuation-non-continuation-and-transfer-rates/>) which are between 85% and 87% in each of the five years to 2016/17.

In respect of the IMD measure, our analysis of our own local data shows that the proportion of students completing all full-time and part-time years combined (which is based on an analysis of FUNDCOMP = 1 rather than the dashboard measure of students still in the populations the next year) over the previous two years is 88.8% for both IMDQ1 and IMDQ5, with a reduction in the numbers completing across both cohorts from 91%-92% in Year 4 to 85%-86% in Year 5. Amongst first year students however, the proportion completing the year is approximately 80% for IMDQ1 as opposed to 89% for IMDQ5, which highlights a need to provide support to students at the start of our programmes. Within IMDQ1, the completion rate of first years fell from 86% in Year 4 to 73% in Year 5 as opposed to a reduction from 96% to 81% amongst IMDQ5 students although as we have emphasised before, this does reflect the impact of small changes on a very small student population

Attainment

Attainment relates to the proportion of students obtaining a good degree, defined by the Office for Students as a 2.1 or 1st class honours degree. Again, there are no published performance measures for the UCO to base its analysis on. Analysis from the OfS Access and Participation dashboard gives an indication of our low overall

student numbers and in absolute terms. In addition, our M.Ost degrees are not classified according to the measurements that the OfS are using (the M.Ost degree is awarded as a Pass or Distinction), so this measure is not comparable to the OfS data. However, in the absence of any OfS dashboard data, we have analysed our own locally produced dataset and 100% of our final year students across our full-time and part-time programmes in Quintile 1 and 2 completed the programme successfully during the 2016/17 and 2017/18 reporting years

Progression to employment or further study

The UCO is not able to access this information as DLHE information was submitted by our validating institution, the University of Bedfordshire, until 2015/16 and in 2016/17 the UCO did not meet the threshold targets for publication. We do hope to be able to access this information as we begin to gain access to Graduate Outcomes data for our 2017/18 graduates, who will be surveyed towards the end of 2019. From the available data we have had access to, including the raw data supplied by the 2016/7 DHLE survey and, prior to that, information supplied by our validating partner and published as part of TEF, we do know that the vast majority of our graduates (97.6%) do find graduate level employment as osteopaths, which perhaps is to be expected given the professional nature of the degree the students are undertaking.

In conclusion therefore, our available data indicates that, whilst the UCO is relatively successfully at retaining those students we do recruit from the lowest areas of participation, the focus of our efforts should be on increasing the numbers from these areas as they are underrepresented. Success in achieving this target could, of course, generate challenges in terms of continuation and progression.

1.2 Black, Asian and minority ethnic students

Access

Analysis of the published OfS access and participation key performance indicator is again not meaningful as the OfS dashboard data on BAME students is suppressed for data protection purposes, although this does indicate that the proportion of white students has decreased from 75% to 70% over the most recent two years for which data is available (defined as years 4 and 5 in the dashboard information). However, these figures may be affected by the fact that the information provided two years ago for academic year 2016/17 (year 4) was the first year that the UCO had submitted data after taking over responsibility from the University of Bedfordshire and therefore all students submitted as part of that student collection were considered to be entrants.

However, analysis of our own local data does support this trend as this indicates that, across all our UK-domiciled students (all ages), the numbers of all white entrants has decreased from 73.91% in 2016/17 to 65.38% in 2018/19. In this same period the number of BAME has increased as follows:

Ethnicity	2016/17	2018/19	Average (3 years)
Black	6.96%	11.54%	7.05%
Asian	5.22%	7.68%	7.06%
Mixed	7.83%	10.58%	9.50%
BAME	20.01%	29.8%	23.61%

Overall, our proportion of BAME entrants has risen from 20.01% in 2016/17 to 29.8% in 2018/19 against a 3-year average of 23.61%. Although we are unable to measure the under 18 population (which has an 84% white characteristic), our under 21 population of BAME entering the UCO has increased from 21.42% to 30% with an overall 3 year trend of 28.75% which would seem to be comfortably above the proportion in the general population as a whole, even allowing for the fact that the OfS dashboard data focuses on 18 year olds only.

Success

Non-Continuation

There is no continuation data in the OfS dashboard for Black, Asian and Minority Ethnic students, so again we have had to use our own data to analyse our performance. Moreover, given the small numbers, the performance of students in one particular year can produce significantly different outcomes so, in analysing our own data, we have aggregated our figures over a two-year period for which reliable data is currently available (2016/17 and 2017/18) to produce more meaningful figures. According to this calculation we have a continuation rate (defined as completion of the current academic year of study across all ages of UK-domiciled students on both our full-time and part-time courses) of 91.4% for white students, 84.4% for Black students, 95.4% for Asian students and 81.63% for Mixed Ethnicity students. This would place the UCO amongst those remaining 23% of providers whose continuation rates were over 5% higher for white students than black students. The continuation rate between white and mixed ethnicity students is even higher, however, which indicates that whilst we are relatively successful in attracting students from BAME backgrounds, there is a gap in continuation to address in ensuring that these students are able to continue on the course compared to students from a white background.

We are aggregating figures across multiple years where possible because when these figures are broken down by period, these differences can be accentuated. For example, the continuation rate of Black students was 94.4% in 2016/7 (Year 4), slightly higher than that of White students (93.3%) but the progression rate amongst Black students declined to 71.4% against 90% in 2017/8 (Year 5). As with other areas of performance, the impact on our performance can be affected by a small change in numbers, whereas the figures remain relatively stable amongst White students, which have a larger population.

Attainment

As our degrees are not classified, there is no data published in the OfS dashboard for us to compare against the sector. In respect of our own local data on students successfully completing the final year of study, the numbers of students from a BAME population in the final year of each of the two years for which meaningful data is currently available are too small to enable any meaningful analysis to be made. There was only a total of 11 black students across all programmes in the final year during 2016/17 and 2017/18 with a completion rate of 63.6%, as opposed to 94.1% amongst white students in the same population. Again, however, even though we realise that these small numbers can be affected by a very small deviation, this does seem to be an unexpected gap that is consistent with our analysis of our continuation rates.

Progression to employment or further study

The UCO is not able to access this information as DHLE information was submitted by our validating institution, the University of Bedfordshire, until 2015/16 and in 2016/17, the UCO did not meet the threshold targets for publication. We do hope to be able to access this information as we gain access to Graduate Outcomes data, as this becomes available.

1.3 Mature students

Access

The UCO performs very strongly to support the access of mature students to its programmes. On the full-time M.Ost programme, the OfS dashboard indicates that 60% of our full-time undergraduate students entrants in year 5 are mature against 27.8% across the sector. The figures for the part-time programmes are 95% against 87.4% for the sector as a whole. This does reflect our understanding that a very high proportion of our students who are attracted to osteopathy as a profession are working in a related area, such as fitness training or sports science or are retraining following a change of career.

Success

Non-Continuation

Our full-time continuation rate is currently 91% for mature students in the most recent year in which data is available, which is the first year for which recorded data is available via the OfS Access and Participation dashboard. This compares favourably to the sector continuation rate of 84.8% and is broadly similar to the continuation rate for our students under the age of 21 (which is 90%).

For our part-time programmes, the continuation rate does not appear to be published for the UCO due to small numbers but, against a sector indicator of 63%, 61.8% in the most recent two years for which data is available, our locally compiled data shows a continuation rate of 91.5% and 80.39% in 2016/7 and 2017/8 respectively. Although the basis for our figures does not exactly follow the OfS (for example we calculated age 21 based on the HESA student collection definition of age at 30th September and our definition of continuation was based on analysis of the completion of the current academic year in which the student was studying as opposed to whether the student was still studying the following year), we are confident that the extent of the difference indicates a positive performance in relation to the sector.

Attainment

As our degrees are not classified, there is no data published in the OfS dashboard for us to compare our performance in this measure against the sector. However, our internal data on the completion rate of our final year students who are mature (e.g. those obtaining a pass or distinction) was 83.3% in the most recent two years for which full data is available (compared to 93.2% of our young students) and 95.2% and 92.9% for our part-time programmes.

Progression to employment or further study

The UCO is not able to access this information as DHLE information was submitted by our validating institution, the University of Bedfordshire, until 2015/16 and in 2016/17, and the UCO did not meet the threshold targets for publication. We do hope to be able to access this information as we gain access to Graduate Outcomes data.

1.4 Disabled students

Access

The OfS Access and Participation dashboard data indicates the UCO had 16% of full-time students declaring themselves as disabled in the most recent two years for which data is available. This is against a sector average of 13.7% and 14.6% respectively. The UCO figures for part-time students in the most recent two years for which data is available are 8% and 9% against a sector average of 13.1% and 14.8%. The majority of students reporting a disability had a specific learning difficulty such as dyslexia, dyspraxia or ADHD.

Success

Non-Continuation

Of the data that is available through the OfS dashboard, in the most recent year, the UCO had a continuation rate of 92% for non-disabled full-time students and 85% for disabled students. This difference is greater than the overall sector level continuation rates of 90.3% against 89.4% that are highlighted by the OfS in the overall findings from the data.

For part-time students, the numbers of disabled and non-disabled students are not published in the OfS dashboard data for the UCO and, given the potential for the information to change from year to year (as disability data is based on information provided by students which can change from year to year) as well as the very small numbers involved, we are unable to analyse our locally generated data in place of this.

Attainment

As our degrees are not classified, there is no data published in the OfS dashboard for us to compare our performance against the sector. In respect of our own local data on students successfully completing the final year of study with a pass classification, the numbers of students reporting a disability in years 4 and 5 of the survey (2016/17 and 2017/18) is too small to be meaningful, even when this is aggregated over the two-year period and indeed is too small to be included for data protection reasons.

Progression to employment or further study

The UCO is not able to access this information as DHLE information was submitted by our validating institution, the University of Bedfordshire, until 2015/16 and in 2016/17, and the UCO did not meet the threshold targets for publication. We do hope to be able to access this information as we gain access to Graduate Outcomes data.

However, the UCO has performed extremely well in this area for all students in the past and will continue to work to improve the employability of all UCO graduates.

1.5 Care Leavers

The UCO reported no care leavers actively studying under the age of 21 in any of the most recent reporting periods for which data is available so analysis of this measure cannot be generated. This lack of data in itself highlights an obvious area in which the UCO could focus action to increase access in this underrepresented area. We understand that the current rate of students from a caring background in the UK population is 64 per 10,000 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757922/Child_ren_looked_after_in_England_2018_Text_revised.pdf) and that currently only 6.1% of care leavers enter higher education.

1.6 Intersections of Disadvantage

Given that the relatively small overall student population causes challenges for the UCO in accessing published data that contributes to a meaningful assessment of performance even amongst those main areas of disadvantage identified by the OfS, the UCO has elected not to attempt a further analysis of possible intersections of disadvantages that would reduce these numbers even further and indeed may have data protection implications.

1.7 Other groups who experience barriers in higher education

At this stage the UCO is unable to assess its performance in relation to other groups who have been identified by the OfS as potentially experiencing barriers in higher education as we do not yet routinely collect or have a means of storing this information on our student system. We will keep these areas under active consideration however and will review the situation if developments in statutory returns and / or our ability to collect this data on a systematic way do permit this.

2. Strategic Aims and Objectives

2.1 UCO Strategic Aims

The UCO has a strong commitment to its Widening Participation policy and practice, and we will continue to build on the strengths of our widening participation work over the last few years. There is still work to be done and UCO is committed to strengthening its approach to Widening Participation.

Our Widening Participation strategic aims consider all stages of the student lifecycle and we are fully committed to ensure that background has no profound impact on the ability to access, succeed in and progress from the UCO.

Aim 1; UCO will identify opportunities and barriers related to recruitment of students and work to achieve a greater diversity of students. (Access)

Aim 2; UCO will aim to widen access and increase support to facilitate a process for widening participation target groups to consider higher education. (Access)

Aim 3; UCO will aim to create an inclusive learning environment in which all UCO students, whatever their background, can achieve their full potential. (Success)

Aim 4; UCO will continue to enhance progression outcomes to further study and graduate employment for all students, whatever their background. (Progression)

2.2 Target Groups

Based upon our assessment of performance in section 1, the UCO has identified the following target groups as the priorities for action in reducing gaps in equality and the relevant stage in the lifecycle at which these groups will be targeted:

- Area of Low Participation (POLAR4 Q1) – Access
- Ethnicity - BAME – Access, Success and Progression
- Disability – Success
- Mature Students – Access, Success and Progression
- Care Leavers - Access, Success and Progression
- Young Carers - Access, Success and Progression

Area of Low Participation (POLAR4 Q1) : Access – our target is to increase the proportion of entrants from the lowest area of participation (POLAR4 Q1) from the current level of 5% to the current sector average of 18.1% by the end of year 5 over a 3-year average period.

Area of Low Participation (POLAR4 Q1): Continuation – due to the low numbers of students we recruit from POLAR4 Q1 we do not have a target for continuation as currently 88% of these students continue on course, however we do have a target to increase the proportion of students from POLAR4 Q1 and we are committed to ensuring that when the proportion of students from the lowest area of participation increases significantly, we will ensure that the continuation rate for these students is maintained at the same rate as POLAR4 Q5.

Low Income Background – whilst we don't have this as a target we are still aiming to increase the proportion of entrants from a low-income background. It is too variable to measure as a target.

Ethnicity – BAME – Continuation – our target will be to ensure that the continuation rate of BAME students matches that of white students by the end of the 5-year period in those areas where an unexplained gap exists. Due to the small numbers this will be based on analysis of continuation rates over a 3-year rolling period. This gap currently exists for students from a Black and Mixed ethnic origin.

Ethnicity – BAME – Completion – our target will be to ensure that the completion rate of BAME students matches that of white students by the end of the 5-year period in those areas where an unexplained gap exists. Due to the small numbers this will be based on analysis of continuation rates over a 3-year rolling period. This is currently students from a Black ethnic origin.

Disability – Continuation - our target will be to ensure that the continuation rate of Disabled students matches that of students without a disability by the end of the 5-year period. Due to the small numbers this will be based on analysis of continuation rates over a 3-year rolling period.

Mature Students – Access & Success - the UCO is proud that it attracts a large proportion of Mature Students, especially given the decline of mature students entering higher education, the UCO is committed that it will maintain the proportion of mature students at the UCO at current levels of 78% over the next five years.

Care Leavers & Young Carers – Access & Success - the UCO is committed to increasing the Access and Success of both care leavers and young carers, however due to the small number of students this would entail we are unable to include this as a target but it is a stated aim to work towards increasing the number of under 21 students from a care leaver background and young carers by the end of this 5 year period.

All Target Groups - Progression – data from the 2016 DHLE survey information demonstrates high employability rates, with nearly 100% of osteopathic graduates in employment or further study. However, the size of our recent DLHE dataset means we are unable to conduct a meaningful analysis of graduate destinations for each under-represented group. We consider whole-provider, embedded approaches to supporting student employability to be the most effective way we can support better progression outcomes for under-represented groups.

Strategic Measures: UCO Approach to Delivery of Strategic Aims & Objectives

Theory of Change

The UCO's long-term goal is to improve equality of opportunity for underrepresented groups of students to access, succeed and progress from our higher education courses. This includes attracting more students from underrepresented groups to the UCO through effective widening participation and pre-entry activities, providing financial support to students who may not have sufficient funds to study, supporting students with appropriate learning advice, pastoral and welfare services and embedding a culture of equality and diversity within the institution that promotes social mobility for all students. Aligning to our strategic objectives, the Theory of Change diagram (Diagram 1) presents the changes we want to make and how we plan to do this to address our long-term goal.

The Curriculum, pedagogic and student support developments to promote inclusivity and address attainment and progress gaps

- **Strategic Measure 1 (Success & Progression of POLAR4 Q1, BAME, Disabled, Care Leaver and Young Carer Students / Aims 3 and 4):**

Inclusive Teaching & Assessment - supporting a wide diversity of students including those from underrepresented backgrounds, irrespective of their age to achieve their full potential through inclusive teaching is a fundamental strategic aim within the UCO's Teaching, Learning and Assessment Strategy. This will underpin UCO teaching and assessment methods to ensure that these do not discriminate against any student or group but enable underrepresented groups to fulfil their full potential and support students from these groups proactively through inclusive teaching methods. The UCO's Teaching, Learning and Assessment Strategy will be embedded throughout the UCO's curricula and pedagogy and is designed to enable underrepresented groups to succeed and progress in a supportive learning environment.

Assumption: Providing inclusive teaching and assessment methods meets individual and cultural needs thereby limiting attrition and enhancing student engagement, success and progression.

- **Strategic Measure 2 (Access, Success & Progression of POLAR4 Q1, BAME, Disabled, Care Leaver, Young Carer and Mature Students) (Aims 1-4):**

Effective and a Wide Range Student Support Services – these are currently offered and will continue to be embedded throughout the UCO and provide students with a wide range of support options throughout their student journey to meet their specific needs. The Recruitment and Admissions Teams in liaison with the Student Support Team are well-placed to provide support to students with a disability or requiring a more flexible learning experience to access higher education; the Registry Team and academic staff work with the Student Support Team to support students throughout their studies providing academic, pastoral, counselling and disability support and putting in place student support plans and reasonable adjustments to enable students to succeed and progress.

Assumption: Providing a wide range of student support measures in place across the institution will encourage students who require additional support to access these and enable the institution to provide efficient and individual support thereby enhancing student engagement, success and progression.

- **Strategic Measure 3 (Success & Progression of POLAR4 Q1, BAME, Disabled, Care Leaver and Young Carer Students) (Aims 3 and 4):**

Monitoring Student Attendance & Retention – this is currently in place and shall continue to be embedded at the UCO through a formal committee (the Student Attendance & Retention Group) dedicated to monitoring attendance and retention trends of all students recognising that poor attendance can be an early indicator of a student experiencing difficulties, either academic or personal. This group meets at least six times per year and specifically reports on the attendance and retention of underrepresented groups so that early supportive intervention measures can be taken and consequently increase the likelihood of student success and progression.

Assumption: Non-attendance is an indicator of a student not engaging with their studies or experiencing academic or personal difficulties and that interventions put in place as soon as possible can have a positive impact on their success and progression.

- **Strategic Measure 4 (Access, Success & Progression of POLAR4 Q1, BAME, Disabled, Care Leaver, Young Carer and Mature Students) (Aims 1-4):**

Effective and Appropriate Admissions and Student Policies & Procedures – the UCO shall continue to review and develop effective admissions and student policies that inform, support and respond to the needs of our underrepresented student groups fairly and efficiently. New and revised policies shall undergo an Equality Impact Assessment to ensure that they do not negatively impact on those with a protected characteristic and ensures that the UCO complies with its responsibilities under the Equality Act 2010.

Assumption: Having such policies and procedures in place that are also assessed for their impact on equality ensures that all students are treated fairly and consistently without risk of discriminating against or having an adverse effect on individuals with protected characteristics.

- **Strategic Measure 5 (Access, Success & Progression of POLAR4 Q1, BAME, Disabled, Care Leaver, Young Carer and Mature Students) (Aims 1-4):**

Staff Development and Training - staff training on mental health difficulties and specific learning difficulties shall take place to ensure all staff can support our diverse student population and increase the accessibility of our teaching to these students. The Student Support Team shall engage and lead on national events such as Mental Health Awareness week incorporating staff and students to attend and to involve the wider community to raise awareness in this area. Staff training shall be developed and delivered as and when required to raise awareness of issues relating to other underrepresented groups.

Assumption: Increasing awareness of mental health and specific learning difficulties will enable staff to better understand and support students with disabilities and mental health issues.

- **Strategic Measure 6 (Access of POLAR4 Q1, Care Leaver, Young Carer students) (Aim 2):**

Financial Support Package – the UCO has created a Financial Support Package (see below) as part of our aim to widen access and increase support to facilitate a process for widening participation target groups to consider higher education. Through this financial support package, we are trying to enable students from underrepresented groups with the academic potential to succeed to access higher education where the barrier preventing them from doing so is financial.

Assumption: Students from underrepresented groups are less likely to have the funds to access higher education.

Employability & Skills Development

- **Strategic Measure 7 (Progression of BAME, Care Leaver and Young Carer students) (Aim 4):**

Preparing Students for Employability – The UCO recognises that students may have many roles in their future careers both in the UK and abroad and subsequently need to be equipped with relevant personal skills, attributes and competences that enables them to become active global participants. This is another fundamental strategic aim within the UCO's Teaching, Learning and Assessment Strategy and shall ensure that transferable and employability skills are embedded within course curricula to support students from underrepresented groups to progress from study to employment.

Assumption: Underrepresented student groups may feel that equality for opportunity to find employment after graduating may be more challenging for them and that career and employability activities shall make them feel better prepared and equipped to transition from study to work.

- **Strategic Measure 8 (Progression of BAME, Care Leaver and Young Carer students) (Aim 4):**

Graduate Schemes - Other activity that promotes progression from study to employability includes our Graduate Mentoring Scheme where recent graduates are provided with a designated tutor to provide advice and support through the transition from teaching environment to professional health care practitioner, and our Graduate Associate Clinic which allows new graduates to work in practice but within a supported environment with access to an experienced mentor for guidance and advice. In both schemes, the UCO shall endeavour to match students from underrepresented groups with tutors / mentors from a similar background should the student request this.

Assumption: Matching students from underrepresented groups with mentors from a similar background may help the student feel more at ease and better able to relate their concerns / questions to someone who may understand their experiences.

Collaboration with other bodies across the student lifecycle

- **Strategic Measure 9 (Access of POLAR4 Q1, Care Leaver, Young Carer students) (Aims 1 and 2):**

Student Recruitment Activity – The UCO shall work with collaborative partners to raise awareness of study opportunities at the UCO that specifically targets these underrepresented groups. These partners include Aimhigher London, the National Network for the Education of Care Leavers (NNECL) and schools within POLAR Q1 areas.

Assumption: Working with such collaborative partners shall enable the UCO to target these underrepresented groups thereby increasing awareness of the UCO and its higher education learning opportunities and financial support available for these students.

- **Strategic Measure 10 (Success & Progression of POLAR4 Q1, BAME, Disabled, Care Leaver and Young Carer Students) (Aims 3 and 4):**

Working with Employers & Regulators – The UCO recognises that enabling students to develop and maintain close working relationships with potential employers and healthcare regulators during their studies may provide them with a competitive edge with prospective employers. This is also a fundamental strategic aim within the UCO's Teaching, Learning and Assessment Strategy and shall ensure that our courses across the institution will enable students to develop and experience these relationships in the form of placement opportunities, engagement with research / transfer of knowledge with industry and approaches to continuing personal or professional development. Students from underrepresented groups shall be guided in making contact with employers and regulators as appropriate.

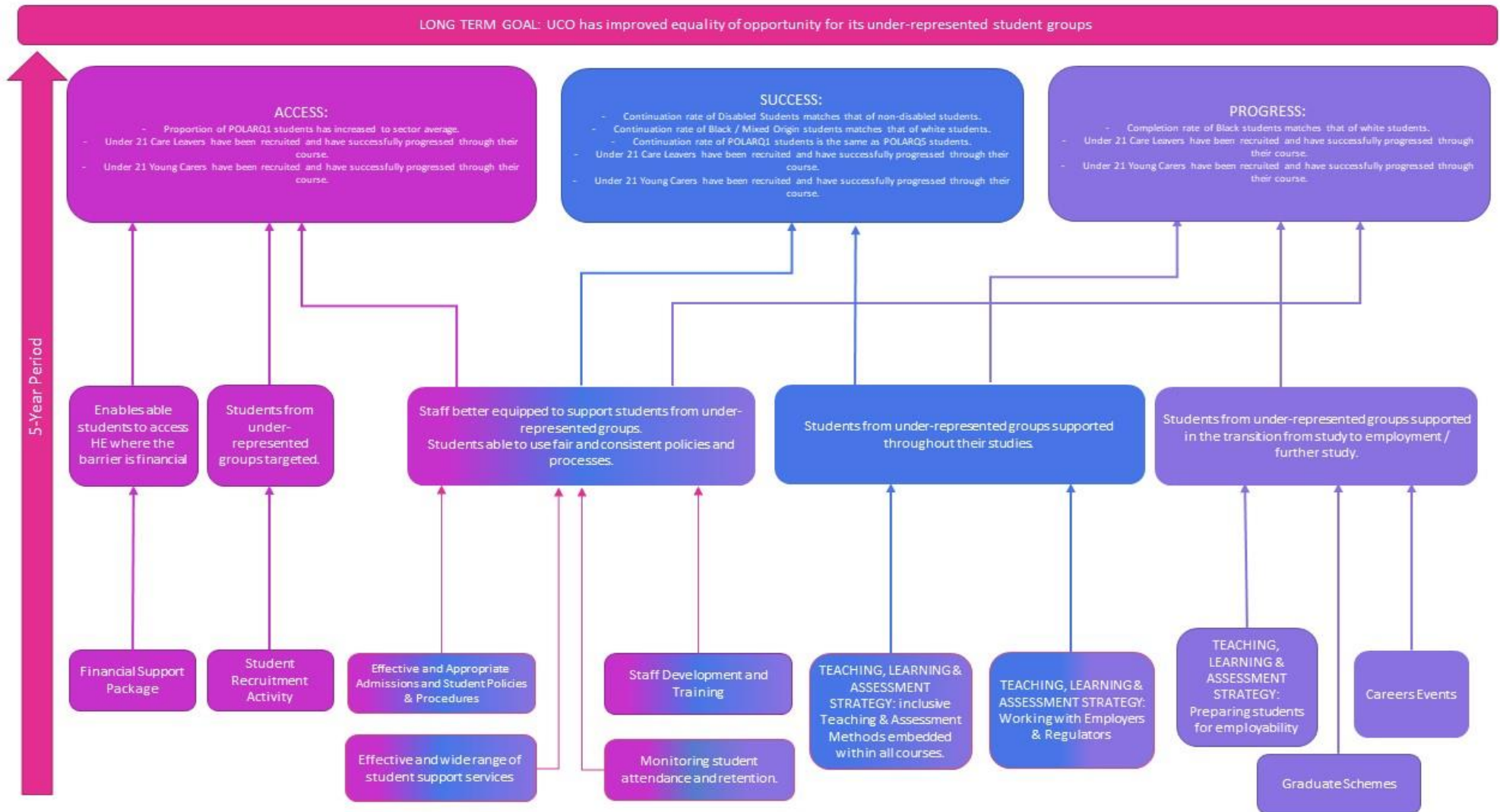
Assumption: Guiding students from underrepresented groups to contact potential employers and regulators will provide them with confidence when seeking employment.

- **Strategic Measure 11 (Success & Progression of POLAR4 Q1, BAME, Disabled, Care Leaver and Young Carer Students) (Aims 3 and 4):**

Careers Events – The UCO currently holds an annual careers event which we shall continue to provide. Prospective employers, regulators, postgraduate course leaders and graduates are invited to speak to current UCO students prior to graduation to ensure that students are aware of their options for employment or further study. Where possible the UCO invites a diverse range of speakers to this event to ensure that underrepresented groups of students are able to discuss their future options with someone from a similar background.

Assumption: Discussing future career opportunities with those from similar background shall instil greater confidence about seeking employment or further study into students from underrepresented groups.

Diagram 1: The UCO’s Theory of Change Diagram



Financial Support

Further to a review of our access and participation data, the UCO has developed a Financial Support Package to provide financial support to students who are underrepresented at the UCO to enhance accessibility to our higher education courses where the barrier to access may be financial. Such underrepresented groups of students at the UCO include:

- Students from low participation areas
- Care Leavers
- Young Carers
- Students with a declared disability.

In recognition of the costs of HE and the length of the course at UCO we also offer students from a low-income background an extra bursary (see UCO Bursary Fund below).

Our financial support packages described in previous access and participation plans for underrepresented groups of students have focussed on those only from low income households and care leavers and date from the 2017/18 academic year. As part of the 2019-2024 plan, the package has been reviewed and amended to consider newly identified gaps in underrepresented groups at the UCO and how financial assistance may support these students and enable them to study at the UCO.

Our current financial support package is provided below.

UCO Excellence Bursary

Our 2019/20 Access and Participation Plan included a “UCO Excellence Scholarship” providing both full-time and part-time students from low participation areas and low-income households £1,000 per year of study to support them throughout their course. To address this identified equality gap, the UCO has replaced this scholarship with a “UCO Excellence Bursary”. This bursary shall now provide four undergraduate students with a £3,000 bursary per year for the duration of their course who meet the entry requirements of their course of study and live in a POLAR4 Q1 area with a household income of below £25,000. Where there are more than four applicants who meet these criteria UCO will undertake further means testing.

Year 1	Year 2	Year 3	Year 4	Year 5 (PT Students)
£3000	£3000	£3000	£3000	£3000

Access to Higher Education Diploma (Osteopathic Sciences and Health Care) Fee waiver

In addition to the UCO Excellence Bursary (above) the UCO shall also provide an Access to Higher Education Diploma (Osteopathic Sciences and Health Care) Bursary to eligible students studying on this course. Students are eligible if they:

- Live in a POLAR4 Q1 and are a low-income household or;
- Are a Care Leaver or;
- Are a Young Carer.

Successful completion of the Access to Higher Education Diploma (Osteopathic Sciences and Health Care) course leads to a guaranteed place on the M.Ost course and by providing fully funded places to these underrepresented groups we hope to encourage such students to join this and the M.Ost course or other HE courses as appropriate.

UCO Bursary Fund

In addition to the UCO Excellence Bursary and the Access to Higher Education Diploma (Osteopathic Sciences and Health Care) Bursary above, the UCO Bursary Fund is designed to support undergraduate students who have a low household income and who therefore may require financial support with the extra costs incurred from studying. This bursary shall be provided to full-time and part-time undergraduate students with a household income of under £25,000 annually thereby enhancing the financial support to these students throughout the time on their chosen course of study.

Those students who progress onto the full-time or part-time M.Ost courses from an Access to Higher Education Diploma (as in (b) in the table below) shall receive a higher bursary to further encourage students from low income households who may have little or no scientific background to join the M.Ost course.

		Year 1	Year 2	Year 3	Year 4	Year 5	Total
a)	New undergraduate students on a household income under £25,000	£500	£500	£500	£500	£500	£2000
b)	New undergraduate students who have a household income of under £25,000 and have progressed from an Access to Higher Education Diploma.	£750	£750	£750	£750	£750	£3000

Young Carers and Care Leavers Fee Waiver and Bursary

The UCO receives very few applications from care leavers or young carers partly because of the small size of the institution and partly because care leavers and young carers would not have experienced or have extensive knowledge of osteopathy due to the profession being largely privately funded. To encourage this underrepresented group to consider the UCO as an undergraduate degree study option and to ensure that these students are provided with financial support throughout their course the UCO shall provide them with a Care Leavers & Young Carers full fee waiver and a £3,000 bursary per year (as shown in the table below).

Although this bursary is available to undergraduate students only, care leavers and young carers are eligible for a fully funded place on our Access to Higher Education Diploma (Osteopathic Sciences and Health Care) course through our Access to Higher Education Diploma (Osteopathic Sciences and Health Care) Bursary, successful completion of which enables them direct entry onto our full-time or part-time M.Ost course.

	Year 1	Year 2	Year 3	Year 4
Care Leavers	£3,000 and a full fee waiver	£3,000 and a full fee waiver	£3,000 and a full fee waiver	£3,000 and a full fee waiver
Young Carers	£3,000 and a full fee waiver	£3,000 and a full fee waiver	£3,000 and a full fee waiver	£3,000 and a full fee waiver

Financial Support for Disabled Students to promote Success

To ensure that disabled students are provided with financial support we contribute £350 for a psychological assessment for dyslexia. Further funding is provided through the Access to Learning Fund to cover the cost of specialist equipment that may not be covered by Disabled Students Allowance.

Access to Learning Fund

The UCO has also allocated £20,000 to its Access to Learning Fund which provides financial support to all students in the form of non-repayable bursaries who are facing extreme unforeseen financial difficulty or unexpected financial crisis.

Fee Waiver for Mature Students

The UCO recognises that it receives many applications from students who have proven academic achievement but who lack a solid grounding in the sciences required to study osteopathy; these are often mature students. To enable mature students with academic qualifications but with little to no scientific knowledge be eligible for entry on the M.Ost course, the UCO provides a pre-entry course to enable such students to gain this background in the basic sciences. There is no fee for any mature students who wishes to undertake this course.

3. Strategic Measures

3.1 Whole Provider Strategic Approach

The UCO is committed by its mission and values to providing an inclusive environment for staff, students and visitors. The Senior Management Team play a strategic role in ensuring the UCO's values are reflected in all that we do. It seeks to promote equality and diversity at every level of the UCO and to encourage a culture of inclusiveness for all staff and students. The UCO endorses the view that higher education should be made accessible to all, regardless of background or financial status. The UCO does not just focus on access to HE and widening participation but strategically on also supporting all students in their academic journey and their progression into a career or further study.

The UCO's current Widening Participation Strategy as agreed by the UCO's Academic Council endorses a whole student lifecycle approach with the aim of raising aspirations, enabling fair access and providing the right support to help students achieve academic and professional success. The UCO aims to do this by addressing the specific challenges we face as a very small specialised institution with currently one subject area. We recognise that to achieve our ambitions we need to work more collaboratively to ensure that we pool expertise, resources and knowledge across the University College and work with local partners to create solutions.

The UCO aims to focus our resources where they can make the most impact allowing us to better understand the challenges facing our students and our potential students and using evidence-based practices to tailor effective solutions, evaluating what we do and learning from experiences. We are currently producing a new Widening Participation Strategy, to align more closely with the new Teaching, Learning and Assessment Strategy. This new Widening Participation Strategy links with the UCO's Agenda for Excellence across all we do and will encourage a step change at the UCO with a clearer focus on the following whole institution priorities;

- Improving our evidence base and management information to inform decision making through investment in evaluation, market research.
- Strengthening our governance, planning and reporting structures to ensure a joined-up approach to widening participation across the student lifecycle.
- Developing our support for students across the student journey, especially those with complex needs.
- Improving knowledge across the UCO and working to encourage an inclusive culture.
- Developing a fully contextualised admissions process based on good practice seen elsewhere.

The UCO's Equality Statement and Objectives sets out the following key principles which are represented in this plan:

- The UCO is committed to promoting equality of opportunity in all its activities.
- The UCO recognises and appreciates the diversity of its student body and the community it serves and works to develop a curriculum to meet the needs of a varied, contemporary society.
- The UCO seeks to foster an environment where diversity is valued and celebrated.
- The UCO is committed to ensuring that all UCO policies, procedures and practices reflect these principles.

As well as its responsibilities to its students and staff, the UCO is also mindful of the implications of its policies and practices as they affect all stakeholders and the wider community in which it works.

The UCO believes that the activities within this plan will enable advanced equality of opportunity for all by widening educational opportunity and provide an educational environment where 'respect' and 'partnership' are valued.

3.2 Student Consultation

At the UCO, there is a longstanding and deeply embedded culture of working with our students in partnership. Students are represented on all major UCO committees and, through a 'course rep' system led by our Students' Union supported by the Head of Student Services.

A student representative has a place on UCO's Academic Council and the Widening Participation and Access Group; this is reserved for a student from an underrepresented group. These committees discuss and monitor the development and the progress of the Access and Participations Plans.

In drawing up the financial support package, students were consulted and have been instrumental in shaping the financial support provided by the UCO. As an integral part of access and student retention and progress, it is critical that students play a meaningful role in the UCO's widening participation agenda and as a result consider themselves equal stakeholders in its success.

The targets, aspirations and financial support packages in the Access and Participation Plan have been developed in discussion with the Students' Union and have the support of the UCO's SU President. We will continue to work with our Students' Union to extend our engagement with students to promote an inclusive conversation with students from a wide range of backgrounds as we develop our Access and Participation Plans for the future.

3.3 Evaluation and Monitoring Strategy

The UCO places considerable emphasis on the importance of evaluating and monitoring the impact and effectiveness of its initiatives in the APP. In 2019/20, we rewrote the terms of reference for the Widening Participation and Access Sub-Committee, this is a sub-committee of the Academic Council and is chaired by the Deputy Vice-Chancellor (Education) and comprises academics, professional services staff and students. This group meets monthly to oversee the monitoring and evaluation of all associated activity and projects related to the APP. The group has begun to use the OfS evaluation self- assessment tool to consider current approaches. Currently only limited data is available so the group are currently considering how evaluative data collection can be built into the access and participation projects. However, having begun to utilise the OfS Evaluation Toolkit we have already identified that there are several areas the UCO needs to strengthen in its approach to an evidence led strategy for APP. Whilst we do have an informal evaluation strategy, we do not evaluate each project as well as we could.

Responsibility for monitoring access and outreach activity lies with our Head of Marketing, whilst responsibility for monitoring student success and progression sits with our Head of Student Services. Both areas are overseen by the Deputy Vice-Chancellor (Education) and ultimately the Vice-Chancellor. However, monitoring is also embedded at project level; each of the key interventions described in this plan is managed as a project and each project is owned by a member of the team. We are seeking student input directly into each of the projects. Students are represented on all of the committees involved with the development, design, delivery and monitoring of our APP, and our student ambassadors are involved with the delivery of access and outreach activities. Students will be briefed on, and involved with, monitoring and evaluation of our APP.

Progress with each project is reported to the Widening Participation and Access Sub Committee on a monthly basis. The projects and outcomes will be agreed by the Academic Council each year at its November meeting and will be communicated to wider staff. The Board of Governors will receive regular APP updates through standing reports, and we will also produce an annual APP progress report for consideration by the Academic Council and Board of Governors. Our Equality Committee will also regularly consider progress against APP objectives as part of our wider Equality Policy. If our regular monitoring demonstrates that we are falling behind our targets, or that progress is worsening in any areas we will, of course, seek to understand why this is, for example through further data analysis and student feedback. Where evidence shows us that an intervention has been unsuccessful we will review the investment appropriately so that demonstrably beneficial activities can be expanded and/or new initiatives can be delivered. We expect that it will take at least two academic cycles before we can conduct a comprehensive evaluation of our key projects. However, we will not wait until the end of an academic year to act if there is clear evidence that a project is not producing outcomes as planned.

Our monitoring and evaluation will be based upon reliable quantitative data, largely drawn from our student records system and cross-checked where necessary with external data sources such as OfS-supplied data files and HESA statistics. The Registry team are experienced at analysing student data and using knowledge of HE statutory data returns and our own internal performance measures. Wherever possible we have mirrored sector-standard approaches to measuring outcomes, for example using OfS and HESA methodology to determine student retention and attainment, so that we are able to benchmark our performance consistently over time.

We are also looking to utilise the experience from other departments by linking research and practice together. Currently Access and Participation Plan projects are designed and developed by the recruitment team with support from academics. Through the expansion of the membership of the Widening Participation and Access Sub Committee to include someone with a research background, a core recommendation will be to establish a focus on developing an appropriate evaluation framework. This will also include the dissemination of effective research and practice.

As a critically reflective University College we will apply learnings from our evaluation and monitoring to continuously improve our access and participation activity. We can begin to assess those projects that are ongoing from 2019/20 and we will be able to recognise when a project is not yielding the expected outcomes and redirect resources as appropriate. We are aware that it may take time before we can reliably assess the outcome of all projects and apply the relevant considerations. The structure we have put in place will allow for reflection opportunities to support continuous improvement of our APP initiatives.

The UCO will commit to invest in its evaluation and monitoring capability so it can begin to move towards building an evidence base to support outcomes across the student lifecycle. This work will focus on the outcomes from the OfS evaluation toolkit and the identified gaps for the UCO.

Initially, the UCO will be looking to develop and implement an evaluation strategic framework to underpin practice which will provide effective data and evidence to inform future work, priorities and resource allocation.

The Proposed Evaluation Objectives are;

- To assess the credibility of our Access and Participation Plan and its milestones; we will measure the rate of improvement in access, success and progression of our target student groups by comparing data from 2017 onwards. This will be achieved by looking at UCO admissions, continuation and success data on an annual basis in more detail than is currently undertaken.
- To assess the impact of our outreach activities; we will build an evaluation strategy into each outreach activity in order to determine the full impact of our intervention. We will put in place feedback mechanisms regarding the usefulness of the activity. We will seek feedback from other stakeholders involved. We will seek information on the number of individuals within these events who entered higher education either with the UCO or elsewhere.

Financial Support Evaluation

The UCO has committed a high proportion of expenditure to financial support to attract students from areas that are currently underrepresented at the UCO. This initiative was based on feedback from the UCO's Students' Union and student representatives. It is difficult to attract applications from students currently underrepresented at the UCO due to the fact that osteopathy is still relatively unknown as a health care option in the underrepresented groups the UCO is targeting. To offer scholarships and bursaries was seen by the students and staff as a way of promoting access.

In order to ensure the effectiveness of bursaries and scholarships, we are instigating a project to gather further data on our investment into our direct financial support. We will continue to work with the Students' Union and those students awarded a bursary for the 2018/19 and the 2019/20 cycle to test assumptions made by us in putting together the bursary and scholarship packages. Since our research is not complete at the time of publication we may look to redesign our approach to financial support from 2021/22 onwards. If this is the case, we will resubmit a variance of this APP if new financial support arrangements are deemed appropriate. We will put in place a consistent monitoring framework for bursaries and scholarships involving feedback from students to allow us to begin to monitor their impact over time including measuring retention and graduate outcomes. We will also gather information from other HEIs to inform our approach to financial support. We expect this work to be completed in 2020 to inform the Financial Support Package for Students in 2021. This evaluation work will focus on establishing how scholarships and bursaries remove barriers to attainment, progression and retention for underrepresented groups. We have never tried to offer fee waivers or cash awards in this way before and we are aware that this needs careful marketing and close monitoring with early intervention to ensure success.

4. Provision of Information to Students

The UCO interacts with target groups in a range of ways including prospectuses, website, social media and presentations. We also provide timely information to UCAS and the Student Loans Company. Discover Uni data on our courses is published on our website and we are committed to ensuring that our information is clear, informative, relevant and understandable by our target groups. Beyond the material required by the Key Information Set, we will extend and focus information to assist our target groups - within our website, at our Open Days and through UCO liaison. It is one of the UCO's priorities to ensure prospective students and their parents and supporters are fully aware of the very latest information regarding our courses and finance options.

Specific information, advice and guidance for prospective students will include:

- Provision of financial information including fees, planning advice on how to finance their period of study, extra costs, for example purchase of diagnostic kits, and bursaries and other forms of financial assistance for eligible students in each year of their study.
- The admissions process ('how to apply') and entry requirements.
- Course information, academic support services, and Student Union facilities.
- Unistats and current student feedback data (NSS).

As well as published information, the UCO offers advice and guidance on a one to one basis with prospective students, including financial and academic information.

All public information for prospective students is regularly monitored and is the responsibility of the Head of Quality, there are clear lines of responsibility for approving the accuracy of the information, and for making it available in the public domain.

All UCO policies are published on our website under policies and procedures. This link is <https://www.uco.ac.uk/policies-procedures-and-privacy>. This is published alongside our student refund and compensation policy as well as our student protection plan. We will also publish our agreed access and participation plan here so that students and the wider public can access this.

We involve students in our outreach activities, primarily through student ambassadors, and, with the enhancement of resource for our student support department, which also has the remit of engaging with the Students' Union, as well as student recruitment, we would hope to go beyond this by increasing the involvement of our students directly in our access activity.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (tables 4a, 4b and 4c in the fee information document).

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

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

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

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

Targets and investment plan 2020-21 to 2024-25

Provider name: University College of Osteopathy (The)

Provider UKPRN: 10000936

Investment summary

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

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£165,807.00	£169,123.00	£172,505.00	£175,956.00	£179,475.00
Access (pre-16)	£25,040.00	£25,541.00	£26,052.00	£26,573.00	£27,104.00
Access (post-16)	£55,304.00	£56,410.00	£57,538.00	£58,689.00	£59,863.00
Access (adults and the community)	£85,463.00	£87,172.00	£88,915.00	£90,694.00	£92,508.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£82,350.00	£100,100.00	£118,250.00	£130,250.00	£131,250.00
Research and evaluation (£)	£18,000.00	£18,360.00	£18,727.00	£19,102.00	£19,484.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£1,178,555.00	£1,224,830.00	£1,224,830.00	£1,224,830.00	£1,224,830.00
Access investment	7.0%	6.8%	7.0%	7.1%	7.3%
Financial support	7.0%	8.2%	9.7%	10.6%	10.7%
Research and evaluation	1.5%	1.5%	1.5%	1.6%	1.6%
Total investment (as %HFI)	15.5%	16.5%	18.2%	19.3%	19.6%

