We are an attractive option for commuter students. We are also a growing provider, with our full time undergraduate students growing from 1120 in 2017/18 to 2650 in 2020/21 (extracted from Office for Students: Size and Shape of Provision 2017).

- Progression rates to employment or further study. There is a progression gap between Asian and white students, and gaps in outcomes for black, mixed and other students. There are also gaps in progression outcome between students with a reported disability and students with no reported disability, and between students with a mental health condition and those with no reported disability.
- 2022 NSS (National Student Survey) results. Larger drops in overall satisfaction from 2021 for Asian, black, and mixed students compared with white. Lower agreement rates to question on feeling part of a community from black, mature and students with a specific learning disability.
- 2022 First Impressions Survey results. Lower agreement rates to question on feeling part of a community for Asian students and students aged 21-25.
- Graduate reflections. Lower agreement to all three reflection questions for Asian and black students compared to white. Lower agreement to two of the questions for students with a reported disability and those without.
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For further evidence behind these risks and an explanation of the metrics used, please see Annex A: Assessment of

O5. Reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.	PTS_6 To reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.	2. Cost pressures 3. Replication of the inequalities of the professions 4. Barriers to student engagement	6. Insufficient academic support 7. Insufficient personal support 10. Cost pressures
O6. Reduce the attainment gap between students with a reported disability and those without a reported disability to 2.0pp by 2027-28.	PTS_7 To reduce the attainment gap between students with a reported disability and students without a reported disability to 2.0pp by 2027-28.	2. Cost pressures 3. Replication of the inequalities of the professions 4. Barriers to student engagement 5. Mental health	6. Insufficient academic support 7. Insufficient personal support 8. Mental health 9. Ongoing impact of coronavirus 12. Progression from higher education

The table above shows how our ULaw and the EORR risks link to multiple objectives. For instance, ULaw Risk 4 links to all six of our objectives, and EORR risk 7 links to objectives 2,3,4,5 and 6. It also shows that all 10 of the EORR risks that are relevant for the University link to at least one of our objectives.

Our targets express our objectives in yearly milestones and can be seen in Annex C: Targets, investment and fees.

We have restricted our objectives (and targets) to the areas where we have the largest gaps (and for which data is available publicly) to enable us to prioritise our work & } Œ š Z P ‰ • Á o Z } v] Z Œ by Œ u v] o š] v P] v] o u v] o š] v] v] o u v] o š] v] v] o u v] o š] v

Intervention Strategy 1: Replication of Sector-Wide Inequalities in Higher Education Recruitment Objective 1: Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28 Targets: PTA_1 ULaw Risk 1: Replication of the inequalities in the Higher Education sector Also ULaw Risks 3, 4, and EORR Risks 1, 2, 5, 10			
Activity	**Inputs**	**Outcome Indicators**	**Cross Intervention**
1) 'Power and Change' attainment-raising programme for year 10 and 11 cohorts The programme involves the delivery of multiple skills based sessions in each year by tutors with accompanying students. Sessions are designed around the GCSE English and Business curriculum. The current pilot programme will be expanded to key schools proximate to our undergraduate campuses	Tutor time for creation and delivery of activities in school Senior Access Manager time for organisation. D&I Advocates and Student Ambassadors salaries for delivery of activities in school Domestic Student Recruitment (DSR) team time for promotion of activities.		

Continuation rates for ABCS quintiles in 4-year aggregate data (in percentages)

Graph 4. Continuation gaps between students with a mental health condition and those with no reported disability (in percentage points)

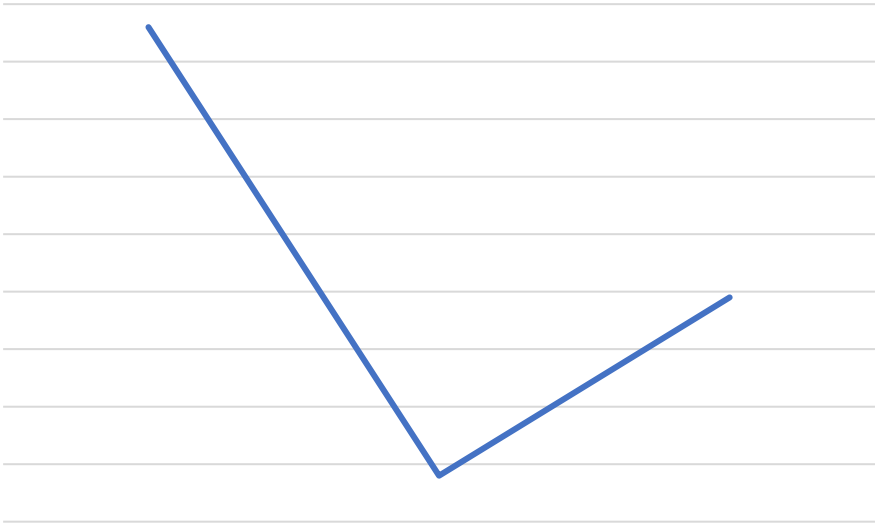

Table 8. Completion gaps for ABCS Q1 compared to Q5 students (in percentage points)