BCNO Ltd

Access and participation plan 2024-25 to 2027-28

Introduction and strategic aim

The BCNO Group is a specialist, independent Higher Education (HE) College that offers university-level courses for aspiring osteopaths, with approximately 300 students. The BCNO Group (”BCNO”) is building on a long collaborative validating partnership with the University of Plymouth (UoP) (since 2012) as a franchised institution. In common with our validating partner, there exists a clear and continued commitment to widening participation, with the promotion of equality, diversity and inclusion at its heart.

Widening access to osteopathy is partially hindered by the need for an increase in the general public's understanding of osteopathy, and its role in healthcare. Osteopathy is a small profession with approximately 5,000 registered osteopaths but was declared an Allied Health Profession in 2017. Since then, the Osteopathic colleges, including BCNO, have been working with the professional body and other stakeholders to increase the public's understanding of osteopathy and its benefits. While the number of osteopaths working in areas such as the NHS is increasing as a result, in the main osteopathy is private practice.

BCNO is a mono-technical institution governed by the Office for Students and the Professional Statutory Regulatory Body (PSRB), the General Osteopathic Council (GOsC). One of the BCNO Group's aims is to make osteopathy more widely known and accessible to disadvantaged students through outreach work and collaboration with others. BCNO's courses guide student osteopaths towards becoming stand-alone practitioners by acquiring the necessary science and osteopathic technical skills to become safe, effective practitioners.

BCNO has two campuses in very different locations, allowing students a choice of study and widening the scope for students. BCOM (London campus) is located in North-west London in the London Borough of Camden. The borough of Camden has a population of 210,100 (ONS, 2021)[1]. The borough has been considered to have two stark contrasts in health and education opportunities. The 2021 census described deprivation as existing in 1 to 4 dimensions, four being the most extreme. Camden is the second highest in London for the number of households with the most extreme four dimensions of deprivation. Seventy-nine percent of the working age in Camden were qualified to NVQ or above[2]. ESO (Kent) is

[1] *A Vision of Britain through time* and the ONS
[2] Camden Profile (latest) - data.gov.uk

situated in Maidstone Borough, Kent. The largest ethnic group in Kent is white, with 93.7% of residents being white and 6.6% being of black, Asian, minority ethnic (BAME) origin. The largest BAME group in Kent is Indian, representing 1.2% of the population. Kent has a lower than the national average of qualified to NVQ level 4/5 sixteen to sixty-four-year-olds[3]. Kent remains at four on the 2019 Index of Multiple Deprivation (IMD2019), ranked within the least deprived 50% of the upper-tier local authorities in England. However, some areas of Kent fall within England's 20% most deprived.

BCNO, compared to those studying osteopathy across the sector, shows a diverse ethnicity, though this remains below the HE sector in general. Osteopathy, similarly to other healthcare courses, demonstrates a preponderance of female students[4] and osteopathy appears to attract students 21 years or over (Annex A).

BCNO's strategic aim concerning equality of opportunity for students is to provide an educational environment conducive to study and well-being, allowing each student to reach their potential irrespective of social or cultural background.

Risks to Equality of Opportunity

BCNO is a small (n=268) specialist institution that solely teaches courses in osteopathy. BCNO currently has students on teach-out with BNU (not included in this assessment) and students on the University of Plymouth validated courses across both campuses. BCNO has responded to the assessment of performance requirements as set out in Regulatory Notice 1 in the following ways:

- BCNO has used several datasets to identify potential indications of risks.
- BCNO data could not be disaggregated due to the small number of students.
- Further small numbers make intersectionality across student characteristics problematic in maintaining student anonymity.
- The aggregated datasets from BCNO (Annex A; over five years) were used to identify the potential indicators of risk.
- Due to the small number of students, BCNO also utilised data available through the OfS datasets and data from students enrolled on all osteopathic courses within the United Kingdom.
- BCNO recognises that some of the data is incomplete for some student characteristics; therefore, data in the future will be improved and monitored for missing areas annually.

[3] Summary of facts and figures - Kent County Council
[4] male-participation-in-nmah-research-report.pdf (officeforstudents.org.uk)

- BCNO also recognises that numbers are small and, therefore, data analysis is restricted.

Through reviewing the data from BCNO, the OfS data portal and the combined data from the PSRB (General Osteopathic Council), the following number of indicators of risk have been determined:

- Access: Low number of students enrol onto BCNO courses from areas of low participation measured by POLAR4 quintile one and IMD quintile one compared to OfS data.
- Access: BCNO appears to have a broader ethnicity than others studying osteopathy, though this remains below the OfS data.
- Continuation: BAME students at BCNO have a -12.6 percentage point difference compared to students who reported as white.
- Continuation: A lower percentage of students who have declared a disability appear to continue on the course compared to those who did not declare a disability.
- Continuation: Mature students appear to have a percentage point difference (-4.4 pp) in continuation compared to students under 21 years at enrolment.

BCNO complied with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Data is presented so individual students cannot be identified.

BCNO used the Equality of Risk Register (EORR)[5] to link the indicators of risk that we noted in our data set and the data set from the regulator to identify potential risks of equality of opportunity:

Access

- A low proportion of students from low participation areas POLAR4Q1 and areas in quintile 1 of the IMD enrol onto this specialist course. This may be due to the information and perception of higher education and osteopathy (Risk one) and cost pressures (Risk 10).
- Both access and continuation in students who were from ethnic groups other than white showed a reduced percentage compared to students who declared themselves as white (numbers are too small to disaggregate the data). This may be related to a number of EORR risks: Knowledge and skills (Risk one), Information and guidance (Risk two), Insufficient academic support (Risk six) and insufficient personal support (Risk seven).

[5] Equality of Opportunity Risk Register - Office for Students

Continuation

- There is a reduced percentage of students who declared a disability who continue on the course. This may be related to the following related risks from the EORR: Insufficient academic support (Risk 6), insufficient personal support (Risk 7), mental health (Risk 8) and cost pressures (Risk 10).
- Students who have experienced care may be at risk from a number of the different risks to equality of opportunity throughout their student journey. BCNO has a small number of registered students who have experienced care.
- Mental health (Risk 8): Students may enrol with pre-existing mental health conditions or be diagnosed during their study time. This risk may result in lower continuation rates and poorer completion levels.
- There is currently no BCNO data on continuation for students who were eligible for free school meals (FSM) at key stage 4. BCNO has utilised the OfS data to assess this risk (Risk 10).

Completion

Completion in this access and participation plan was defined as students who successfully graduated granting them eligibility to register with the PSRB.

- There is a percentage point difference for mature students (-16.1pp; Annex A) for completing the course compared to younger students. It has been suggested this may be due to Risk 6.
- A percentage point difference exists between students from a BAME background and white students completing the course (-17.5 pp; Risk 7).

BCNO has utilised the risks to develop and inform the intervention strategies.

Annex A demonstrates the student characteristics for application and offer, access, continuation and completion for BCNO, OfS data and where available, the PSRB.

Objectives

BCNO has identified a number of indications of risks through their assessment of performance (located in Annex A) concerning access and continuation on the course. Assessing completion (those who successfully graduated and were eligible to register with the PSRB) was reviewed; though numbers are small (n=19) to make judgments.

BCNO, in 2022-23, with the University of Plymouth, developed and validated a BSc (Hons) Osteopathy course, which has a provision that differs from mainstream osteopathic

education allowing flexibility in the study while maintaining the professional statutory regulatory bodies (PSRB) requirements. The course will be closely monitored for student progression, continuation and completion and review of student characteristics.

BCNO are aware of the planned lifelong loan entitlement changes and will review the current provision in discussions with the validator and the PSRB to identify any further flexibility in studying.

BCNO aims to address the risks identified in the performance assessment across the student lifecycle. The objectives are described with the indicator of risk.

BCNO acknowledges that one risk is the lack of data in some areas, such as free school meals (FSM), progression after graduation and TUNDRA. BCNO aims to start addressing this risk immediately. The Universities currently collect graduation outcomes for the students.

Access

Indication of risk: Low percentage of students from areas measured by IMDQ1. BCNO is further aware of the need to record the students who were eligible for FSM. BCNO will collect the FSM data to evaluate the access of these students and then determine any equality of risk. Students estranged from their family and adult carers; data will also be collected.

Objective 2.1: To double the percentage of students enrolling on the courses from IMDQ1 by August 2028. (PTA_1)
This will be through outreach and student ambassadors communicating with applicants.

Continuation and Completion

Indication of risk: BCNO currently does not have FSM data but will collect this going forward and has therefore used the data from OfS to evaluate continuation. This data has indicated a reduced percentage of students eligible for FSM compared to those not eligible for FSM continuing in Higher Education.

Objective 3.1: Increase the percentage of students eligible for FSM to match those not eligible for FSM for continuing on the course by August 2028 (PTS_1).

Students who have experience of being in care, estranged students and adult carers will also be included in this intervention (bursaries).

Indication of risk: There is a lower percentage of students who declare a disability in continuing on the course.

Objective 3.2: BCNO aims to increase the percentage of students who declare a disability continuing on the course, leading to no percentage difference with non-disabled students by August 2028. (PTS_2)
This will be through bespoke training for students and staff at BCNO.

Indication of risk: Twenty-three percent of students declaring a disability at BCNO had a mental health condition. Numbers are too small to determine continuation or completion. But BCNO recognises the priority of supporting students with mental health conditions.

Objective 3.3: BCNO will support students who declare a mental health condition at any point in the student journey. (PTS_2).
This will be through self-efficacy training which will sit alongside current support.

Indication of risk: There is a percentage point difference in the continuation and completion for students who do not report as white relative to those who declared themselves as white.

Objective 3.4: BCNO will remove the percentage point difference between BAME and students who reported as white continuing on the course by August 2028. (PTS_3). This will be through increasing a sense of belonging.

Objective: 3.5: To halve the percentage point difference between BAME and white students completing the course by August 2028 (PTS_4). This gap will be eradicated by August 2030. This will be through increasing a sense of belonging.

BCNO recognises the reduced percentage of mature students completing the course compared to younger students. BCNO believe that the interventions currently planned, especially interventions 4 & 5, for the above objectives, will also benefit this group and improve completion rates for mature students. This difference in completion will be evaluated and reviewed annually to ensure this is the case.

Progression after Graduation

Currently, BCNO does not have information on its graduate outcomes. The validating university collects this information. In the future, BCNO will actively collect this information. There may therefore be equality of risk with progression, but this remains unclear. Informal

evidence suggests most graduates are either working as osteopaths or going onto further study.

BCNO further notes an equality of risk with students from POLAR4Q1; however, studies have suggested that though POLAR4Q1 is reasonably reliable, it is not valid as an indicator for individuals.[6] Boliver and colleagues suggest that the most reliable method of determining disadvantaged students was the use of FSM[7].

Intervention strategies and expected outcomes.

Information and Guidance (Risk Two) and Perception of Higher Education (Risk Three)

BCNO works closely with the PSRB (GOsC) and the professional body (Institute of Osteopathy) in many aspects of osteopathy, including careers in osteopathy and to increase the knowledge for potential students about a career in Osteopathy. BCNO also attends career events and college careers events using academic staff.

BCNO provides work experience for local school students and potential candidates interested in osteopathy or higher education through INSPIRE[8]. BCNO runs open days across both campuses, available face-to-face and through recordings. BCNO runs career events for its students in year 1 (end of semester 1) and year 4 (was term two but is being brought forward to term 1). The careers events provide students with information on careers after graduation, including working within the NHS, setting up their own practice, and specialist practice. BCNO recognises that graduates may need support and guidance after graduation and are currently planning on commencing a mentoring system for interested recent graduates. BCNO has established a mentor system for students who have graduated and registered but have not practised as an osteopath (mainly due to the coronavirus); they are coached and provided with support while working as an osteopath in the BCNO clinic with guidance and support.

Intervention strategy

Raising Pre-16 Attainment

As a smaller provider, BCNO feels that the best way we can make a meaningful and effective contribution to supporting schools in London with pre-16 attainment is by working collaboratively with London Uni Connect (LUC), given that LUC has well-established

[6] Harrison, N., McCaig, C. (2015) An ecological fallacy in higher education policy: the use, overuse and misuse of low participation neighbourhoods. *Journal of Further and Higher Education*, 39(6): 793-817.
[7] ContextualisedHEadmissions.pdf (dur.ac.uk)
[8] Inspire! London education charity - Bringing education and business together (inspire-ebp.org.uk)

relationships with schools in strategic outreach areas. For its attainment raising work, LUC will be targeting schools which have a higher than the London average proportion of FSM students combined with lower-than-average Progress 8 scores for their borough. In particular, BCNO will provide student ambassadors to support the reading programme which LUC is piloting this year. The programme will take place over six weeks with Year 7 and 8 students who have low reading ages, with the aim of improving their reading ability and increasing their enjoyment of and confidence in reading. The programme will consist of guided reading sessions and a number of interactive activities to develop the children's reading comprehension and will be led by student ambassadors working closely with the literacy lead in the selected schools. It will be evaluated via pre- and post-reading tests and pre- and post-programme surveys to see if the children's perceptions of reading have changed.

BCNO are also currently in discussions with the 'Brilliant Club' to collaborate with the organisation on how BCNO can play a role in the work they do in raising attainment targeting Year 10 pupils.

Access

Intervention Strategy 1 (IS1):
Objective 2.1: To double the percentage of students enrolling on the courses from IMDQ1 by August 2028. This will be through outreach and student ambassadors communicating with applicants. (PTA_1)

Target: To double the percentage (from 15% to 30%) of students from IMDQ1 enrolling on the courses by August 2028.
Secondary objectives: Student ambassadors will be monitored to assess if their feeling of belonging changes (IS5).

Risk to equality of opportunity: Knowledge and Information (Risk 1)

Activity	Inputs	Outcomes	Cross intervention?
Named student ambassador for applicants to answer and support applications	Staff costs	Increase the percentage of students from IMDQ1 through greater knowledge,	

Activity	Inputs	Outcomes	Cross intervention?
and choice in higher education. **New activity**	Student ambassador's costs	increased confidence of applicants and a sense of belonging. The secondary outcome for student ambassadors of income, transferable skills, income and a sense of belonging.	
BCNO to attend career events and school career days. **Existing activity**	Staff costs Student ambassadors	Increase understanding of higher education and osteopathy for students.	
Work experience through local schools and colleges and third parties. **Existing activity**	Staff costs	Increase understanding of higher education and osteopathy for students.	
Improve current student data utilising UCAS and enrolment data. **New and existing activity** **Total costs of activities per annum**	Staff administrative time £20,000	Improve student characteristics to identify any further EORR	
Evidence base and rationale: BCNO has conducted a literature search (Annex B) on the role of student ambassadors in supporting applicants and their decision and application into Higher Education. Evidence indicates that disadvantaged students accept information			

from students rather than 'official' information from institutions[9]. Evidence on matching student ambassadors to applicants remains unclear but will be monitored in the data collection. Student ambassadors will also benefit from this role through confidence and transferable skills as examples and the role has been shown to increase their belonging to an institution.

Annex B: provides further information, a short literature review, and the intervention plan in detail with the evaluation and ethical considerations.

BCNO will continue with its outreach work, work experience and work with PSRB, professional body and third parties. This work will be evaluated through qualitative feedback from students and quantitative data through changes in enrolment.

Evaluation: BCNO intends to evaluate the new activity of the intervention to generate OfS Type 2 standards to establish whether the intervention (student ambassadors) leads to the intended outcomes, increasing students from IMDQ1 applying to BCNO or other higher education. However, due to the size of the BCNO, sample sizes will be small.

An annual review of the new activity and report will be produced to disseminate findings. Findings will be disseminated externally through the network of osteopathic education institutions, internal and external stakeholders. Once the intervention has completed the 4-year cycle, a final report will be written and published on the BCNO website and potentially in educational journals. Table 1 demonstrates further detail on the evaluations planned. Existing strategies will continue and be monitored through schools attended and qualitative feedback from students undertaking work experience.

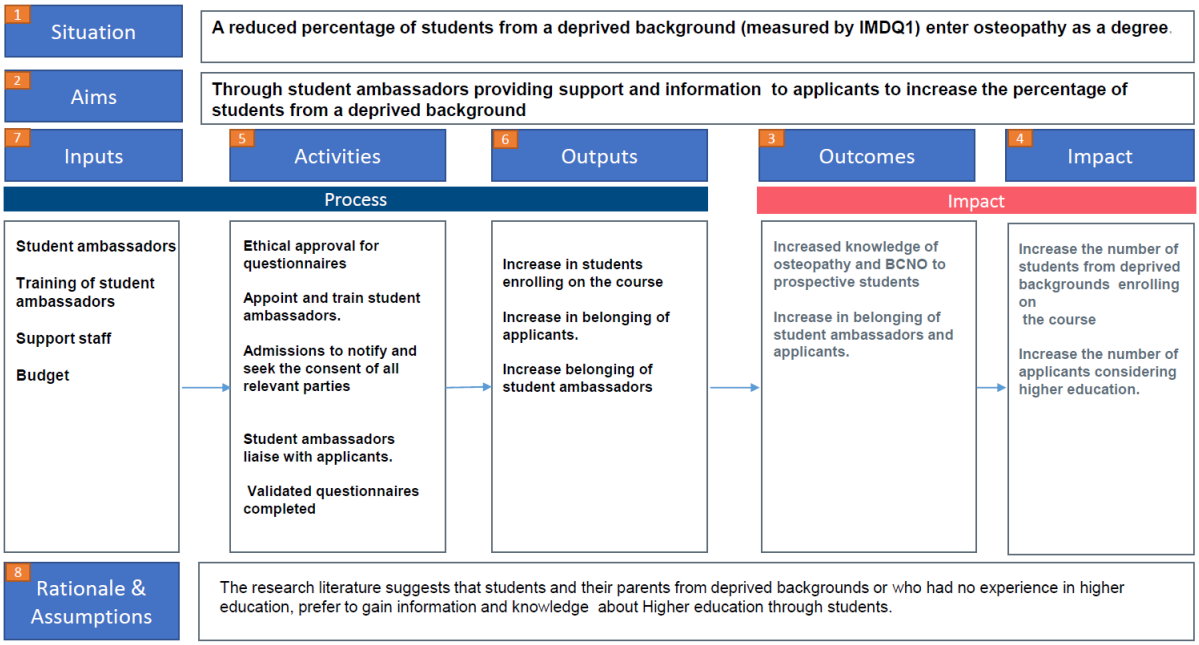
Table 1:

Activity	**Outcomes**	**Method of Evaluation**	**Summary of Publication Plan**
Named student ambassadors linked to applicants. **New Activity**	Evaluate the choice of subject, institution and if the applicant selected Higher Education.	Type 2: Qualitative analysis using the TASO belonging questionnaire and an applicant's understanding of	Annual stakeholder reports. End of the APP period- a report will be written to be

[9] Slack, K, J. Mangan, A. Hughes & P. Davies (2012) 'Hot', 'cold' and 'warm' information and higher education decision-making. British Journal of Sociology of Education DOI:10.1080/01425692.2012.741803

		the course and institution. (Pre /Post) Type 1: Quantitative data from student characteristics and enrolment.	published on the BCNO website.
Outreach work- career events. **Existing activity**	Feedback from stakeholders	Type 1- feedback forms	Annual report and review
Work experience for school students. **Existing activity.**	Feedback from stakeholders	Type 1- feedback forms and applications through UCAS	Annual report and review
Student data **New and existing activity.**	Comprehensive student data	Type 1- feedback forms	Aid other reports

Theory of Change for Intervention 1



Continuation:

Intervention Strategy 2 (IS2):

Objective 3.1: Increase the percentage of students eligible for FSM to match those not eligible for FSM for continuing on the course by August 2028 (PTS_1).

Target: The percentage of students eligible for FSM equals those not eligible for free school meals continuing on the course by August 2028. The increase in the percentage will be reviewed once BCNO data is collected but the objective will remain the same.

Students who have experience of being in care, estranged students and adult carers will also be included in the intervention, but data is either very small or does not currently exist for BCNO.

Risk to equality of opportunity: Cost pressures (Risk 10),

Activity	**Inputs**	**Outcomes**	**Cross intervention?**
Two-year bursary for eligible students based on eligibility for FSM at Key Stage 4. **New activity.**	Bursary for students: Staff to administer bursaries. Administrative costs per year	Increased financial security for eligible students. Decreased financial concerns for eligible students. Increased belonging for students with bursaries.	
£250 bursary before enrolment for students who have experienced care to support students to cover start-up costs. **New activity.**	Bursary for students: Staff to administer bursaries. Administrative costs per year	Increased financial security for eligible students. Decreased financial concerns for eligible students.	
Four-year bursary for students who have experienced care.	Bursary for students:	Increased financial security for eligible students.	

Activity	Inputs	Outcomes	Cross intervention?
New activity.	Staff to administer bursaries. Administrative costs per year	Decreased financial concerns for eligible students. Increased belonging for students with bursaries.	
One-year bursary for those from low-household income **New activity.**	Bursary for students: Staff to administer bursaries. Administrative costs per year	Assist with purchasing additional requirements for the course. Increased belonging for students with bursaries.	
£250 bursary before enrolment for students who are estranged to support students to cover start-up costs. **New activity.**	Bursary for students: Staff to administer bursaries. Administrative costs per year	Increased financial security for eligible students. Decreased financial concerns for eligible students.	
Four-year bursary for students who are estranged. **New activity.**	Bursary for students: Staff to administer bursaries. Administrative costs per year	Increased financial security for eligible students. Decreased financial concerns for eligible students. Increased belonging for students with bursaries.	
Two-year bursary for eligible students who are adult carers. **New activity.**	Bursary for students: Staff to administer bursaries.	Increased financial security for eligible students.	

Activity	Inputs	Outcomes	Cross intervention?
	Administrative costs per year	Decreased financial concerns for eligible students. Increased belonging for students with bursaries.	
Total costs of activities per annum	£46,000		

Bursaries for eligible students

Eligibility*	**Cash bursary**
Eligible for free school meals at key stage 4	£1,000 per annum for two years
Household income of under £25,000	£500 per annum for one year
Have had care experience	£1,000 per annum for four years; £250 before enrolment
Estranged student	£1,000 per annum for four years; £250 before enrolment
Young adult carer	£1,000 per annum for two years

*Students will be eligible for one cash bursary

Evidence base and rationale: BCNO has conducted a literature review (Annex B). Studies suggest that financial support provided through student need can improve students' access to higher education[10], continuation and completion of the course[11]. However, there is little data on causality and financial support. BCNO will utilise the OfS financial toolkit for evaluation[12] following students being awarded a financial bursary. BCNO plans to support students who were eligible for FSM at Key Stage 4 and those from a low household income; those with experience in care; estranged students, or adult carers. Studies have suggested that financial support improves continuation on courses and completion[12].

[10] Dearden et al. (2014) Money for nothing: estimating the impact of student ais on participation in higher education. *Economics of Education Review,* 43: 66-78.
[11] Ilie, S.,A. et al. (2019). "Financial support and undergraduate outcomes in the University of Cambridge." ofsreport_followon_recommendations.pdf (cam.ac.uk) [accessed August 2023]
[12] Financial support evaluation toolkit - Office for Students

Annex B: provides further information, a short literature review, BCNO data and the intervention plan in detail with the evaluation and ethical considerations.

BCNO will continue with its outreach work, work experience and work with PSRB, professional body and third parties. This work will be evaluated through qualitative feedback from students and UCAS applications to BCNO.

Evaluation: BCNO intends to evaluate the new activity of the intervention to generate the OfS Type 1 standard to establish whether the intervention (financial support for specific targeted groups) leads to the intended outcomes. However, due to the size of the BCNO, sample sizes will be small.

An annual review of the new activity and report will be produced to disseminate findings. Findings will be disseminated externally through the network of osteopathic education institutions, internal and external stakeholders. Once the intervention has completed the 4-year cycle, a final report will be written and published on the BCNO website and potentially in educational journals. Table 2 demonstrates further detail on the evaluations planned. Existing strategies will continue and be monitored through schools attended, UCAS application and qualitative feedback from students undertaking work experience.

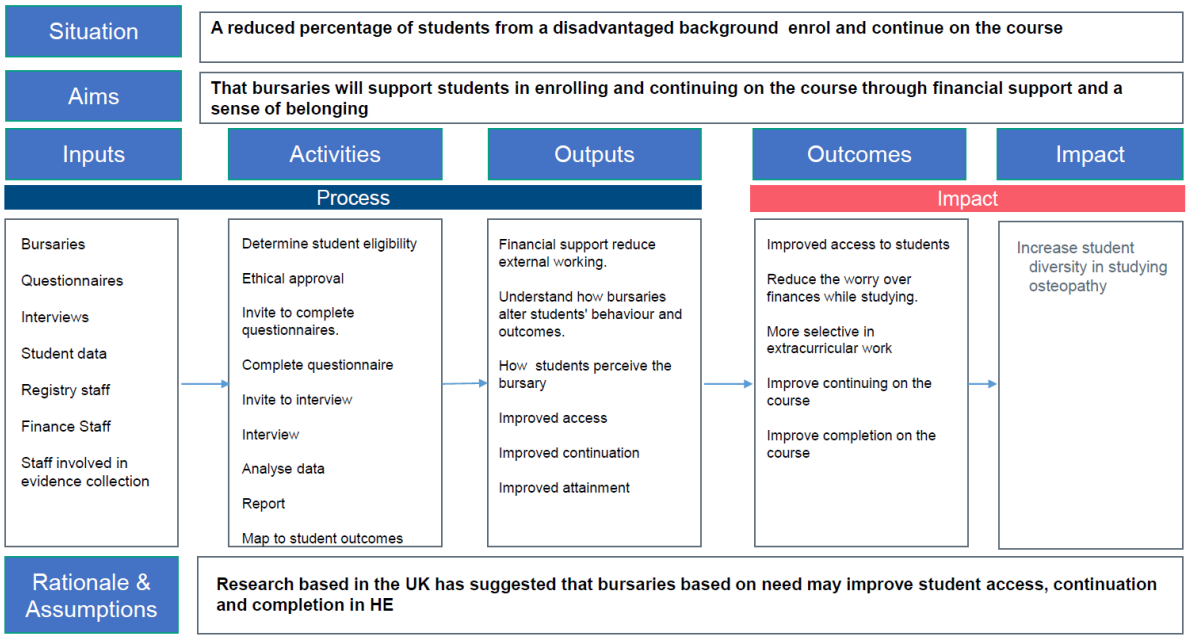
Bursaries are separate from the hardship fund, which is open to all students enrolled.

Table 2:

Activity	**Outcomes**	**Method of Evaluation**	**Summary of Publication Plan**
Financial Bursaries for eligible students. **New Activity**	Evaluate any change in student behaviour, belonging and any extra work not in relation to the study. Assess any changes to student outcomes.	Type 1: Quantitative and qualitative analysis using the OfS Financial tool kit[9] Type 1: Quantitative data from student characteristics.	Annual stakeholder reports. End of the APP period- a report will be written to be published on the BCNO website.
Outreach work- career events.	Feedback from stakeholders	Type 1- feedback forms	Annual report and review

Existing activity			
Work experience for school students. **Existing activity.**	Feedback from stakeholders	Type 1- feedback forms	Annual report and review
Student data **New and existing activity.**	Comprehensive student data	Type 1- feedback forms	Aid other reports

Theory of Change for Intervention Strategy 2



Intervention Strategy 3 (IS3):

Objective 3.2: BCNO aims to increase the percentage of students who declare a disability continuing on the course, leading to no percentage difference with non-disabled students by August 2028. (PTS_2)

Target: Increase the percentage of students who have declared a disability from (73.3% to 83%), so the percentage matches students who have not declared a disability in continuing on the course by August 2028.

Risk to equality of opportunity: Address insufficient academic support and insufficient personal support (Risk 6 and 7). Address Risk 8 mental health and wellbeing.

Activity	Inputs	Outcomes	Cross intervention?
Design and run a bespoke training programme on various forms of disability, including neurodiversity and mental health. **New Activity**	Staff costs to design the programme. Staff to evaluate the outcomes and undertake the interviews and questionnaires. Administration staff JISC online platform Staff to present the training	Type 2 data through quantitative and qualitative assessment. Pre/post design	IS4
Personal tutor **Existing activity**	Staff	Type 1- feedback	
Student Engagement and Welfare Officer teaching and learning support. **Existing Activity** **Total cost of activities per annum**	Staff £38,000	Type 1- feedback	

Evidence base and rationale: BCNO has conducted a literature review and, through informal discussions with current staff and faculty, proposes to develop a bespoke training

programme to cover various forms of disability, mental health, barriers to learning and available student support.

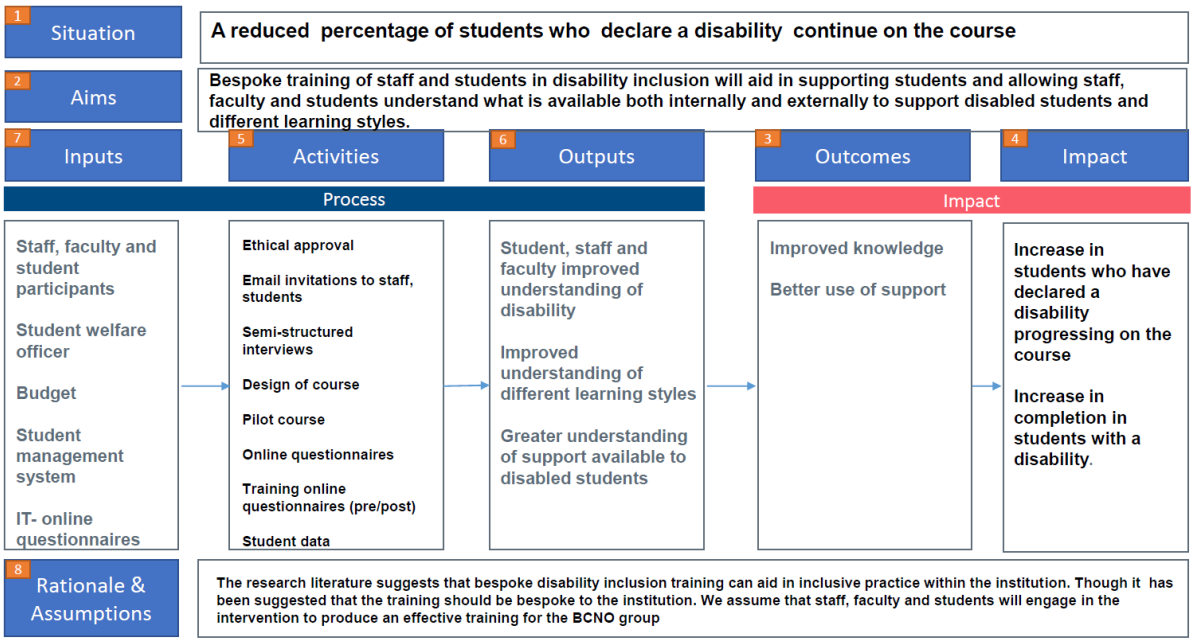
Annex B details further information, a literature review and the evaluation.

Evaluation: BCNO intends to evaluate the intervention activity to generate OfS Type 1 and 2 standards to establish whether the intervention (bespoke training for BCNO students, staff and faculty) leads to the intended outcomes. However, due to the size of the BCNO, sample sizes will be small. An annual review and report will be produced to disseminate findings annually. Findings will be disseminated externally through the network of osteopathic education institutions. Once the intervention has completed the four-year cycle, a final report will be written and published on the BCNO website and potentially in educational journals. Table 3 demonstrates further detail on the evaluations planned.

Table 3

Activity	**Outcomes**	**Method of Evaluation**	**Summary of Publication Plan**
Design a bespoke training package for staff and students. **New activity.**	Greater understanding for students, staff and faculty.	Type 2: Quantitative and qualitative pre/post design Type 1: Quantitative student data	Annual review of the training and report written for stakeholders Final report to be published on the website
Student Engagement and Welfare Officer **Existing activity**	Support with methods of teaching and learning methods	Type 1: Qualitative feedback annually	Annual review
Personal Tutor. **Existing activity**	Greater support for students and, therefore, outcomes	Type 1: Qualitative and quantitative feedback on the personal tutor system at BCNO.	Annual review

Theory of Change for Intervention 3



Intervention Strategy 4 (IS4):

Objective 3.3: BCNO will support students who declare a mental health condition at any point in the student journey. This will be through self-efficacy training. (PTS_2). This training will sit alongside current support.

Target: Increase the percentage of students with a mental health condition continuing on the course by 10% by August 2028.

Risk to equality of opportunity: Intervention aims to reduce insufficient academic support (Risk 6) and insufficient personal support (Risk 7).

Activity	Inputs	Outcomes	Cross intervention?
Access to counsellors. **Existing Activity**	Staff time	Improve student outcomes and well-being.	
Access to student support 24/7. **Existing Activity**	Cost of package	Improve student outcomes and well-being.	

Activity	Inputs	Outcomes	Cross intervention?
Coaching on self-efficacy. **New Activity**	Staff to provide the coaching. Administration support	Improve student outcomes and well-being.	
Total cost of activities per annum	£38,000		

Evidence base and rationale: BCNO has conducted a literature review and informal discussions with the counsellors. A coaching programme will be developed for students with self-reported mental health conditions. The programme will provide self-efficacy and resilience coaching for students.

Annex B for further information, literature review and evaluation

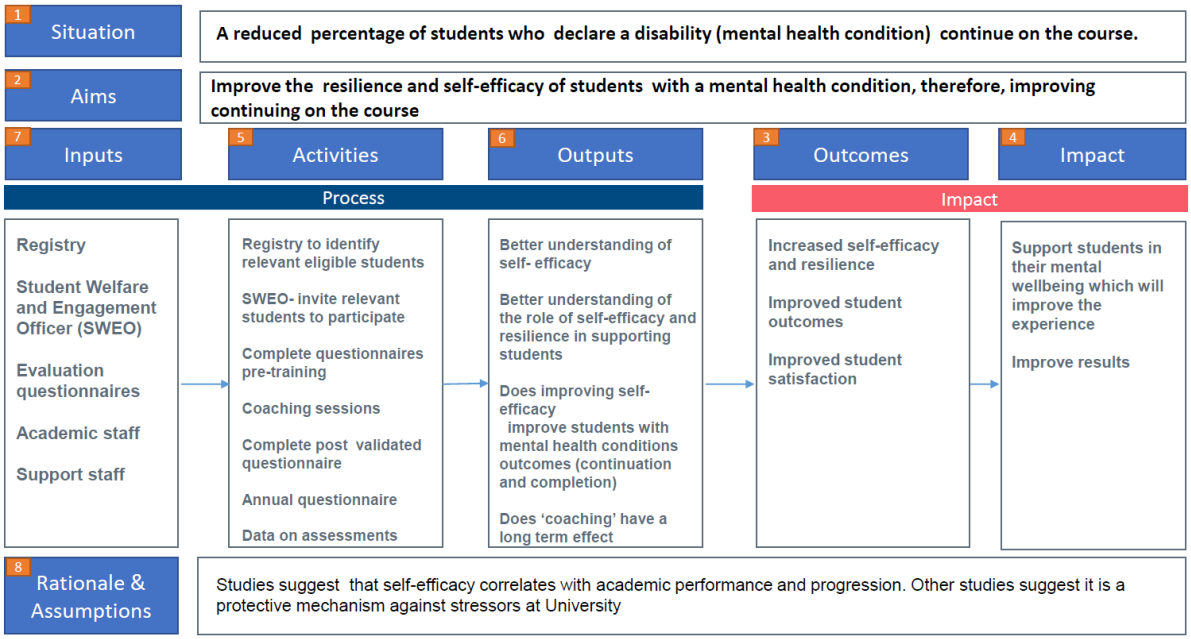
Evaluation: BCNO intends to evaluate the intervention's activity to generate OfS Type 2 standards to establish whether the intervention (self-efficacy coaching for students who report mental health conditions) leads to the intended outcomes. However, due to the size of the BCNO, sample sizes will be small. An annual review and report will be produced to disseminate findings annually. Findings will be disseminated externally through the network of osteopathic education institutions. Once the intervention has completed the 4-year cycle, a final report will be written and published on the BCNO website and potentially in educational journals.

Table 4: demonstrates further detail on the evaluations planned.

Activity	Outcomes	Method of Evaluation	Summary of Publication Plan
Counsellors **Existing activity**	Support for students to support continuation and completion	Type 1	Annual report
Access to student support 24/7	Support for students to support	Type 1	Annual report

Existing activity	continuation and completion		
Coaching on self-efficacy **New activity**	Improved student outcomes	Type 2 pre/post design validated questionnaires.	Annual report and, after the time allocated, a final report to be published on the BCNO website.

Theory of Change for Intervention 4



Intervention Strategy 5 (IS5):

Objective 3.4: BCNO will remove the percentage point difference between BAME and students who reported as white continuing on the course by August 2028. (PTS_3). This will be through increasing a sense of belonging.

Target: To reduce the percentage point difference (12pp) between BAME and white students continuing on the course so there is no difference between the two groups by August 2028.

Objective: 3.5: To halve the percentage point difference between BAME and white students completing the course by August 2028 (PTS_4). This gap will be eradicated by August 2030. This will be through increasing a sense of belonging.

Target: To halve the percentage point difference (17.5pp to 8pp) of BAME students compared to white students completing the course by August 2028. Remove any percentage differences between groups by August 2030.

Risks to Equality of Opportunity: Intervention aims to reduce insufficient academic support (Risk 6).

Activity	**Inputs**	**Outcomes**	**Cross intervention?**
'Bridging Course' **Existing activity**	Administrative staff Academic staff (2-week course)	Support students in year one academically.	
Induction week **Existing activity**	Administrative staff Academic staff Support staff	Induct new students into HE and BCNO. Increase a sense of belonging and allow students to meet each other informally.	
Personal tutor **Existing activity**	Administrative staff Personal tutors	Support the students into HE throughout their lifecycle at BCNO.	
Academic workshops and team building across the 4-years. **New activity**	Administrative staff Academic staff	Increase a sense of belonging and allow students to meet each other informally.	

Total cost of activities per annum	£35,000	Provide academic study skills to aid in student outcomes.	

Evidence base and rationale: BCNO has conducted a literature review to evaluate the evidence available in creating a sense of belonging without promoting 'otherness'. Belonging has been shown in the literature to impact attrition rates and attainment. A sense of belonging has been shown to increase motivation and enjoyment on the course, which had an impact on student's achievement and completion.[13] Studies in the USA have shown that students from 'underrepresented minority groups', though they entered colleges with higher GPA grades, tended to be less confident academically. They determined that group work outside the classroom increased a sense of belonging, creating a sense of cohesion with others[14]. Thomas et al.[15] state that early engagement extends into HE and beyond and should start early in the student lifecycle and throughout the cycle. Others[17] have identified the importance of engagement in activities with an overt academic purpose; they suggested that these approaches facilitate staff and student interaction and promote peer interaction and the development of friendships. Further studies have suggested that creating team workshops based on academic skills can positively impact student belonging while improving academic confidence. Evidence has suggested that this can improve continuing on the course and completing the course[16].

Annex B for further information, literature review and evaluation.

Evaluation: BCNO intends to evaluate the intervention's activity to generate OfS Type 2 standards to establish whether the intervention (academic workshops) leads to the intended outcomes. However, due to the size of the BCNO, sample sizes will be small. An annual review and report will be produced to disseminate findings annually. Findings will be disseminated externally through the network of osteopathic education institutions. Once the intervention has completed the 4-year

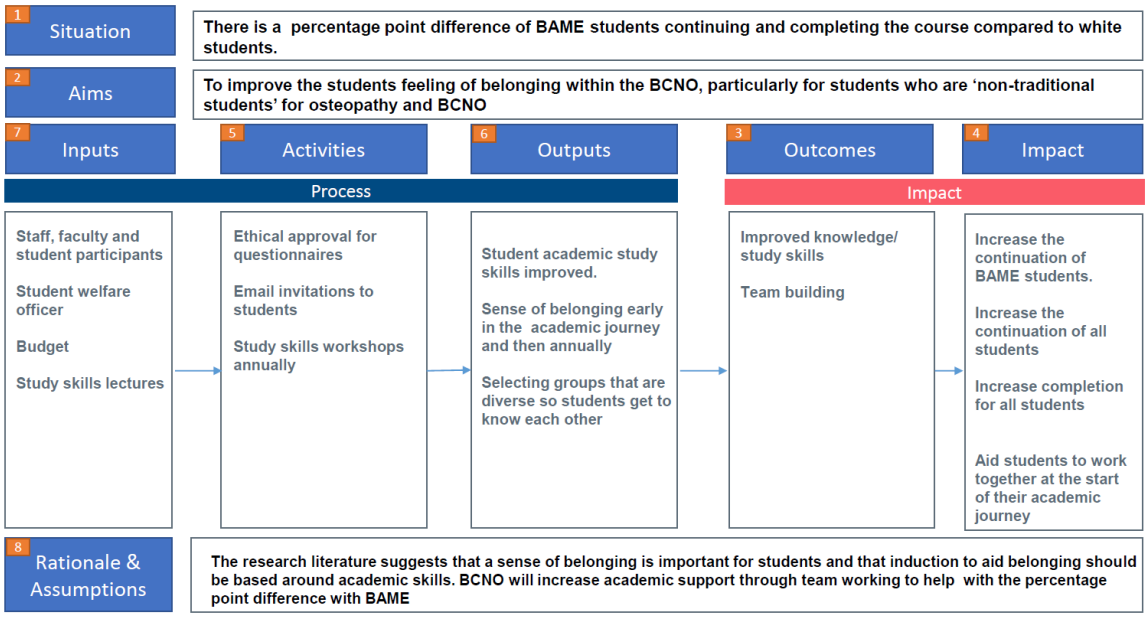
[13] Pedler, M.L et al. (2021) A sense of belonging at university: student retention, motivation and enjoyment. *Journal of Further and Higher Education*, 46 (3): 397-408.
[14] Hurtado, S., & Carter, D. (1997). Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students' *Sense of Belonging. Sociology of Education*, 70 (October), 324–345
[15] Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme – Readings and Reflections (arts.ac.uk)
[16] HEFCE What works? Student Retention and Success

cycle, a final report will be written and published on the BCNO website and potentially in educational journals.

Table 5 demonstrates further detail on the evaluations planned.

Activity	Outcomes	Method of Evaluation	Summary of Publication Plan
Bridging course **Existing Activity**	Support for students into education as a refresher course	Type 1	Annual report
Personal Tutor system **Existing activity**	Support students pastorally and academically. Signpost to appropriate support	Type 1	Annual report
Induction week **Existing Activity**	Support students in higher education, BCNO and osteopathy	Type 1	Annual report
Academic workshops and team building across the years. **New Activity**	Improved student outcomes for all students but particularly those who would not usually ask for support	Type 2 pre/post design through quantitative and qualitative data. Type 1: Quantitative data analysis of student outcomes	Annual report and, after the time allocated, a final report to be published on the BCNO website.

Theory of Change for Intervention 5



Targets

Further information can be found in Annex C. BCNO is aware that its small-size data can appear to change by large percentages with just one or two students. This will be monitored and reviewed annually.

BCNO is aware that some data is missing, for example, in relation to employment or further study post-qualification. Currently, the validating universities collect this information as the students are registered to them as providers; going forward, BCNO will collect this data so this information can also be reviewed and analysed for equality of risks.

Intervention	Baseline	Year 1	Year 2	Year 3	Year 4
Increase the percentage of students from IMDQ1 enrolling on the course. PTA_1	15%	20%	23%	25%	30%
Increase the percentage of students who were eligible for FSM continuing on the course (Baseline data from OfS[17]) PTS_1	87.3%	89%	90%	90%	92.6%
Increase the percentage of students who have declared a disability on continuing on the course. PTS_2	73.3%	75%	77%	79%	83%
Increase the percentage of students who have declared a	73.3%	75%	77%	79%	83%

[17] Ofs. Findings from the access and participation data dashboard. Sector summary 28th March 2023

disability (mental health) on continuing on the course. (Data is currently for disability) PTS_2					
Reduce the percentage point difference between BAME students and white students continuing on the course. PTS_3	12.6	10	8	5	0
Reduce the percentage point difference between BAME students compared to white students completing the course. PTS_4	17.5	15	13	11	8

Whole provider approach

The BCNO group is a specialist provider with 268 students enrolled in 2022/23. The Principal will lead the Access and Participation (APP), which will sit within the Student Inclusion and Welfare Committee and Programme Committee, which reports to the Academic Board and then to the Board of Trustees. The Principal leading on the APP demonstrates the importance BCNO sees in the APP and, as the Principal, oversees the student lifecycle; this will aid in embedding the APP into all aspects of the institution.

BCNO's strategic aim concerning equality of opportunity for students is to provide an educational environment conducive to study and well-being, allowing each student to reach their potential irrespective of social or cultural background. To promote both higher education and osteopathy to non-traditional students within osteopathic higher education in collaboration with the Professional body, other colleges and the PSRB.

This is the first APP for this small specialist provider and has developed new intervention strategies that address the key areas that BCNO has determined are a priority while using the equality of opportunity risk register. The interventions address risks in access, continuation, and completion. The Principal will oversee all interventions with support from other senior staff and departments. BCNO currently utilises a number of outreach methods, including attending career events, open days, campus tours, and work experience. BCNO has established a collaborative partnership with LUC and is in discussions with Bright Club to raise pre-16 attainment.

BCNO utilises the validating university reasonable adjustment policy; counselling is available to all students who self-refer. BCNO further uses an online student assistance programme

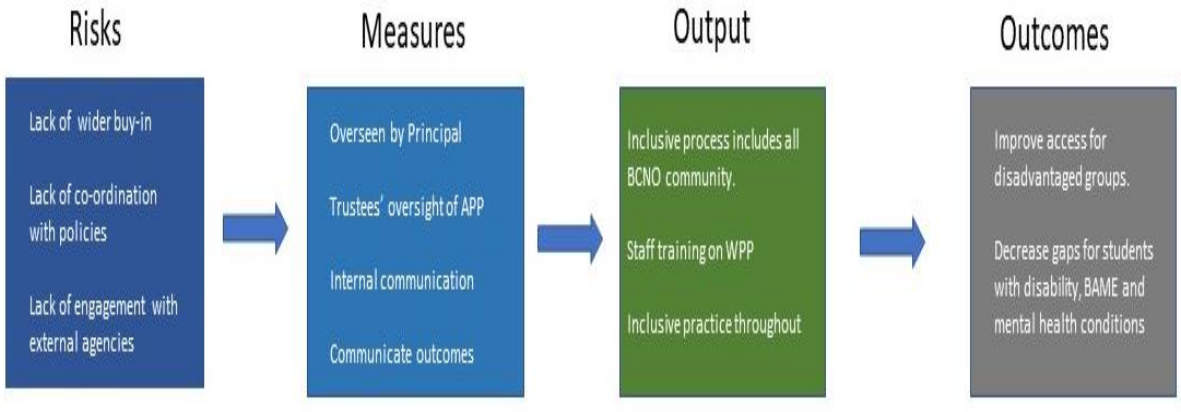
(which supports students with information on finance, health, family issues and legal information as examples), pastoral and academic support.

BCNO understands that activities that have been planned for interventions may need to change on review, but the conceptual basis for access and participation will not change. As part of its intervention, BCNO is designing bespoke disability training for the BCNO community. Further support will be given to the BCNO community to understand the role of access and participation throughout the student journey.

BCNO has recently created an osteopathic qualification that provides students with a more flexible approach to studying while maintaining academic quality and PSRB conditions. This course will be monitored for student characteristics and student outcomes. BCNO further evaluates the LLE to determine any other flexible study in osteopathy and other healthcare courses. BCNO plans to evaluate and review curricula, assessment methods, and internal practices that may impact access, participation, and student outcomes in collaboration with the validating university, the professional body and the PSRB.

Part of the risk to widening participation for the BCNO is the public's lack of understanding of the role of osteopathy within the UK healthcare system. BCNO will continue to work with external agencies to improve the understanding of osteopathy amongst the public, which may improve access and aid in supporting the UK healthcare system with Osteopaths being registered AHP.

BCNO have identified factors that risk delivering the access to participation plan. However, BCNO has also identified the measures to provide a whole provider approach.



Whole provider approach to the Theory of Change

BCNO understands that being a specialist provider, collaboration will be important going forward and the institution has established links with other Higher Education institutions, charities, local schools and further education colleges.

Student consultation

BCNO has a longstanding, embedded culture of working with our students. Students are represented on BCNO committees through student representatives and there is a student representative on the Board of Trustees. Students are involved with the BCNO outreach through career events, school visits, assist with open days and support students who attend the colleges as prospective students.

Students were consulted on the plan and interventions through the Trustee meetings and through the Committee structure at BCNO. Further, students involved in the union and association were consulted regarding the target groups. The student representatives (from London and Kent) discussed and were consulted on the groups, planned interventions and the evaluation processes going forward. The representatives were content with the targeted groups and were extremely positive about the planned interventions and how other students could get involved with these interventions.

BCNO will appoint access and participation plan (APP) student representatives to focus on each target group of the plan. The student representatives will, with support from staff, facilitate in organising events for students and staff, run focus groups on the interventions and the evaluation at each stage and the outcomes at relevant time points, run informal and formal feedback from the whole student body (due to the size of BCNO all students will be invited to feedback formally and informally). The representatives will undergo training and support throughout their role; part of the training will utilise the Student Guide to using Evidence in Higher Education[18]. The representatives will give feedback to the Principal, formally or informally, and the representatives will also give feedback directly to the student Trustee.

The interventions have been planned to involve students working with staff to improve access (student ambassadors), continuation and completion (training on disability, workshops). Student volunteers will be involved in raising attainment by working with UniConnect and the 'Brilliant Club' after receiving the relevant training and support.

[18] Guide to Using Evidence in Higher Education (strath.ac.uk)

All students will receive the annual reports concerning the evaluation of the interventions; this will be through Committee structures, student representation on the academic board, as Trustees and as part of the Union/Association and through access to the digital learning zone providing access to all. Informal and formal feedback will be encouraged at any time point but will be actively encouraged at relevant points along the plan, for example, prior to submitting ethical approval, the start of the interventions, at six months and then annually. Following feedback, students will be informed how that feedback has been used to make changes to the plan.

All students will be encouraged to be actively engaged to help with evaluation and outcomes and student engagement will be monitored throughout the plan. Engagement will not just be through evaluation but also through feedback on the plan itself and student characteristics to monitor the student diversity in responding at all stages of the plan.

Evaluation of the plan

BCNO is a small specialist provider with students studying for an osteopathic qualification. BCNO is aware that an important part of the widening participation activities is the evaluation. Evaluation will be used to shape the provision of evidence-based information, a continuous mode of reviewing the programmes to meet the needs of current, future and prospective students, patients and employers.

BCNO have created interventions that support all parts of the student lifecycle to widen higher education, specifically osteopathy. The interventions and evaluation will review short, medium and long-term outcomes and the impact they may have on the student groups. BCNO have used the Office for Students self-assessment tool[19] and support from the TSAO website[20]. BCNO will evaluate all new intervention activities regularly and reports will be provided annually or before if warranted. The evaluation methods selected have been validated through other studies, research, Office for Students or other institutions. Where appropriate quantitative and qualitative data will be used and where appropriate inferential statistics will be utilised; however, it must be noted due to the size of BCNO, it is suspected that the power of the statistics may be underpowered.

The Student Inclusion and Welfare Committee will oversee the monitoring and evaluation of all the interventions in the Access and Participation Plan. The Student Inclusion and Welfare Committee meets termly and oversees the support of all BCNO students. BCNO has

[19] Evaluation Tookit (officeforstudents.org.uk)
[20] Evidence ratings - TASO

previously collected some student characteristics data to monitor student outcomes, but this data will be improved to aid evaluation. Students are actively encouraged to participate at BCNO and they will be encouraged to monitor and aid in evaluating how the projects are progressing. Annually all interventions will have a report produced which will utilise the findings from the evaluation and student outcomes (as long as individual students are not recognisable due to the size of the provider). Reports will be presented to all internal and external stakeholders and the Trustees annually. At the end of the interventions, reports will be produced to be disseminated through the BCNO website. If the results warrant publishing, they will be written for academic journals. BCNO will also share the results with the OfS repository.

An individual from the research team will oversee all evaluations and interventions to ensure an adequate and appropriate framework.

Provision of information to students

BCNO provides and will provide information on fees and funding for applicants and current students on the website and the digital learning zone. The website carries information on fees if any changes will occur and any additional course-related costs. Details of bursaries and hardship awards will be available online and on open days and at the point of admission. Eligibility criteria will be made available on the website, on the digital learning zone and in hard copy form. Information regarding timing, payment, processes and procedures will be available to prospective and current students. The Access and Participation plan will be available on the BCNO website and through the digital learning zone.

Annex A: Assessment of performance

Methodology

Due to the size of BCNO, a number of cohorts have had to be combined to increase student numbers (2018/19 to 2022/23). BCNO data originates from information from students on application through UCAS and enrolment. BCNO have not removed non-English domiciled students due to numbers. The numbers are based on all students who were offered places (Annex A: Table 1), enrolled on to the course (Annex A: Table 2), and continued on the course after being enrolled for one year and 15 days (as per OfS definition[21]). Completion was based on those graduating and eligible to register with the PSRB; due to small numbers, this could not be divided into award classifications. BCNO does not have graduate outcomes, as the validating university has collected this information. However, this will be changed with BCNO collecting the data. Though, informal discussions suggest the majority of the BCNO graduates are employed or undergoing further study.

Statistical Uncertainty

BCNO is aware that the sample sizes are small even when combining years. BCNO, therefore, utilised the Jeffreys interval at a 95% confidence interval to demonstrate statistical uncertainty[22]. The Jeffreys interval was used due to the small sample sizes.

Student Characteristics

Characteristics used to assess equality of opportunity includes sex, ethnicity but due to numbers divided into white and BAME, Index multiple deprivations (IMD) quintiles (Q5) and 1 (Q1), participation of local areas (POLAR4), age (divided into under 21 at enrolment, or 21 and over at enrolment), disability (reported yes or reported no) and parental higher education (yes or no).

Application

Application data is from students who have applied and were offered places to study at the BCNO between 2018- 2022 (Annex A: Table 1). All applications were through UCAS.

[21] Description of student outcome and experience measures used in OfS regulation (officeforstudents.org.uk)
[22] Jeffreys, Harold (1946). An invariant form for the prior probability in estimation problems. Proc. Royal Society, London. A186453–461. http://doi.org/10.1098/rspa.1946.0056.

Application Information from 2018-2022, inclusive

Characteristic	**All BCNO applications with offers (Confidence intervals in %)**
IMD Q1 Q5	 13.7% 19% (11.3%, 22.3%)
Sex: Male Female	 39.6% 60.3% (36.1%, 63.9%)
POLAR4 Q1 Q5	 6.5% 40.2%
Age Under 21 Over 21	 52.2% 47.8% (44.1%, 55.9%)

Table one: Data derived from all students offered a place on a BCNO course over five years between 2018/19-2022/23 (n=708).

Access

Students for the data were enrolled onto the University of Plymouth (UoP) course from 2018/19 to the current academic year 2022/23.

Due to the small population size, there was no restriction on age or where students were domiciled at the application stage in the BCNO data. Data included students from 2018/19 to 2022/23 combined in the tables and used to determine percentage differences representing risks to equality of opportunity (EORR). Graphs demonstrate changes over academic years.

The General Osteopathic Council (GOsC) data comprises all students who enrolled on an osteopathic course irrespective of the school where they were domiciled and irrespective of age.

The following definitions were used to evaluate the data:

Registered Population: Students registered with the UoP but franchised to the BCNO course and taught by BCNO.

Student Characteristics: Ethnicity, Age (under 21 at time of enrolment), sex, POLAR4, IMD (2019), disability (declaration of any disability). POLAR4 was determined through the

Office for Students postcode[23] finder. IMD19 was determined through the postcode finder[24]. Ethnicity and disability were self-declared by students.

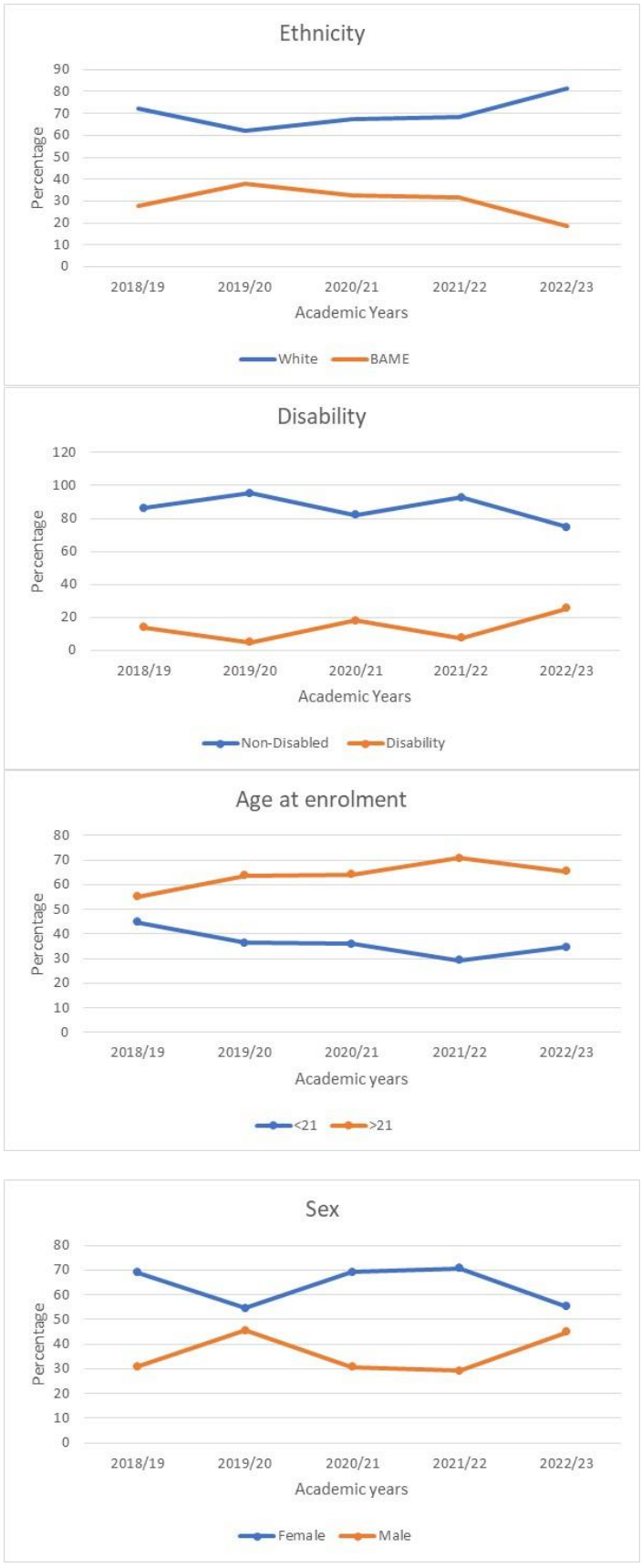
Table 2 demonstrates the proportion of students entering higher education in 2021-22 for OfS (with the exception of data in relation to parental education). Due to small numbers, the data for BCNO is the students who enrolled over a 5-year period compared to those in the OfS data. The GOsC data is from all osteopathic courses in the United Kingdom.

[23] Search by postcode - Office for Students
[24] English indices of deprivation 2019: Postcode Lookup (opendatacommunities.org)

Characteristic	OfS data 2021-22[25]	BCNO (Gap between OfS data)	PSRB data 2021/22 (GOsC)[26]
Sex Male Female	 43.8% 56.5%	 36.6% (-7.2) 63.4% (7.20 (56.3%, 66.3%)	 40% 60%
Disabled No Yes Not declared	 82.6% 17.4%	 82.6% 17.4% (11.8%, 21.8%)	 82% 16.8% 1.2%
POLAR4 Q5 Q1	 30.3% 12.5.%	 43% (12.7) 3% (-9.5)	
Age Under 21 at enrolment Over 21 at enrolment	 71% 29%	 29% (-42) 71% (42) (65.1%, 77.3%)	 38% 62%
IMD Q5 Q1	 19.6% 22.8%	 13.3% 15% (-7.8) (10.4%, 21%)	
Parental HE[27] Yes No	 48.5% 51.5%	 61.5% 38.5% (-13) (28.5%, 44.8%)	
Ethnicity White BAME Unknown	 65.2% 34.8%	 74.7% 25.3% (-9.5) (22.3%, 34.6%)	 74% 23% 3%

Table 2: Student characteristics accessing (enrolling onto the course) higher education (OfS) and osteopathic courses at BCNO and all osteopathic institutions.

[25] Access and participation resources - Findings from the data: sector summary (officeforstudents.org.uk)
[26] Paper in preparation in regards recruitment in osteopathy
[27] Equality, diversity and student characteristics data (officeforstudents.org.uk)



Graph 1: Changes in student characteristics studied over five years of enrolling on the BCNO UoP courses.

Continuation

These measures show if students continue with their studies. Table 3 shows the continuation rates for full-time student characteristics. It also shows percentage point differences between the rates of students with specific characteristics.

Continuation definition: Continuation outcomes for full-time students enrolled from one year and 15 days after their commencement date[28]. BCNO utilises the same definition.

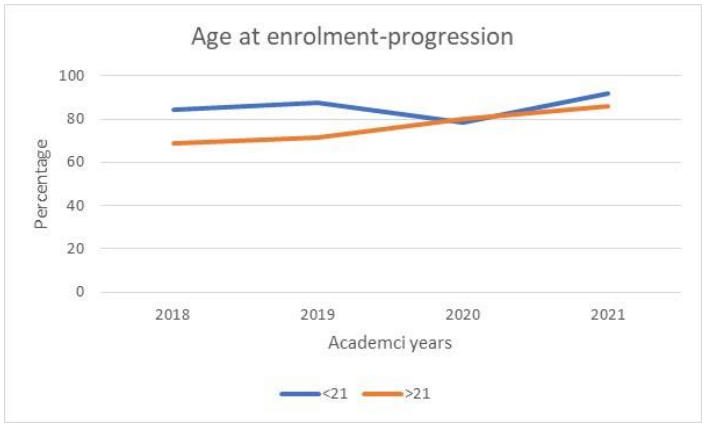
Table three demonstrates the student data from the OfS for continuation, student characteristics, and BCNO data.

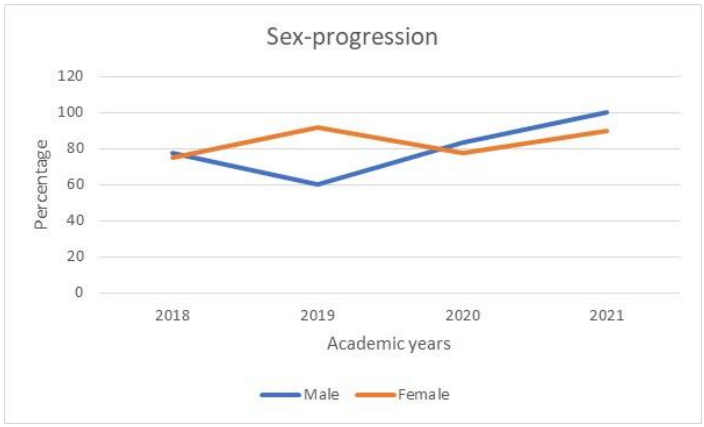
Characteristic	**Category**	**OfS Full-time % (pp)[29]**	**BCNO Full Time % (pp) (confidence intervals)**
Age	Young Mature	91.9% 82% (-9.8)	84.4% 80.4% (-4.4) (70.9%, 87.9)
Disability	No disability reported. Disability reported	89% 88.8% (-0.2)	83% 73.3% (-10.3) (48.3%, 90.3%)
Ethnicity	White Asian Black Mixed Other	90.1% 88.7 (-1.4) 84.3 (-5.8) 87 (-2.2) 86.5 (-3.6)	90.6% BAME*: 78% (-12.6) (63.8%, 88.5%)
IMD	Quintile 5 Quintile 1	93.4% 84.4% (-9.1)	80% 80% (0) (59.2%, 92.8%)
POLAR4	Quintile 5 Quintile 1	94.1% 89% (-5.1)	91% 100% (9)**
Sex	Male Female	86.9% 90.5% (3.6)	81% 83% (2) (74.1%, 89.7%)

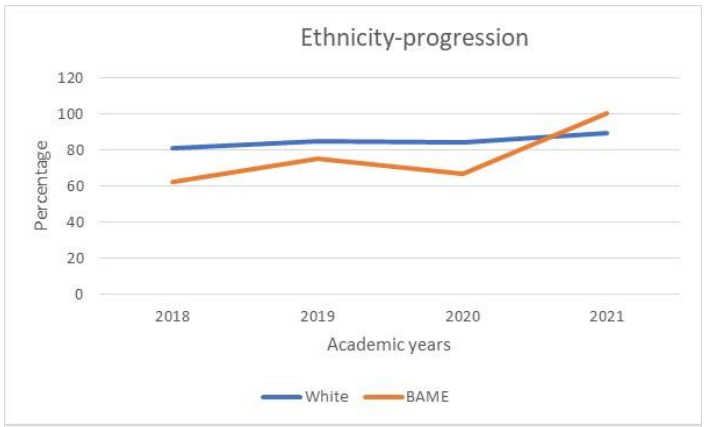
*Numbers too small to split into distinct groups;** one student

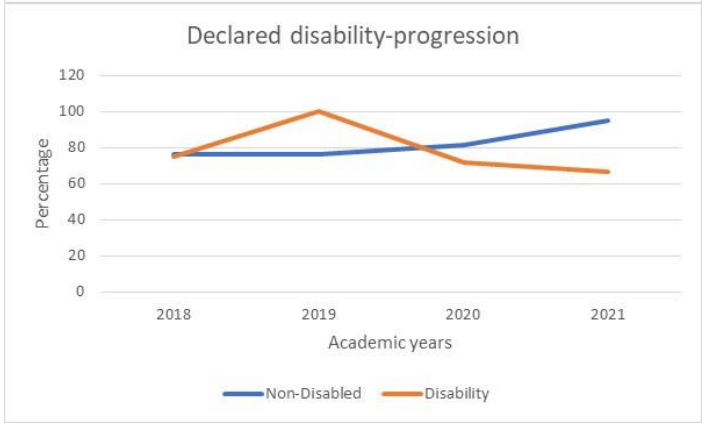
Table three: Student characteristics for continuation

[28] Description of student outcome and experience measures used in OfS regulation (officeforstudents.org.uk)
[29] Access and participation resources - Findings from the data: sector summary (officeforstudents.org.uk)









Graph 2: Progression over the years. It must be noted that numbers are small

Completion

These measures for the OfS measure the graduates who received a 1st or a 2.1 class degree. BCNO students are studying for an integrated four-year Master's course. Due to the size of the cohort, completion was considered the ability to register as a UK osteopath. All students would have fallen under some form of no-detriment policy or safety net within their studies due to the COVID-19 pandemic.

BCNO completion results are for one cohort (n=19 who graduated).

Characteristic	**Category**	**Ofs- Full-time attainment rate (gap pp)[30]**	**BCNO- Full-time completion rate (gap pp)**
Age	Young Mature	89.7% 79.5% (-10.2)	87.5% 71.4% (-16.1) (45.5%, 89.5%)
Disability	No disability was reported. Disability reported	87.6% 85.5% (2.1)	76% 80%* (4) (28.4%, 97.2%)
IMD	Quintile 5 Quintile 1	92.2% 81.6% (-10.6)	66.7% 40% (-26.7)
POLAR 4	Quintile 5 Quintile 1	92.6% 85.9% (-10.3)	80% None enrolled
Sex	Male Female	84.1% 89.7% (5.7)	77.7% 75% (-2.7) (53.6%, 89.6%)
Ethnicity	White BAME	88.5%	80% 62.5% (-17.5) (29.5%, 88.1%)

*Three students declared a disability at enrolment

Table 4: OfS data: Students receiving a first or a 2.1 broken into student characteristics. BCNO data is based on students who enrolled in 2018 and graduated in 2022. Completion was considered for anyone who graduated and therefore, had eligibility to apply to register as a UK osteopath.

[30] Access and participation resources - Findings from the data: sector summary (officeforstudents.org.uk)

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

Intervention Strategy 1 (IS1)

Summary

Evidence from the UK has suggested that students from low socio-economic backgrounds (measured through different methods) are less likely to access higher education. Further studies have suggested that there are a number of barriers for these students, including financial, a sense of belonging and understanding and accepting the information available about courses and institutions.

Using a mixed methods approach (qualitative and quantitative methods), BCNO aims to support students from an IMDQ1 to understand higher education, particularly osteopathy. Surveys and quantitative data will be used to evaluate the effect (if any) student ambassadors have on the applicant's choice. Quantitative data will produce descriptive statistics (percentages and numbers due to small cohort sizes). Questionnaires will be used to assess applicants' choice, understanding and belonging. This intervention will sit alongside existing activities such as attending career events at schools and colleges, open days and work experience.

Background

The number of students from low socio-economic groups entering higher education (HE) has increased, though there appears to be a continuing stratification in HE (Raffe & Croxford, 2015). Despite evidence suggesting that economic returns are associated with students completing higher education, especially those from low-income backgrounds, there remain barriers. Others have suggested these barriers include the ability to navigate the admissions process and determine the appropriate college (Avery & Kane, 2004; Hoxby & Turner, 2013).

A number of metrics have been utilised in HE to determine students from low socio-economic backgrounds, including free school meals (FSM), POLAR (participation of local areas) and the index of multiple deprivation (IMD). However, POLAR is related to educational disadvantage relating to the participation of HE, not necessarily other areas of disadvantage. BCNO have, in their analysis, used POLAR4 using the OfS areas-based measures postcode look-up[31] to determine the student's area of participation. BCNO have also used the IMD from 2019 based on the Ministry of Housing Communities and Local Government postcode look-up[32]. Going forward, as per the OfS, BCNO will also collect and utilise TUNDRA[33] and free school meals (FSM). The percentage of students at BCNO currently from IMD1 compared to the OfS data is lower enrolling on the course with applications from IMDQ1 at 15%. However, it must be noted for BCNO, all students applying and enrolling were considered due to the numbers. BCNO does not collect data for FSM, though this will change going forward and will be reviewed annually for enrolment along with IMDQ1.

Evidence has suggested that student ambassadors (SA) are successful as potential students 'trust' this informal information (Ball & Vincent, 1998; Austin & Hatt, 2005; Gartland & Paczuska, 2007). Ball and Vincent (1998) suggest that those from a 'working class' background are more likely to rely on this knowledge. There is mixed evidence if SA needs to be matched for ethnicity and other student characteristics (Ball et al., 2005; Gartland & Paczuska, 2007). Studies have shown that SA themselves benefit through feeling valued, increasing their sense of belonging to the institution, income, transferable skills and an

[31] Search by postcode - Office for Students
[32] English indices of deprivation 2019: Postcode Lookup (opendatacommunities.org)
[33] About the TUNDRA area-based measures data - Office for Students

increase in confidence (Ylonen, 2010; Thomas, 2010; Ylonen, 2012). It must be noted that much of the literature does not distinguish between SA and mentoring. However, mentoring is typically more intense (Gartland & Paczuska, 2007). Part of the curriculum at BCNO is a mentoring programme as part of a modern healthcare profession. Therefore, students will be part of this process formally through the curricula and is not included in this intervention.

Applicants deem the information credible provided by SA (Hatt et al. 2009; HEFCE 2011). Slack and colleagues (2012) suggest that applicants who interact with higher education are influenced by 'student ambassadors' and often distrust official sources. Studies have shown that this interaction has little effect on students not interested in studying at HE (Taylor, 2008). A number of studies saw SA as a source of inspiration for students and how 'informal' interactions helped applicants understand higher education and how they could belong to that setting (Austin & Hatt, 2005; Ylonen, 2010; Gartland, 2015).

Aims and Objectives

- Increase students' enrolling on the course from a deprived background (measured through IMDQ1).
- Does the role of a student ambassador alter the students 'belonging' and continuation and completion?

Design

Intervention design

Student Ambassadors (SA) will undergo training and be provided with a handbook to aid in their role. The role will be employed due to the time the SA will be expected to provide applicants. SA will assist applicants with their application, aid in preparing for the interview, answer any questions that the applicant may have, be available on-site to show applicants around campus at either formal or informal events and provide information and any other guidance an applicant may require.

Applicants that apply through UCAS or show interest in osteopathy (through career events, open days, etc.) that are noted to be from a disadvantaged background will be allocated to a named SA where possible students will be matched through characteristics. Evidence remains mixed on whether matching through student characteristics makes a difference in outcomes.

SA will contact their applicants through a number of ways depending on the applicant; this could be through email, online meetings or face-to-face on campus through formal events (open day, workshops) or informal events (shadowing or a visit arranged by the SA). The applicant will have provided an agreement to be linked to a SA before any communication with the SA. SA will provide short notes on any interaction with the applicant that was not through email to analyse the information given. Emails and written information will be reviewed for content analysis and themes to aid outcomes in the future.

Evaluation

Quantitative data

Applicant characteristics will be collected, such as age, sex, ethnicity and postcode (to determine IMDQ and TUNDRA). SA student characteristics will also be collected to aid in matching, where possible, to applicants. The method of communication will be noted by the applicant and student ambassador and the number of interactions.

The outcome of the applicant will be noted through UCAS and where the applicant has agreed through contact by the SA. It will be noted if the applicant continued into BCNO,

entered another osteopathic institution, entered higher education but another subject or did not continue with their application into higher education.

Qualitative data
BCNO will conduct a questionnaire-based evaluation pre and post-interaction with SA. The questionnaire will be based on the applicant's understanding of the subject (osteopathy), higher education and the institution. BCNO will also utilise the belonging interview created by TASO to determine any change following the interaction.

As a secondary objective, SA will complete the TASO belonging questionnaire on joining the SA programme and after the SA programme. SA will also provide feedback on the project.

Data Analysis
Inferential and descriptive statistics will be utilised as appropriate.

Ethical consideration
The project will be submitted to the local institutional ethical committee before the project is commenced. All participants (applicants and SA) will be aware of the project and applicants will need to provide their consent by providing contact details.

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Intervention Strategy 2 (IS2)

Summary

Evidence from the UK has suggested that students from low socio-economic backgrounds (measured through different methods) have lower completion and continuation compared to other students. Further studies have suggested that financial aid based on need may impact students' journey in Higher Education and improve student outcomes.

Using a mixed methods approach (qualitative and quantitative methods), BCNO aims to support students from a care experience background, those who were eligible for free school meals at key stage 4 (FSM), those from household incomes under £25,000[34], those estranged, or those who are young adult carers (as determined by HESA definitions). Surveys and semi-structured interviews will be used to evaluate the effect (if any) financial support has on the students. Quantitative data will produce descriptive statistics (percentages and numbers due to small cohort sizes). Semi-structured interviews will be used to develop themes on the effect (if any) financial support has on BCNO students.

Background

The number of students from low socio-economic groups entering higher education (HE) has increased, though there appears to be a continuing stratification in HE (Raffe & Croxford, 2013). However, studies suggest that students from low socio-economic groups appear to have lower attainment and progression even after controlling for other variables (HEFCE, 2013/15). A number of metrics have been utilised in HE to determine students from low socio-economic backgrounds, including FSM, POLAR (participation of local areas) and the index of multiple deprivations (IMD). However, POLAR is related to educational disadvantage relating to the participation of HE, not necessarily other areas of disadvantage. BCNO have, in their analysis, used POLAR4 using the OfS areas-based measures postcode look-up[35] to determine the student's area of participation. BCNO have also used the IMD from 2019 based on the Ministry of Housing Communities and Local Government postcode

[34] A Minimum Income Standard for the UK in 2022 | JRF
[35] Search by postcode - Office for Students

look-up[36]. A number of authors have criticised area-based measures of disadvantage (Harrison and McCaig, 2015). Gorard et al., (2019) suggested using FSM as the best indicator of economic circumstances at an individual level. However, to cover as many students as possible, the bursary scheme will also include those from a low household income.

The evidence that financial aid effectively alters student outcomes remains mixed, particularly between merit-based and need-based financial support. Merit-based financial grants have been shown to have negative results for disadvantaged students or no effect on retention/attainment, though they can positively affect high-achieving students from low-income students (Herbaut & Geven, 2019; Carruthers & Ozek, 2016; Schudde & Scott-Clayton, 2016). There is some evidence that needs-based grants can improve enrolment, though often, this is not statistically significant. The majority of studies, however, on financial support originate from the USA or Europe, whereas evidence pertaining to the UK is limited. Dearden and colleagues (2014) did find positive effects in HE participation in the UK with a £1000 grant, resulting in a 3.95 percentage point in participation.

Studies in the USA suggest that providing geographically targeted financial aid has improved students' access to HE, though students were more likely to enrol with local colleges (Daugherty & Gonzalez, 2016; Iriti et al., 2018; Page et al., 2018). Therefore, it has been proposed that financial aid may affect student behaviour relative to the choice of institution (Vergolini & Zaini, 2015). However, this does not appear to be the case in the UK when reviewing the literature (Moore et al., 2013). Moore and colleagues (2013) further determined in consensus with others that any complexity of the financial application process can be a barrier for students (Scott-Clayton, 2015).

Studies from the USA have indicated that needs-based grants can improve retention and completion for disadvantaged students in HE (Denning, et al., 2019; Castleman & Long, 2016; Goldrick-Rab et al., 2016; Bettinger, 2015). Studies based in Europe have also shown that grants based on need improve completion by two to six points (Fack & Grenet, 2015). Further, financial support has shown that it can improve course attainment (Castleman & Long, 2016; Bettinger, 2015).

UK-based studies have demonstrated that financial support improves retention, attainment and employability, but the studies do not demonstrate causality (Ilie et al., 2019; Byrne & Cushing, 2015; Harrison & Hatt, 2012). However, Murphy and Wyness (2016) did demonstrate causal effects in a UK-based study, which showed that financial aid increased degree attainment.

BCNO data:

Access: Five years were combined to provide student characteristics due to the student cohort size for those students who enrolled onto a University of Plymouth course through BCNO. Over these years, 3% of students were from POLAR4 Q1. This is compared to 12.5% of OfS data for 2021-22 (-9.5 pp difference) on enrolment. BCNO demonstrated a -7.8-percentage point difference compared to the OfS 2021-22 data for IMD Q1. It should be noted that OfS data was from students entering the course over one year, while BCNO is five years combined.
Continuation: BCNO showed a very small increase in students from IMDQ1 continuing on the course compared to those in IMDQ5. All POLAR4Q1 students continued on the course, though it must be noted that numbers are small (n=5) compared to 91% of the POLAR4 Q5.
Completion: This was based on one year's completion (n=19). BCNO had no POLAR4 Q1 enrol in 2018. When reviewing BCNO students' completion, 40% of those from IMDQ1,

[36] English indices of deprivation 2019: Postcode Lookup (opendatacommunities.org)

compared to IMDQ5, which was 66%, graduated, but it must be noted that numbers are small. Completion was defined as students who graduated and were eligible to register as a UK osteopath.

BCNO does not have data on students eligible for free school meals at key stage 4. BCNO has, therefore, utilised the data from the OfS[37] data dashboard.

Intervention: Data collection

Though BCNO has data for POLAR4 and IMD, there is currently no information on FSM. Data will be collected on FSM and TUNDRA going forward.

Aims/Objectives

- Improve completion for students who were eligible for FSM (at Key Stage 4).
- Improve access, continuation and completion in students who have had care experience (currently, BCNO have very small numbers)
- Improve the BCNO data going forward and utilise the HESA definitions and codes.

Intervention: Financial Support
The BCNO bursary will be for students who are domiciled in England and have no previous higher education qualification. Students will be eligible for the bursary if they were eligible for FSM at Key Stage 4; have had care experience; estranged students and young adult carers will also be awarded support. Students must be engaged with the course and have successfully completed semester 1. Students will not need to apply; this will be determined through enrolment, SLC and paid at the end of semester 1.

Eligibility*	**Cash bursary**
Household income under £25,000 per annum	£500 in year one
Were eligible for free school meals at key stage 4.	£1,000 per annum for two years
Have had care experience	£1,000 per annum for four years; £250 before enrolment
Estranged student	£1,000 per annum for four years; £250 before enrolment
Young adult carer	£1,000 per annum for two years

*Students will be eligible for one cash bursary

- Institutional ethical approval will be sought for the evaluation part of the intervention.
- Eligible students will be determined through the registry and finance departments. Eligible students will be notified at the start of the academic year and the bursary will be automatic.
- Following ethical approval, students receiving financial support will be invited to complete annual surveys (from year 2 to leaving BCNO).
- The survey questions (Appendix 2) have been piloted and cognitively tested by Sheffield Hallam University[38]. Survey questions investigate how the additional

[37] Ofs. Findings from the access and participation data dashboard. Sector summary 28th March 2023
[38] [ARCHIVED CONTENT] OFFA Understanding the impact of institutional financial support - OFFA (nationalarchives.gov.uk)

support aided the students and how it may have changed their academic studies (e.g., changing work patterns outside of study).
- The questionnaire is also designed to explore students' belonging' to BCNO and if financial support fosters this.
- The questionnaires will be hosted through the JISC online survey tool (BCNO have applied and are on the waiting list)
- Pilot data from other institutions suggest that the annual surveys are sent between November and December, which BCNO will replicate.
- Students who received funding in years one and two will be invited to participate and the questionnaires will commence in year 2.
- Each student will get a unique questionnaire with hidden demographic information to speed up student completion.
- Data will be analysed as per percentages due to the small number of students at BCNO.
- Results will be analysed annually.

Semi-structure Interviews

- Institutional ethical approval will be sought.
- Students with financial support will be invited to participate in semi-structured face-to-face interviews.
- The interview questions were piloted and tested by Sheffield Hallam University.
- The interview questions (Appendix 2) cover the following thematic areas: knowledge about eligibility, mode of payment, what the money was used for, and preferred timing of payments as examples.
- Pilot studies have suggested December and January conduct the interviews, which will be replicated at BCNO.
- The interviews will take place after the survey has been completed and analysed. The survey will have an area where students can volunteer to participate in the interviews.
- Interviews will be with the participant's consent, recorded and transcribed verbatim.
- Pilot studies have suggested that the interviews take approximately 45 minutes.
- Qualitative analysis will analyse the information.

Student outcomes will be monitored through student data annually.

Evaluation:
The OfS financial support toolkit was utilised to determine the evaluation methods. Due to the small size of BCNO, the evaluation will be conducted through surveys and semi-structured interviews. Student outcomes will be compared to previous students' outcomes, including enrolment. All outcomes will be reviewed and presented to stakeholders the effect (if any) of financial bursaries impacting student outcomes.

An annual report will be written and presented to stakeholders, BCNO committees and the Board of Trustees to discuss if changes are required actively.

Data Collection

Outcome measure	Data	Time Frame	Data Protection
Questionnaires	Quantitative-Likert scales	Annually starting year 2. November-December	Pseudo-anonymous Consent
Semi-Structured interviews	Qualitative	Annually after questionnaire	Consent for recording and use of information

			All data anonymised
Student data Continuation Completion	Quantitative	Post academic year	Anonymous

Data Analysis

Quantitative data

Likert scales will be utilised (Appendix 2). Questionnaires will be used annually to determine students' perceptions of the funding and whether it altered their behaviour or sense of belonging.

Student data will be used annually to determine any changes in continuation or completion.

Qualitative data

Semi-structured interviews will be transcribed verbatim; a content analysis will be performed to determine themes or categories. A framework will be determined and confirmed by a second investigator.

Ethical considerations

Eligible students will be determined through the registry, the finance department, and information kept confidential. Local ethical approval will be sought. Following ethical approval, eligible students will be invited to participate in the study. Information sheets will be provided with a consent box to complete. Semi-structured interviews and written consent will be sought. All data will be pseudo-anonymised. The online survey will be hosted on the JISC website. All data will be confidential and anonymised in any reports or publications. Students have the right to withdraw and that will not affect their bursary.

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Appendix

Financial support evaluation toolkit survey tool: questions text

Introduction

Understanding the Impact of institutional financial support on Student Success

BCNO is keen to determine how students financially support themselves during their studies. We also want to know how useful and helpful our bursary package is in supporting students from lower-income backgrounds who may otherwise have to leave the course or do less well in their studies. We want your views on what you used this financial support for in the last academic year, even if you are not receiving any form of scholarship or bursary this year.

Please note that participation in the survey implies your consent to participate in the study. Your responses will be linked to the student administrative data record the BCNO has for you. However, the survey data will be completely anonymised at the reporting stage and your student data remains confidential and subject to data protection protocols. Due to the anonymous nature of the survey, it will not be possible to withdraw answers at a later stage.

About you:
Which year of study are you currently in? (Please tick) Year 2 Year 3 Year 4 Other
Did you receive financial support from BCNO last year? (Please tick) Yes No Don't know
Your financial situation:
From what personal sources did you fund your participation in higher education last year? (Please tick all that apply). Money from family or friends that you **don't** have to repay Money from family or friends that you **do** have to repay Personal savings Earnings from work during term time

Earnings from work outside term time

Personal trust fund or income from an investment

From borrowings, e.g., loans/overdraft

Other, please specify.

From which other sources did you fund your participation in higher education last year? (Please tick all that apply).

- government financial support (maintenance grants; maintenance fees; childcare grants; Disabled Students Allowance etc)
- government maintenance loan (from Student Finance England)
- government tuition fee loan (from Student Finance England)
- grants from Local Authority
- university Hardship or Access funds
- bursary or scholarships from your university/college
- grants or scholarships from your employer or other organisation

Did you undertake any paid work during the last academic year? (Not counting work that was related to your course in some way)

- Yes
- No

If YES, was this work (tick one only)

- Term time
- Non-term time
- Both

How much time (on average) did you spend during the last academic year on paid work (in term time only)?

- 1 - 4 hours per week

- 5 - 8 hours per week
- 9-15 hours per week
- over 16 hours per week

Did you work throughout the vacation periods? (e.g., Christmas, Easter)

- Yes
- No

What were your reasons for undertaking paid work? (Please select all that apply).

- to help pay the costs of books, study materials, field trips, etc.
- to pay for essential living costs (food, rent, fuel bills, etc.)
- to have a more comfortable life while studying
- to save for a specific purpose (e.g., a holiday or a car)
- to support the family (e.g., your children)
- to gain employment experience in your field of study
- to avoid student debt (if you have any debt)
- to enable you to do other things outside of college (e.g., travel, have hobbies, etc.)
- health-related costs
- Other (please specify)

How important is having a paid job to help you to continue at college financially? Please indicate using the following scale.

Not at all				Very important
1	2	3	4	5

About your bursary or scholarship.

Prior to starting your course, did you know you would be eligible for financial support (i.e., in the form of a bursary or scholarship, not loan income from Student Finance England)?

- Yes
- No
- Unsure

Prior to starting your course, did you know how much financial support you would receive (i.e., in the form of a bursary or scholarship, not loan income from Student Finance England)?

- Yes
- No
- Unsure

How much university/college financial support did you receive in the last academic year (i.e., in the form of a bursary or scholarship, not loan income from Student Finance England)? Please select one only

- less than £500
- £500-£1000
- £1001-£1500
- £1501-£2000
- £2001-£3000
- £3001-£4000

How important do you think the bursary or scholarship has been for your financial ability to continue your studies? Please indicate using the following scale.

Not at all				Very important
1	2	3	4	5

Which of the following activities would you most likely have had to avoid or do less of if you didn't receive financial support from the university/college? (Please tick all those that apply).

- pay for books, study materials, field trips, etc.
- pay for essential living costs (food, rent, fuel bills etc.)

- enjoy a more comfortable life while studying.
- save for a specific purpose (e.g., a holiday or a car)
- support family (e.g., your children)
- gain employment experience in your field of study
- avoid student debt (if you have any debt)
- do other 'treat' things outside of college (e.g., travel, have hobbies, etc.).
- Other (please specify)

Please tell us how much you agree with the following statements: Receiving financial support helps me too.

	Not at all 1	2	3	4	Very important 5
afford to participate along with my fellow students					
be able to concentrate on my studies without worrying about finances					
be able to balance commitments such as work, study and family relationships					
feel part of the university community					
feel less anxious than I would have felt otherwise					
be included on social and study trips					
feel more satisfied with my life as a student.					

Please add other items you may not be able to do without financial support

and indicate importance on a 1-5 scale, with 1 being the most important and 5 the least important.

1.

2.

3.

4.

5.

Thank you for your help in completing this survey. BCNO is also interested in exploring some of these issues in more detail, e.g., through interviews or focus groups. If you would prefer not to be contacted about this, please tick here. ☐

Appendix

Financial support evaluation toolkit: interview questions

BCNO is keen to determine how students financially support themselves during their studies. We also want to know how useful and helpful our bursary packages are in supporting students who may otherwise have to leave the course or do less well in their studies. We want your views on what you used this financial support for in **the last academic year** (i.e., XXXX-XX), even if you are not in receipt of any form of scholarship or bursary this year.

Interview Framework
The purpose for each area of questions is shown in red italic text for the interviewer's use.

Journey into higher education (the past)
Exploring the overall role and importance of family, school, friends, outreach, open days, etc.

- Can you tell me a little about how you made the decision to study this course at this particular higher education provider?
- I am interested in knowing who helped you to make the decision to apply and where and what to study?

Exploring how the costs of higher education are perceived, including the value of a degree in the future.

- Thinking about higher education costs, what did you find out about costs or finances before you applied?
- Who, if anyone, discussed this with you?
- How did you find out other information about cost and finances?
- What did you feel or think about the overall cost of getting a degree once you found out about the costs of studying?)

Exploring awareness of additional support available.

- Did anyone talk to you about additional funds for studying, such as a bursary or scholarship, before you applied?
- Or did you find this information out in other ways? Or was it perhaps something you knew nothing about?
- Had you even heard of the term's bursary or scholarship?
- Did you think you might be eligible?)

If the student knew about financial support before they enrolled: exploring the extent to which additional financial support played a pivotal role in decision making.

- How important was the financial support available to you at this institution in helping you make the decision to come here?
- Would you still have come if that financial support had not been offered?

OR

If the student did not know about financial support before enrolling, explore how unexpected additional financial support is perceived.

- How did you find out you were eligible for additional financial support?
- What were your first thoughts when you found out?
- Do you know why you are eligible?
- How does that make you feel?

Being in higher education (the present)
Exploring feelings about being the recipient of additional financial support.

- How did it feel when you first got your additional financial support?

- Did you tell others about it or keep it to yourself - and why?

Exploring the value of financial support in more detail.

- Have you spent it/used it on anything in particular?
- If so, what and why did you make that choice?)

Exploring the impact on financial support in detail.

- What difference, if any, has having the additional financial support made to you?
- What would be different - maybe socially or academically or in other ways - if you did not have this support?
- Has it made the difference between staying or thinking of leaving? What has the specific importance been - if anything?

Being in higher education (the future)

Further reflections on the impact of financial support.

- Will you use your financial support differently next year? (If so, why would that be?)
- Is there a chance you will not be eligible?
- If so, why not, and what do you think the implications would be for you if that were to happen?

Informing institutional practice.

- Do you think your own University has got its financial support right?
- Why do you think that?
- What might be done differently?
- What advice would you to give to a university thinking of developing a financial support package based on your own experiences?

- Is there anything else you would like to tell me about the impact of financial support on you?

Thank you for your time.

Intervention Strategy 3 (IS3)

Summary

Universities have seen an increase in students declaring a disability. BCNO currently uses reasonable adjustments for students with a declared disability, though their continuation rate remains below other students. Using a mixed methods approach (qualitative and quantitative methods), BCNO aims to design a bespoke disability inclusion training for staff, faculty and students. Semi-structured interviews will be used to aid in the design of the training. Once the training has been designed and piloted, participants will complete a questionnaire with Likert-based answers pre-and post-training. Data will be analysed to determine questionnaire themes and assess any changes post-training. Students who have declared a disability will be reviewed to assess if there has been an improvement in continuing the course and in completion, therefore registering as an osteopath.

Background

Higher Education (HE) has seen an increase in students disclosing a disability, though studies suggest that disability is still underreported. There has also been a simultaneous increase in technology, legislation and associated funding to support students with disabilities in education. Despite these changes, students who declare a disability are still more likely to withdraw from HE before completion, have lower degree attainment and have worse employment outcomes than their non-disabled counterparts (Hubble & Bolton, 2021, Barkas, et al., 2020).

HESA demonstrated that 17.3% of HE students report a disability. Similar findings were identified for BCNO, though the BCNO data included all disability. Taylor and Johnson (2020) demonstrated variations in the number declaring a disability depending on the discipline. Students with a hidden disability appear to face more of a disadvantage (McEwan and Downie, 2019; Morina, 2017), while those with mental health-related disabilities appear to have more negative interactions and more discomfort declaring their mental health (Smith, et al., 2021).

Studies demonstrate that even with legislation and added support, students with disabilities continue to experience barriers to learning (Black et al., 2015; Hopkins, 2011). Further, these students often have poor academic performance, poor student satisfaction, poor employment outcomes and often leave the course early compared to their non-disabled peers (Bolton & Hubble, 2021: Shaw, 2021; Barkas et al., 2020; OfS, 2020). Barriers can include attitudinal barriers, disablist attitudes, accessing support (Liasidou, 2014; Madriaga, 2007; Holloway, 2001) and lack of awareness from staff and peers (Redpath, 2013).

There is currently limited research evaluation of the effectiveness of disability inclusion training for staff and students (Pitman, 2022). Beck (2022), in her qualitative study in the UK in a post-1992 university, found a major source of dissatisfaction for students with a learning disability was the lack of implementation of the recommended adjustments by teaching staff. Kendall (2018) and Bunbury (2020) highlighted difficulties that lecturers had with implementing reasonable adjustments due to a lack of training or awareness. The lack of knowledge regarding disabilities and appropriate adaption among HE faculty, staff and non-disabled students potentially could continue the incorrect conceptions of disability and reduce the ability for inclusive education (Lister et al., 2021; Svendby, 2020).

Asghar and colleagues (2017) state that training should be specific to the discipline or site for a fully inclusive model relevant to the individuals. Williams and colleagues (2019) determined that training needed coherence and integration, while others determined training is often reactionary after an event rather than anticipatory. Others suggested that ownership should be embedded within the organisation and all staff should be included in the training with a holistic methodology. Others have suggested that faculty training was a key factor in

ensuring an inclusive practice, though studies are small (Kendall, 2016; Hopkins, 2011). It has been suggested that training should be regular and compulsory, though studies in other disciplines suggest that compulsory training may be ineffective.

Aims:

- Create an inclusive training package for staff and students about disability, barriers to learning, support available and inclusive education.
- To establish If the training enhances student outcomes.

Data

BCNO data based on all disabilities show that students who have declared any disability show a lower percentage in continuation on the course. Completion numbers are too small (based on n=4). The data for BCNO currently looks at all disabilities rather than divides them into groups due to numbers and coding issues.

Objectives

- Reduce the continuation difference between students who declare a disability and those who do not declare a disability through a better understanding of disability in staff and students.
- Improve the BCNO data going forward and utilise the HESA definitions and codes.

Design

Intervention design

- Institutional ethical approval will be sought for both the quantitative and qualitative work.
- As per Moriña and colleagues (2020), a qualitative methodology will be utilised using semi-structured interviews (n=10; for each group). Both students and staff will be invited to participate in determining the disability inclusion training needs across the BCNO community. The aim is to target the training to the needs of the groups of individuals within the BCNO group, both staff and students. Questions to guide the research include: Do you think disability training and inclusive education are essential? Why? What do you expect to gain from the training? What prior knowledge about disability do you have? What do you know about the various forms of disability? What are your current needs regarding educating students with a disability? What would the advantages be of this training? What could be the disadvantages?
  The interviews are expected to take about 60 minutes and will be recorded and transcribed verbatim.
- As per other studies, an inductive system of categories and codes will be used to compare the information. The analysis will be made up of different themes examples such as those described by Cellik et al. (2011): expectations, motivations, previous training, and previous understanding of disability.
- The qualitative results will be used to design the training for the BCNO group, staff, faculty and students.
- Bespoke training will be developed and presented by the Student Engagement and Welfare officer face-to-face and through a video recording, which will also be available along with relevant literature.
- It is expected that the training will encompass: a general introduction which includes the conceptualisation of diversity and achieving individual engagement; diversity in osteopathy/healthcare; understanding and identifying the advantages of diversity; understanding different learning styles; understanding the support available to

students both internally and externally; determining when to refer a student or staff and safeguarding concerning disability.

- The new training will be piloted to a small group of individuals (n=20) with questionnaires completed pre/post training to assess changes in knowledge, inclusive practices, understanding the barriers and understanding how to signpost students to appropriate resources and support. Semi-structured interviews will also be used to determine feedback.
- Once the training demonstrates the change in knowledge and understanding, the training will be integrated into staff and faculty development and student enrolment. Pre- and post-questionnaires using closed questions and a Likert scale based on the work by Cellik et al., (2011) will be utilised to analyse any changes in outcomes in knowledge pre-and post-training. Semi-structured interviews will also be utilised with a small number of participants (n=10) to determine training feedback and any areas that need improvement.
- Student outcomes will be monitored annually to assess any changes in continuation and completion (registering as an osteopath) for those with a declared disability and those without a declared disability. If numbers are large enough, disability will be divided into those with learning issues, mental health issues, and physical issues.

Evaluation

The study aims to evaluate a bespoke training programme designed by BCNO for BCNO staff and students. The evaluation can be seen as a process evaluation, which Linnan and Steckler (2002) state can be formative and summative. The study aims to determine if the bespoke training raises awareness through a mixed method approach using semi-structured interviews and pre/post questionnaires.

In the long term, the evaluation will also determine if student outcomes in continuation and completion improve with staff and student training.

Research Questions:

- Did the knowledge around disability improve in staff after training?
- Did the knowledge around disability improve in students after training?
- Following training, was there an improvement in students with a disability continuing the course?
- Following training, was there an improvement in the long-term completion in students who have declared a disability?

Data Collection

Outcome measure	Data	Time Frame	Data Protection
Semi-structured interviews pre-design	Qualitative Characteristics of participants, e.g., student, faculty, staff	Prior design training	Consent for recording Data will be anonymised
Questionnaires	Quantitative- Likert scales Characteristics of participants, e.g., student, faculty, staff	Pilot pre- and post-training	Pseudo- anonymous Consent
Semi-structured interviews	Qualitative Characteristics of participants,	Post-training- after the pilot	Consent for recording Data will be anonymised

	e.g., student, faculty, staff		
Questionnaires	Quantitative Characteristics of participants, e.g., student, faculty, staff	Pre and post	Anonymous Implied consent after completion
Student data Continuation Completion	Quantitative	Post academic year	Anonymous

Data Analysis

Qualitative data

The semi-structured interview will be transcribed verbatim, the primary investigator will conduct analysis, and a further investigator will give feedback on topics and credibility around the themes/categories and the link between the data and the themes. The field notes will be read to get overall impressions and the contents characterised and classified. A framework will be determined, which will be confirmed by the second investigator. If there is a discrepancy, a third investigator will be used.

Quantitative data

Likert data will be used to determine outcomes comparing pre- and post-evaluation of the training. Data analysis will determine any statistical difference between pre-and post-training. Student data will be used to determine any changes in students' continuation and/or completion going forward.

Ethical considerations

Local ethical submissions will be submitted to the institution's ethical committee. The ethics committee meets two-three times a year. Following ethical approval, staff, faculty and students will be invited via email to participate in the semi-structured interviews. An information sheet will be provided, and participants will undergo informed consent. BCNO have contacted the JISC online surveys to determine if the questionnaire can be hosted on their platform. Participants will be invited to complete the questionnaires using the online questionnaire. An information sheet will be provided with the invitation. Consent will be implied through the completion of the questionnaire and the ticking of an agreement box. All data from the questionnaires will be anonymous. Interviews will be conducted with one researcher and participants will receive an information sheet and written consent will be required. All data will be anonymised. Participants will be able to withdraw without any penalty.

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Intervention Strategy 4 (IS4)

Summary

Mental health conditions have seen an increase in students in the higher education sector, possibly through improved declaration. BCNO currently have a reactionary service (counselling). BCNO plans to improve students with a declared mental health condition, support through coaching and development of self-efficacy, which may improve resilience. Students will be asked to complete validated questionnaires on self-efficacy pre and post-coaching and then again annually to determine if there has been any change in students' self-efficacy. In turn, student outcome data (continuation and completion) will be assessed annually for reduction in any previously identified percentage differences.

Background

Recent studies suggest that common mental health difficulties are increasing among young people, especially within specific groups (Bould, et al., 2019; McManus, 2019; Morgan, et al., 2017). Studies have suggested that students' mental health is poorer while studying at university (Bore, et al., 2016; Cook et al., 2006), with anxiety and depression being found to be higher mid-course than one month before entering university (Pereira et al., 2019; Bayram & Bilgel, 2008; Andrews & Wilding, 2004). A further study based in the UK suggests that psychological distress increases when entering higher education and does not return to the pre-registration level (Bewick et al., 2009). Mental health issues are associated with academic underperformance and an increase in leaving the course early (Eisenberg et al., 2009; Hysenbegasi et al., 2005), and poor mental health in students is seen as a public concern (Brown, 2018).

A study by TASO (TASO, 2022) suggests the following groups are at higher risk of poor mental health:

- Those from low socioeconomic status
- Students from BAME background
- Mature students
- Care experience students
- Lesbian, gay, bisexual, transgender, LGBTQ+ students

These students have been shown to have poor outcomes throughout the student lifecycle (OfS, 2019). Further, certain groups are less likely to disclose a mental health problem, such as males and those from BAME backgrounds. Though disclosure for mental health has risen, it is still considered to be underrepresented (Hubble and Boulton, 2021).

Though evidence has shown that formal services such as counselling help, Universities have reported an increase in the number of students requesting these services (Thorley, 2017; Williams et al., 2015). Though it is estimated only a third of students seek support, others fail to seek help due to barriers such as stigma and a lack of awareness (Macaskill, 2013; Gulliver et al., 2010; Hunt and Eisenberg, 2010; Quinn et al., 2009). Reactive services may not alone effectively support students' mental health and well-being. Various guidelines and best practices have been developed over recent years to help support institutions and students (Hughes and Spanner, 2019; Universities UK, 2015; AMOSSHE, 2001).

Campbell and colleagues (2022) categorised in their systematic review factors that appear to be protective of mental well-being, with the authors describing them as 'buffers'. The buffers included coping. academic self-efficacy, emotional intelligence, optimism, hope, emotion, regulation, self-esteem, and resilience as examples. Other studies have indicated traits and perspectives that predict positive mental health and well-being (Bore et al., 2016; Kardas et al., 2019; Koch et al., 2019). Other studies have suggested that there are protective factors that affect mental health in HE, which include, as examples that are relevant to BCNO

include: a sense of belonging and a supportive social network, work-life balance, finances, and social support (Campbell et al., 2020; Yusuf et al., 2020; Ates 2016). Students with neurodiverse conditions have been found in studies to experience apprehension in disclosing their condition (Cox et al., 2020).

Resilience in a psychological form is important in healthcare, as a deficiency can affect an individual's well-being. While resilience has been defined as the '*process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional and behavioral flexibility and adjustment to external and internal demands*….' (APA Dictionary of Psychology, 2022). Self-efficacy refers to individuals' beliefs about their capabilities and capacity to perform behaviours or tasks necessary to fulfil their designated performances (Bandura, 1986). Self-efficacy is intricately linked with resilience; building self-efficacy can result in resilience (Benight & Bandura, 2004).

Studies have suggested that self-efficacy correlates with academic performance and continuation rates (Schunk & Pajares, 2002); self-efficacy is considered a powerful motivational, cognitive and affective determinant of student behaviour with influence on the student's involvement, effort, persistence, self-regulation and achievement (Zumbrunn et al., 2019; Honicke & Broadbent, 2016; Schunk & Pajares, 2010). Others have considered self-efficacy a protective factor against stressors at University (Freire, et al., 2019; Schönfeld, et al., 2019). Self-efficacy has further been shown to positively impact students' mental health (Gill, 2016).

BCNO data based on all disabilities show that students who have declared any disability were less likely to continue on the course. Though, this was not seen with completion (though the numbers were small). The data for BCNO currently looks at all disabilities rather than divides them into groups due to the small cohort number. Students who declared a disability at BCNO, 23% declared a mental health condition.

BCNO currently have two counsellors who work across both campuses. Students directly book appointments. BCNO also utilise an external company that provides 24-hour, seven-days-a-week support for all students. BCNO have a student engagement and welfare officer and study skills are provided formally in year 1 (level 4) but informally throughout the student journey.

Aims/Objectives

- Increase the percentage of students declaring a disability continuing on the course.
- Improve the BCNO data going forward and utilise the HESA definitions and codes.

Design

Intervention Design

- Institutional ethical approval will be sought for both the quantitative and qualitative evaluation.
- Students who declare mental health issues will be invited to participate in coaching to aid self-efficacy through the Student Engagement and Welfare Officer.
- The invitation will be sent upon enrolment based on the student's declaration either through UCAS, on enrolment or through the student lifecycle.
- Those who agree to participate will complete validated questionnaires before undergoing individual coaching.
- The validated questionnaires will include the Academic self-efficacy scale (Schunk & Zimmerman, 1995) and the General self-efficacy scale adapted by Chen, Gully, and Eden (2001)

- Students will undergo coaching to enhance self-efficacy over a nominated period of time.
- Following the completion of the coaching, the students will be asked to complete the questionnaires after three months and then annually while students are enrolled at BCNO.
- Student outcomes will also be determined using student data over the student journey.

Research Questions

- Do students with mental health conditions have low self-efficacy (measured in questionnaires pre-coaching)
- Do students, after coaching, have improved self-efficacy? (Comparison of validated questionnaires pre- and post-coaching)
- Do students need refresher coaching for self-efficacy while studying? (Measured through annual questionnaires)
- Does coaching improve student outcomes measured through the student lifecycle: continuation, completion (ability to register as an osteopath) and employment?

Data collection

Outcome measure	Data	Time Frame	Data Protection
Questionnaires	Validated questionnaires:	Pre-intervention Post-intervention Annually	Pseudo- anonymous Consent
Student data Continuation Completion	Quantitative	Annually at the end of the academic cycle At graduation and then with the graduation survey	Anonymous

Data Analysis

Quantitative data

The validated questionnaire utilises Likert scales to compare pre, post-intervention and annually. Data analysis will be used to determine any statistical difference between time points.

Student data will be used to determine any changes in students' continuation and/or completion going forward.

Ethical considerations

Ethical submissions will be submitted to the institution's ethical committee. The ethics committee meets two-three times a year.

Following ethical approval, Students who have declared mental health issues (at any point) will be invited by email to participate in the intervention and coaching.

BCNO have contacted the JISC online surveys to determine if the questionnaire can be hosted on their platform. Participants will be invited to complete the questionnaires using the online questionnaire. An information sheet will be provided with the invitation. Consent will be through the institution's informed consent procedure. All data will be anonymised.

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Intervention Strategy 5 (IS5)

Summary
Belonging is an important human need and is essential for academic and social adjustment and student retention, engagement, and well-being. Studies have suggested that positive interactions with peers and faculty can aid in a sense of 'belonging'. BCNO intends to create student workshops at induction, throughout year 1 and then annually, for each cohort to create a sense of belonging while providing academic study skills to improve students' academic confidence. Evaluation will be through validated questionnaires annually and the student outcomes data. If evaluation suggests more study skills workshops are required, these will be provided.

Background
Maslow recognised belonging as a basic human need (Maslow and Lowry, 1968) and dependent on personal and social connections for fulfilment. A sense of belonging has been defined as '*the extent to which a student feels personally accepted, respected, included and supported by other's'* (Goodenow, 1993). Belonging within higher education has been defined in the perception of campus acceptance, fit, and inclusion (Bollen & Hoyle, 1990; O'Brien et al., 2011). Belonging has had a positive association with academic and social adjustment (Hurtado et al., 2007; Ostrove & Long, 2007), retention and engagement (Hausmann et al., 2007) and well-being (Pittman & Richmond, 2007; Wilson et al., 2015). A sense of belonging also appears to influence prospective students' choice of university (Winter & Chapelo, 2017).

Students who report a high sense of belonging also report higher confidence levels at higher education (Pedler, et al., 2021). Pedler and colleagues (2021) also demonstrated that some groups of students were less likely to feel confident about their academic skills; this included those with a self-reported mental health condition, students with a disability and students who identify as non-binary. Support that is targeted to specific groups generates students who identify as 'in need', which suggests an 'otherness' and could result in increased alienation. Support, therefore, should be evaluated regularly. Pedler and colleagues (2021) also demonstrated that increasing a sense of belonging increased academic motivation and promoted academic behaviour and improved academic achievements.

Barriers to belonging have been identified in higher education and vary depending on where the student is in their study. In a study from Australia, Willcoxson, and colleagues (2011) determined that for students who withdrew later in their study, the reasons for leaving were linked to the university, while personal factors were related to students who left at the start of the course. Others suggest that students leaving can be related to the quality of interactions with students, academic staff and support staff, university policy and processes, and the course not meeting expectations (Nelson & Kift, 2005; Martin et al., 2016). Others have suggested that a lack of academic confidence, limited social engagement, and conflicting priorities play a role (Willcoxson et al., 2011). Studies have suggested that students who are engaged with peers with positive relationships and good relationships with tutors are less likely to leave (Thomas, 2012). Kahu and Nelson (2018) proposed a conceptual framework of student engagement that proposed that belonging is a critical influence on student engagement and may explain why belonging is important for student success and retention.

Study skills workshops have been identified as being effective in academic progression, attainment and retention (Abrams & Jernigan, 1984; Polansky, Horan & Hanish, 1993; Braunstein, Lesser & Pescatrice, 2008). Thomas and colleagues (2012) suggested that belonging starts at induction and that a chain links induction activities to student success. They suggest that induction activities should have an academic focus and allow students to get to know each other and academic team members. Strayhorn (2019), however,

suggested that pre-arrival activities, though it benefits from that feeling of belonging, can be temporary and therefore needs evaluation with time; hence, the proposed intervention with BCNO will continue over the life cycle of the student. The intervention also sits alongside personal tutors, teaching that involves group work and a social space for students, all shown to help with belonging.

Aims/objectives.

- Monitor belonging amongst students using validated questionnaires.
- Create a sense of belonging through study skills group workshops pre-induction and annually.
- Assess student outcomes across all student characteristics for continuation and completion.
- Improve non-traditional osteopathic students' success (continuation and completion) through an increase in belonging.

Design

Intervention

BCNO currently runs a 'bridging course' for students as a biology and chemistry refresher available to all students attending the BCNO courses. The 'bridging course' runs for three and half days, two weeks prior to the start of the academic year. The course is streamed online and recorded for students to access later. This induction will have an academic skills workshop added. The academic skills workshop will be available to all students before starting at BCNO and online and face-to-face and will be an opt-out process. Students will be monitored for attendance and those that did not attend will be invited to attend at the start of the academic year. Following on from the induction workshops, academic study skills group work will be timetabled throughout the academic year and also in all following years.

Hurtado et al. (2007) found a sense of belonging was positively associated with the ability to manage academic adjustment in the first year at college. They found that under-represented minority students, even with a high GPA, tended to be less confident in their ability to adjust academically compared to their non-under-represented minority peers. They hypothesised that the students had heightened expectations of themselves and perceptions of their peers' abilities and which led to reduced satisfaction. Hurtado found that their sense of belonging in their studies was associated with feeling positive about their learning experiences and was associated with behavioural engagement. They also found a correlation between students' sense of belonging to the university and their emotional engagement. Hurtado and Carter (1997, p 338) stated that if students make sense of their environment through membership of multiple peer groups that help them acquire the skills they need in college, it aids with their belonging. Group discussions outside teaching fostered a sense of group cohesion and enhanced belonging.

Workshops will be for all students to prevent students from identifying as 'deficient' by avoiding the deficit model approach to student support. Workshops will be run in groups of students to ensure inclusivity and mixing of students. Groups will be mixed throughout the academic year to ensure students mix with each other. The workshops will be timetabled to create an 'opt out' rather than an 'opt in' requirement. Students who do 'opt out' will be followed up by the Student Engagement and Welfare officer.

Study skills will include time management, academic writing, reading techniques, resource utilisation, exam techniques, learning techniques referencing and avoiding plagiarism. There will also be current drop-in events created for students to receive support during the academic year and are particularly useful after a student has received feedback from an assessment; these will also be monitored for student engagement.

BCNO trialled an early careers event for year one students this year, which involved short guest lectures from osteopaths involved in all forms of healthcare. This was run at the end of semester one to encourage student motivation and belonging in the career as an osteopath. This event will be run annually for year one and other years will also be invited. Students will complete feedback on how they perceived the event, whether it changed their feeling of belonging and their thoughts of osteopathy to them as individuals.

Evaluation

There is no universal instrument to measure a student's sense of belonging in higher education. BCNO will utilise the Havard-Panorama Student Perception Survey Scale on Sense of Belonging adapted by Imperial College, which has undergone a rigorous and research-based developmental process (Gehlbach 2015; Yorke 2016; Genlbach & Brinkworth, 2011). The questionnaire (Appendix 2) will be utilised at the start of each academic year and mid-year to determine the student's sense of belonging. Student outcomes will also be monitored annually for continuation and completion.

Ethical considerations

Ethical submissions will be submitted to the institution's ethical committee. The ethics committee meets two-three times a year. Following ethical approval, Students will be invited by email to participate.

BCNO have contacted the JISC online surveys to determine if the questionnaire can be hosted on their platform. Participants will be invited to complete the questionnaires using the online questionnaire. An information sheet will be provided with the invitation. Consent will be through the institution's informed consent procedure. All data will be anonymised.

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Appendix seven

Sense of belonging at BCNO scale

When you respond to the questions below, think about yourself as a student at BCNO.

Item 1: How well do people at BCNO understand you as a person?

Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand

Item 2: How connected do you feel to the staff at BCNO?

Not at all Connected	Slightly connected	Somewhat connected	Quite Connected	Extremely connected

Item 3: How welcoming have you found BCNO to be?

Not at all welcoming	Slightly welcoming	Somewhat welcoming	Quite welcoming	Extremely welcoming

Item 4: How much respect do other students at BCNO show toward you?

No respect at all	A little bit of Respect	Some Respect	Quite a bit of Respect	A tremendous amount of respect

Item 5: How much respect do members of staff at BCNO show toward you?

No respect at all	A little bit of Respect	Some Respect	Quite a bit of Respect	A tremendous amount of respect

Item 6: How much do you matter to others at BCNO?

Do not matter at all	Matter a little bit	Matter Somewhat	Matter Quite a bit	Matter a tremendous amount

Item 7: How happy are you with your choice to be a student at BCNO?

Not at all happy	Slightly happy	Somewhat happy	Quite happy	Extremely happy

Item 8: How enriching is your experience at BCNO?

Not at all enriching	Slightly enriching	Somewhat enriching	Quite enriching	Extremely enriching

Item 9: How 'at home' do you feel at BCNO?

Not at all 'At home'	Slightly 'at home'	Somewhat 'at home'	Quite 'at home'	Extremely 'at home'

Item 10: Overall, how much do you feel like you belong at BCNO?

Do not belong at all	Belong a little	Belong somewhat	Belong quite a bit	Completely belong

Office for Students

Fees, investments and targets 2024-25 to 2027-28

Provider name: BCNO Limited

Provider UKPRN: 10000911

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for 2024-25 new entrants

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	BSc(Hons) depends on number of credits per years	N/A	7700
First degree	M.Ost	N/A	9000
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	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	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2024-25 entrants

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

Table 4b - Sub-contractual part-time course fee levels for 2024-25

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	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Office for Students

Fees, investments and targets 2024-25 to 2027-28

Provider name: BCNO Limited

Provider UKPRN: 10000911

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	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£25,000	£30,000	£27,000	£30,000
Financial support (£)	NA	£51,000	£52,000	£53,000	£54,000
Research and evaluation (£)	NA	£8,000	£10,000	£10,000	£10,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£20,000	£25,000	£22,000	£25,000
Access activity investment	Other access activities (£)	£5,000	£5,000	£5,000	£5,000
Access activity investment	**Total access investment (£)**	**£25,000**	**£30,000**	**£27,000**	**£30,000**
Access activity investment	***Total access investment (as % of HFI)***	**3.1%**	**3.5%**	**3.0%**	**3.2%**
Access activity investment	***Total access investment funded from HFI (£)***	**£0**	**£0**	**£0**	**£0**
Access activity investment	***Total access investment from other funding (as specified) (£)***	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£46,000	£46,000	£46,000	£46,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£5,000	£6,000	£7,000	£8,000
Financial support investment	**Total financial support investment (£)**	**£51,000**	**£52,000**	**£53,000**	**£54,000**
Financial support investment	***Total financial support investment (as % of HFI)***	**6.2%**	**6.1%**	**5.8%**	**5.8%**
Research and evaluation investment	Research and evaluation investment (£)	£8,000	£10,000	£10,000	£10,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.0%	1.2%	1.1%	1.1%

Office for Students

Fees, investments and targets 2024-25 to 2027-28

Provider name: BCNO Limited

Provider UKPRN: 10000911

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	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Increase the number of students from IMDQ1	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	N/A	Using the IMD information from students and to increase the number of students from this group	No	The access and participation dataset	Other (please include details in commentary)	Percentage	15%	20%	23%	25%	30%
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	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	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Increase the number of students from a deprived background measued by eligibility for free school meals at key stage 4	PTS_1	Continuation	Eligibility for Free School Meals (FSM)	Eligible	N/A	BCNO currently does not have this data available but OfS data and other evidence suggest these students have equality of risk. BCNO have used OfS data while collecting our own.	No	Other data source (please include details in commentary)	2021-22	Percentage	87.3%	89%	90%	90%	92.6%
Increase the percentage of students who declare a disability continuing on the course	PTS_2	Continuation	Reported disability	Other (please specify in description)	N/A	Due to small numbers - looking at reported disability as a whole. Data used was combined figures for BCNO over a number of years	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	73.3%	75%	77%	79%	83%
There is a percentage point difference between BAME and white students on continuing on the course. The aim is to remove any difference between the groups.	PTS_3	Continuation	Ethnicity	Other (please specify in description)	White	Due to small numbers groups were divided into white and BAME. Data used is from combined data over the years from BCNO	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage points	12.6	10	8	5	0
There is a percentage point difference between BAME and white students on completing the course. The aim is to reduce the percentage point difference between the groups.	PTS_4	Completion	Ethnicity	Other (please specify in description)	White	Due to small numbersgroups were divided into white and BAME. Data used is from combined data over the years from BCNO	No	Other data source (please include details in commentary)	2021-22	Percentage points	17.5	15	13	11	8
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression 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	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														

	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														