

# **Missio Dei Leadership and Theological College**

## **Access and Participation Plan**

**2022-23 to 2026-27**

### **1. Assessment of Performance**

- i. Missio Dei is a theological college offering degree programmes validated by the University of Chester. We have 78 active students on BA, MA, and DMin courses, although we expect that numbers will increase significantly over the coming years.
- ii. The college has been in a transitional phase for the past couple of years. As a result of declining intake, strategic measures were taken to redevelop the college. These measures were taken to ensure that what we were offering would enable us to fulfil our overall aim, which is to prepare people for leadership in church and mission contexts.
- iii. The result of these changes means that there is limited data available to effectively assess the performance of the college in terms of supporting people from underrepresented groups. In some cases, the use of data related to students in specific categories could risk identifying students in those categories, hence care has been taken to anonymise students in this case.

#### **1.1 Higher education participation, household income, or socioeconomic status**

- i. The data is taken from information collected up to 2018/19. There has not been an intake of new students for the past two years, and the small number of students in levels 5 and 6 means that there is little relevant data collected from these years. Whilst some of the data here may be older, it is still useful in helping us to identify broad trends and to determine areas of success and areas of challenge.
- ii. The numbers of part-time students are small, but the data is included and may be useful in some cases to helping to identify areas that require improvement.
- iii. The data relates to the BA in Biblical Studies and Theology. This BA is no longer offered by Missio Dei and has been replaced by a new BA in Theology and Christian Leadership.

**Access:**

<b>Table 1: Access data based on POLAR groups</b>							
<b>Mode</b>	<b>POLAR group</b>	<b>2016/17</b>		<b>2017/18</b>		<b>2018/19</b>	
FT	1-2	9	42.9%	13	59.1%	6	46.2%
FT	3-5	11	52.4%	9	40.9%	7	53.8%
PT	1-2	-	50%			-	-
PT	3-5	-	50%				

- iv. The data above shows the college is performing well in terms of access for students from low participation areas. The data also shows that for each of the three years, there are minimal gaps between students enrolling who are from POLAR groups 1-2, and those from groups 3-5. Indeed in 2017/18 there were more students coming from low participation areas.
- v. The numbers for part-time students are low (below 5) and have, therefore, not been included in the table to avoid students being identified.
- vi. It is pleasing to see that the college is attracting students from areas that are recognised as disadvantaged and low participation. Of course, there are a relatively small number of students in each cohort, though we are confident that this does give an accurate reflection of the college's performance in terms of recruitment and that this trend will continue when numbers increase.

**Continuation:**

<b>Table 2: Continuation data based on POLAR groups</b>							
<b>Mode</b>	<b>POLAR group</b>	<b>2016/17</b>		<b>2017/18</b>		<b>2018/19</b>	
FT	1-2	32	94.12%	30	85.71%	25	86.21%
FT	3-5	33	94.29%	23	79.31%	17	70.83%
PT	1-2	-	71.43%	-	50%	6	85.71%
PT	3-5	-	75%	-	50%	-	50%

- vii. The college appears to be performing well in terms of the number of students progressing to different levels. The above table shows that continuation rates are significant, and there is little difference between students from quintiles 1 and 2, compared to those from 3-5.
- viii. There is a notable difference at Level 4 2018/19, although we would expect this to be an anomalous result that is unlikely to occur in the future.

## Degree outcomes:

**Table 3: Proportion of students achieving a 2:1 or above by POLAR group**

Mode	POLAR Group	2017/18 and 2018/19
FT & PT	1-2	50%
FT & PT	3-5	55%

- ix. In terms of degree classification, the data is taken from the 2017/18 and 2018/19 years combined. 50% of students from groups 1-2, achieved a 2:1 or above compared to 55% from groups 3-5. There is very little difference in achievement between those from groups 1-2 and those from groups 3-5.

**Table 4: Completion rates based on POLAR groups**

Mode	POLAR group	2016/17		2017/18		2018/19	
FT	1-2	8	66.7%	-	55.6%	-	36.4%
FT	3-5	10	71.4%	-	50%	6	75%
PT	1-2	-	-			-	50%
PT	3-5	-	-				

- x. The information available shows that there does appear to be a gap with less students from POLAR groups 1-2 completing their studies, compared to those from groups 3-5.

## 1.2 BAME Students

### Access:

**Table 4: Access data based on ethnicity**

Mode	Ethnicity	2016/17		2017/18		2018/19	
FT	White	-	85.7%	-	72.7%	-	84.6%
FT	BAME	-	14.3%	-	22.7%	-	15.4%
PT	White	-	83.3%			-	66.7%
PT	BAME	-	16.7%			-	33.3%

- i. Specific numbers have not been included to avoid risk of identifying students. The data shows that the college is underperforming in terms of attracting students from ethnic minorities. The table above shows that there is a large gap between students applying to study from a white background, compared to those from BAME backgrounds, and this trend is consistent across all three years.
- ii. The fact that the college is underperforming in this area is a concern as there is high representation of people from a BAME background with AoG churches, including ministers, missionaries, and chaplains so we would expect to see a higher percentage enrol on our courses. Missio Dei seeks to recruit nationally. The delivery strategy of the course makes it more accessible to people from all

parts of the country so we would expect recruitment of BAME students to be higher.

**Continuation:**

Mode	Ethnicity	2016/17		2017/18		2018/19	
FT	White	47	92.31%	39	86.67%	33	80.95%
FT	BAME	18	94.74%	14	77.78%	9	90%
PT	White	6	50%	-	55.56%	6	54.55%
PT	BAME	-	66.67%	-	-	-	50%

- iii. The small numbers of students make it difficult to make a judgement, although the available data shows the college is generally performing well with regards to students continuing their studies.

**Degree outcomes**

Mode	Ethnicity	2017/18 and 2018/19
FT & PT	BAME	45%
FT & PT	White	56%

- iv. In terms of degree outcomes, the data is taken from combined years 2017/18 and 2018/19. 45% of BAME students achieved a 2:1 or above, compared to 56% of White students, showing a minimal gap in attainment between the two groups.

Mode	Ethnicity	2016/17		2017/18		2018/19	
FT	White	15	71.4%	6	66.7%	8	53.3%
FT	BAME	-	50%	-	37.5%	-	50%
PT	White	-	-				
PT	BAME					-	-

- v. The data shows a noticeable gap in students from BAME backgrounds completing their studies. The gap was smaller in 2018/19, but the small number of students means it is difficult to determine if this is a significant change. Regardless, it appears that the college is underperforming in this area.

### 1.3 Mature Students

#### Access:

Mode	Age on entry	2016/17		2017/18		2018/19	
FT	Under 21	10	47.6%	9	40.9%	-	38.5%
FT	21 and over	11	52.4%	13	59.1%	8	61.5%
PT	Under 21					-	33.3%
PT	21 and over	-	-			-	66.7%

- i. Missio Dei expects that as a college that aims to train people for church leadership, there will be a high number of new mature students joining programmes each year. Many students tend to feel a call to a role in ministry later in life and, therefore, would enrol on this type of course when they are older.
- ii. We would also expect to see more mature students enrolling on the course on a part-time basis as they have other commitments including family and work.
- iii. The table above shows that the college is performing well in attracting mature students. The data for each of the three years shows that more students enrol who are over 21.

#### Continuation:

Mode	Age on entry	2016/17		2017/18		2018/19	
FT	Under 21	25	89.29%	23	85.19%	20	95.24%
FT	21 and over	40	95.24%	30	83.33%	22	68.75%
PT	Under 21					-	-
PT	21 and over	8	47.06%	6	40%	7	46.67%

- iv. There are generally high numbers for continuation rates for mature students, although there is a general downwards trend over the three years, that we would like to see reversed. There are also low numbers of part time mature students progressing.

#### Degree outcomes:

Mode	Age on entry	2017/18 and 2018/19
FT & PT	Under 21	61%
FT & PT	21 and over	47%

- vi. The data from 2017-19 leavers indicates that 47% of mature students achieved a 2:1 or above, compared to 61% of students under 21. This suggests there is a gap in attainment with younger students more likely to achieve a higher degree.

<b>Mode</b>	<b>Age on entry</b>	<b>2016/17</b>		<b>2017/18</b>		<b>2018/19</b>	
FT	Under 21	6	75%	-	50%	6	75%
FT	21 and over	12	63.2%	-	55.6%	-	36.4%
PT	Under 21						
PT	21 and over	-	-			-	40%

- vii. Although the 2017/18 year has a small difference in completion rates, the other years show a larger gap. It is more likely that this would be the normal trend and, therefore something that we want to target in the future.

## 1.4 Disabled Students

### Access:

<b>Mode</b>	<b>Disability</b>	<b>2016/17</b>		<b>2017/18</b>		<b>2018/19</b>	
FT	Yes	-	23.8%	-	22.7%	-	30.8%
FT	No	16	76.2%	16	72.7%	8	61.5%
PT	Yes	-	16.7%			-	33.3%
PT	No	-	83.3%			-	66.7%

- i. Specific numbers for part time students have not been included to avoid the risk of identifying students. The data indicates that college currently has an underrepresentation of disabled students, and the college is not performing well in recruiting from this group. For each of the years there is a larger gap between those enrolling who have a disability and those who do not.
- ii. The college is committed to widening access and participation amongst those who would not otherwise think about, or consider themselves suitably qualified to complete a HE course. As such, we would expect recruitment of disabled students to be higher, particularly as there will be a high representation of this group within our churches.

### Continuation:

Mode	Disability	2016/17		2017/18		2018/19	
FT	Yes	11	91.67%	13	92.86%	10	71.43%
FT	No	54	93.10%	40	85.11%	32	86.49%
PT	Yes	-	66.67%	-	50%	-	50%
PT	No	6	46.15%	-	45.45%	6	60%

- iii. The data indicates comparable figures for continuation between those with disability and those without, although there was a noticeable drop in 2018/19. The number of continuing part time students with disability is low although the small number of students means that drawing statistically significant conclusions from the data is difficult.

### Degree Outcomes:

Mode	Disability	2017/18 and 2018/19
FT & PT	Yes	50%
FT & PT	No	53%

- iv. The data from 2018/19 indicates 50% of students with disability achieved a 2:1 or above compared to 53% of non-disabled students. This shows that there is a minimal gap in performance between the two groups.

Mode	Disability	2016/17		2017/18		2018/19	
FT	Yes			-	33.3%	-	25%
FT	No	18	72%	7	53.8%	9	60%
PT	Yes						
PT	No	-	-			-	50%

- v. The college is currently underperforming in this area and there is a low proportion of students with disability completing their studies.

## 1.5 Care Leavers

- i. The college does not currently have data available relating to care leavers, as we have not been required to submit this data to HESA. This is something that we intend to address as moving forward, though we are aware that it will take some time to collect information from enough years to be able to comment on trends, (particularly continuation, degree outcomes and progression to employment).

- ii. Beginning in the academic year of 2022/23 academic year, there will be a section on our enrolment survey addressing care leavers data.

## 1.6 Progression to Employment

- i. The college has not collected this data internally, though we have data provided through the DHLE survey. Given the small number of students in previous years, some of the data is not disaggregated to include information related to students from disadvantaged groups as this would risk identifying students.
- ii. The table below shows recent data collected on the destination of leavers, and highlights areas for improvement:

<b>Graduate Outcomes Results</b>	<b>Percentage of Students Surveyed (21 Students)</b>
Students felt well or very well prepared for Employment	67%
Students felt well or very well prepared for Further Studies	95%
Students in Employment	71%
Students in Full Time Employment	33%
Students enrolled into Further Study	29%
Students in Employment related to their Degree (i.e. working for a Church or Christian Organisation)	24%
The Qualification was either a Formal Requirement or it Gave an Advantage for their Employment	14%

- iii. Although it is pleasing to see that a high number of students are in employment and/or further study, the area of concern is the number of students going into work related to their degree. This does not necessarily mean that students are not involved in a local church context, as it may be that it is done on a voluntary basis. However, given the express purpose of the college to prepare students for work in a ministry context, we would expect to see this figure be much higher.
- iv. As mentioned, the data is not disaggregated due to the low number of students, but it follows that progression to employment for students from underrepresented groups will be lower and therefore we are underperforming in this area.



- v. To address the lack of data, the college from the academic year of 2022/23 will conduct its own internal survey of leavers to collect relevant information about progression.

## 2. Strategic Aims and Objectives

- i. Missio Dei has made significant changes to the courses offered, and the style of delivery, particularly at undergraduate level. One of the main reasons for these changes was to broaden access and participation from groups that normally would not enrol in higher education because of financial, time, or family commitments. We recognise that students require a more flexible approach to higher education, and we believe that the changes made will enable us to see an increase in the number of students accessing our courses, particularly from the target groups identified in this plan.
- ii. This strategic plan has been developed by the Senior Leadership Team and the Board of Studies of Missio Dei, in consultation with a variety of other groups, including students. Whilst we have witnessed a measure of success with regards to our target groups over recent years, we recognise the need for a more strategic approach in terms of goals, and measurable outcomes.
- iii. Broadly speaking, our aims are to:
  - a. Maintain our commitment to open access and participation to higher education.
  - b. To continue, and to improve our commitment to student support so that gaps in continuation, degree outcomes, and progression to skilled employment that exist with target groups are significantly reduced.
  - c. To enhance progression to skilled employment by working closely with potential employers and improving placement-based learning.
- iv. We recognise that achieving these goals requires further financial investment by the college. This will be done in two main areas: an increase in staff numbers, and access to external bodies who can provide skills and expertise to help students in the target groups.

### 2.1 Target Groups

- i. Based on a review of the data, the college has identified the following groups requiring targeted action:

**Group 1:** The college will seek to enhance the performance of BAME students who are underperforming in terms of recruitment, and completion.

**Group 2:** The college will seek to reverse the trend of lower continuation rates of Mature students, attainment, and increase the numbers completing their degrees.

**Group 3:** The college will target disabled students. The college will seek to improve recruitment among students with disabilities and improve the proportion completing their studies.

## **2.2 Target Groups: Aims**

### **BAME Students**

- i. Two main areas of the student lifecycle have been identified as areas of concern i.e., the access and success rates. The first aim is to significantly increase the number of BAME students enrolling on the course.
- ii. We have identified an issue with the number of BAME students completing their studies and aim to see an increase to over 95% passing their degree.

### **Mature Students**

- i. The college will seek to reverse the trend in progression for mature students, which has declined in recent years.
- ii. We aim to eliminate the gap in attainment between Mature students and, those under-21 on entry, which is currently 14pp.
- iii. The other main issue in the student life cycle (identified in the data above) is the completion rate, declining from 63.2% to 55.6% to 36.4% over three years. The college aims to reverse this trend and see the figure rise to over 85% completion over 5 years.

### **Disabled students**

- i. The college will aim to improve recruitment of students with disability.
- ii. We aim to put in place support so that we will improve the current proportion of disabled students completing their studies.

## Summary of Aims

Target Group	Reference	Aim	Measurable outcome
BAME	PTA_1	Increase the proportion of BAME students.	Improve on our current proportions of BAME students to over 25% over the next 5 years.
BAME	PTS_1	Increase proportion of BAME students completing degree.	Increase proportion of BAME students completing degree to 95% over the next 5 years.
Mature Students	PTS_2	Increase number of students completing degree.	To see an increase to over 85% over the next 5 years.
Mature Students	PTS_3	Eliminate attainment gap between mature students attaining a 2:1 or higher, and students under-21.	To eliminate the gap in attainment of 14pp over the next 5 years.
Mature Students	PTS_4	Increase the proportion of mature students progressing.	To see an increase to 85% of mature students continuing over the next 5 years.
Disabled Students	PTA_2	Increase the proportion of disabled students.	Improve on our current proportion of disabled students over the next 5 years to 35%.
Disabled students	PTS_5	Improve proportion of students with disability completing their studies.	To improve on the proportion of disabled students completing their degree to over 75% over the next 5 years.

## 3. Strategic Measures

- i. Missio Dei is part of the Assemblies of God (AoG), a Pentecostal denomination with approximately 600 churches. The college has a strong team of staff and faculty who oversee the delivery of the HE programmes. Other aspects of the college, including finance, health and safety etc., are overseen by other AoG staff members. The Board of Directors have ultimate oversight of all departments of AoG, including Missio Dei. They delegate the day-to-day running of the college to the Senior Leadership Team (SLT). It is the SLT who are responsible for implementing all strategies and policies related to the college, including our access and participation goals. The college has a Board of Studies (BoS) in place, which manages the delivery of the under-graduate and post-graduate courses. Whilst it does not have sole responsibility for

strategy and policy, it plays a vital role in implementing such. With regards to the Access and Participation Plan, a specific committee will be set up to analyse data and monitor progress of the implementation of the plan.

- ii. Both the SLT and the BoS have student representation who give feedback on their experience and give input into planning for the future.

### **Increasing Access for Target groups 1 and 3**

- iii. The fact that Missio Dei is connected to AoG means there is direct access to many potential students who attend the churches within the denomination. Most of these churches will have members from each other underrepresented groups. Each year, a survey is sent to all churches in the denomination asking a variety of questions about their church, including ones about demographics. Whilst we intend to market widely, to those from a range of church traditions, we want initially to utilise our connections with churches within the denomination. Therefore, we will seek to gather data on the location of the churches and specifically seek to develop close links with ethnic minority churches and those located in disadvantaged areas.
- iv. We will seek the advice of leaders of churches, as well as other external advisors, to look for ways that we can widen access and participation. We want to determine what barriers there may be to people from BAME background and those with disability to studying and look for ways to remove these.
- v. The college will look to promote short courses as a way for potential students from the target groups developing an understanding of the course and an awareness of the requirements of academic study.
- vi. The college will use the marketing and recruitment budget to target underrepresented groups. This will involve producing marketing material, advertising at conferences, running roadshows at churches, and hosting free taster days.
- vii. All of these measures will begin to be implemented in the 2022/23 academic year.

### **Increasing Continuation and Success Rates for Target Groups**

- i. The college already has in place Personal Academic Tutors and good pastoral support, and we recognise that both are important aspects of ensuring student success. We will promote these more so that students are aware of who they need to speak to about support.
- ii. The Student Liaison Officer role will increase to being full-time. This will give students more access to pastoral support as we recognise that there is a relationship between students doing well academically and their overall well-

being. The increase is dependent on budget and we anticipate that this will be able to happen in the 2022/23 academic year.

- iii. We will run more study skills sessions, tutorials, and essay clinics throughout the year to give more tailored support for assignments. These have been added to the 2022/23 calendar and we will add more as the year progresses and we respond to student feedback.
- iv. The academic administration team will closely monitor student progress so that we can intervene earlier with students who are at risk of non-continuation or failing to complete their degree. This will form part of the Academic Team Meeting agenda starting in 2022/23.

### **Financial Support for Target Groups**

- viii. Developing access and participation will require substantial financial investment. Income from fees over £6125 will be committed to supporting our access and participation goals. The money will be invested to ensure that initiatives are properly resourced. The college also has in place a hardship fund, and this can be used to help students from underrepresented groups and will be awarded on a case-by-case basis and there is a policy in place that determines how money is allocated. Students can apply through the Finance Committee where a decision will be made.
- ix. Missio Dei is a non-residential college with the main fee being the tuition fee, which in most cases we would expect to be covered by students applying for a student loan. There is also in place a hardship fund, which is designed to support all students (including those from each of the underrepresented groups).
- x. The college has also invested into online resources – EBSCO for journals, and Perlego for books – and these are provided as part of the course. This means that students have access to books and articles that they will need to complete assignments, and therefore they do not need to buy extra. This benefits all students and will particularly help those from disadvantaged backgrounds and/or who have other financial commitments e.g., mature students with families.

### **3.1 Whole Provider Strategic Approach**

- i. As part of a large, diverse denomination, which has members from all the underrepresented groups, it is essential that there is a wider strategic approach to achieving the aims set out in this plan.
- ii. This plan has been developed by the Senior Leadership Team, in a consultative process involving all members of staff, and representatives from the student body who are present at Senior Leadership Team meetings, and the Board of Studies.

There is a member of the Board of Directors who has specific oversight of the college and has given input into the shaping of this plan.

- iii. Though the college has a small number of staff, the connection AoG means that there is access to a greater amount of expertise and support that we will aim to utilise to help us achieve our goals.

### **3.2 Theory of change:**

- i. The theory of change that underpins this describes its overall desired impact, the planned inputs, the intended outcomes, and the measures of effectiveness that will be used.

#### Planned inputs:

- i. Targeted recruitment to underrepresented groups, particularly those from a BAME and people with disability (as identified in targets above).
- ii. Ensure that the admissions process is clear and supportive and offer more information advice to students from underrepresented groups, particularly the target groups identified above about the course and how to prepare for degree-level study.
- iii. Provide more specific study skills sessions for BAME, disabled, and mature students, both individually and as a group, to address academic issues that may lead to a student withdrawing from the course, and to offer targeted advice on how to improve work and to be able to achieve a higher degree classification.

#### Intended outcomes:

- i. Continued widening of access to higher education among those from underrepresented groups.
- ii. Increased success among underrepresented groups and elimination, where possible, of attainment gaps.

#### Measure of effectiveness:

- i. Missio Dei will use internal and external data on access, progression, success, and outcomes (employment or further study) for all student groups.
- ii. Analysis of qualitative data to determine ways in which the college can improve in the support it offers to students.
- iii. Specific focus-group meetings related to access, success and continuation, and with students to receive feedback.

### **3.3 Alignment with other strategies:**

- i. Our Enhancement Action Plan outlines in detail our approach to ensuring the highest quality learning experience. This includes continual monitoring of the course and modules, learning methods, student feedback, distance learning provision, resources, staff numbers and training, as well as reviewing other aspects of college life. As mentioned above, students, and other external advisors are present at BoS meetings where this plan is discussed.
- ii. Our Admissions Policy articulates our commitment to widening access and participation. Mature students do not need to have any formal qualifications to be able to enrol. At MA level, we do not necessarily require an applicant to have a prior degree as we recognise that there are many people who want to apply for these courses because of their role within a church.
- iii. This plan has been developed in line with our equality and diversity policy, and anti-harassment policy. Missio Dei is committed to eliminating all forms of discrimination, and to providing an environment where individuals are treated fairly and with respect and dignity. This commitment extends to all activities that the college undertakes, and the plan has been produced in line with our responsibilities under the Equality Act 2010 and our commitments are set out in our equality and diversity policy. Specifically, the policy states:

*We are committed to a culture where trust, respect and understanding are fostered, the diversity of people's backgrounds and circumstances are accepted and positively valued, engagement is actively encouraged and the contributions of all are respected. We will always operate on the basis of our biblical beliefs about Christian faith and conduct.*
- iv. The equality and diversity policy and this plan mutually reinforce one another. The plan represents an expression of that policy in action, and in turn helps to inform that policy and its parameters.

### **3.4 Wider Strategic Measures:**

- i. Access:
  - a. Seek to further develop connections with churches, and schools to promote Missio Dei as a viable option for higher education. The church connections will also form part of a strategic approach to profiling potential employers for students
  - b. Maintain fair access in admissions and continue to provide and promote a range of flexible learning options e.g., distance learning, hybrid, part-time etc.



- c. The churches that belong to AoG are a main route to recruiting a diverse range of students. Many of our churches are represented by a large percentage of those from BAME backgrounds. All will have members from the target groups and therefore our marketing and recruitment strategy involves engaging with AoG churches and seeking to promote the college to potential students.
- d. The college will offer individual modules as 'short courses' from the 2022/23 academic year, so that potential students from the underrepresented groups can experience the teaching and learning available. This will help to remove barriers that students in the target groups may face, and will give students an opportunity to develop skills that will help them succeed on the course.
- e. The college will also offer other short courses that can be delivered either off-site or online. Again, this will give potential students an opportunity to experience study at a higher education level and will help develop skills prior to learning. This has already been developed at post-graduate level and we intend to introduce this at under-graduate level too.
- f. Provide more information prior to the course starting so the new students are aware of the requirements of the course and the ways in which they can access support.

ii. Success and continuation

- a. One of the areas identified in the analysis, which has then informed our aims and objectives, is that BAME and disabled students do not achieve higher level degrees or may not complete their studies so we want to introduce more study skills sessions that will be run throughout the year and for each level. This is so that we can address issues early on if a student is struggling to meet the requirements of the course. It will also help to make students aware of the different expectations at each level of study.
- b. Continue to work with students and external advisors in the development of modules to ensure that the learning material, and learning methods are suitable for a diverse student body. This will include offering different modes of assessment e.g., presentations, as these will be particularly beneficial to students with disability who may struggle with writing, and we will provide a better opportunity for achieving higher grades.
- c. Ensure classroom learning is inclusive and engaging, with a variety of teaching styles. Clear guidance will be given during teaching, and via Moodle, as to what is expected for an assignment so that students have the best chance of success.
- d. The college will invest in external student support, particularly around mental well-being. Though the college offers strong pastoral support, we are aware that students may have issues that require professional

support. Whilst the college does not have the capacity to offer this internally, we will allocate funds to support students in this way, should they require it.

- e. Staff training will be provided to increase knowledge and awareness of issues faced by students and how they can be supported in their studies. This is particularly important when it comes to making reasonable adjustments to support students with disability.

### 3.5 Student Consultation

- i. The college has shared this plan with the student body and sought input to develop it. Input was received from a cross-section of the current student population including those from underrepresented groups. The revised plan was circulated to students via the student representatives. The plan will be monitored by the Board of Studies, as well as a specific APP committee, both of which include student representation.
- ii. The plan was discussed with students, however, given the small number of students and the fact that this is the first year of intake on the new BA and the new mode of delivery there was limited awareness of access and participation aim and input as to how the plan can be improved. Much of the discussion with students has focussed on wider issues related to the course, rather than how we can support students from underrepresented groups.

### 3.6 Evaluation Strategy

- i. The college will evaluate progress through the collection of data, both through internal means, and through analysing data from external sources. The collection of **empirical evidence** will provide accurate figures related to access, continuation, success, and progression to employment and we can then compare data with previous years. The college uses database software (ChurchSuite) for student data, and this will allow us to collect relevant information at point of entry, and throughout the student life cycle. One of the areas that the college has limited data on is attainment and any gaps there may be between those from underrepresented groups and the wider student body. It is a priority therefore to gather data related to this.
- ii. Together with empirical evidence, we will also prepare **narrative evidence**, through surveys and focus groups to find out where interventions are working and where improvements need to be made.
- iii. A lot of information about students is gathered through the application process, but this will be more actively monitored following the induction at the beginning of the academic year to determine how the college is performing in terms of its access goals for target groups. The college will also monitor and produce a

report on marketing activity and where investment has been made promoting the courses to the target groups.

- iv. The college already has in place Student Faculty Meetings, and other forums for student consultation. These will now include discussion of access and participation targets and the effectiveness of the strategy for raising continuation, attainment, and completion rates. The college will also survey students about their learning experience.
- v. The college already tracks students results and progression with the Academic Team Meeting, and this will now also include specific focus on underrepresented groups in general, and the target groups identified in this plan.
- vi. The college will create an APP subcommittee that will monitor the implementation and effectiveness of this plan and be responsible for keeping other internal bodies informed about effectiveness and revisions.

<b>Target group</b>	<b>Evaluation Data</b>	<b>Evaluation Strategy</b>	<b>Stage of Lifecycle</b>
BAME	Recruitment data	<p>Analysis of student intake data to determine effectiveness of recruitment process, including comparison of numbers with baseline data.</p> <p>Analysis of where money has been invested into marketing activity i.e., conferences, open days, etc and how many enquiries and applications it has resulted in.</p>	Access
Disabled	Recruitment data	<p>Analysis of student intake data to determine effectiveness of recruitment process.</p> <p>Analysis of where money has been invested into marketing activity i.e., conferences, open days, etc and how many enquiries and applications it has resulted in.</p>	Access
BAME	<p>Student results and progression data</p> <p>Survey data</p> <p>Student Faculty Meeting</p>	<p>Survey of students to determine perception of student support mechanisms.</p> <p>Further analysis of empirical and narrative evidence to determine effectiveness of student support related to improving work resulting in higher grades. To identify areas for improvement</p>	Success

		Comparison of progression and results data against baseline data and following years.	
Disabled	<p>Student results and progression data</p> <p>Survey data</p> <p>Student Faculty Meeting</p>	<p>Survey of students to determine perception of student support mechanisms.</p> <p>Further analysis of empirical and narrative evidence to determine effectiveness of student support related to improving work resulting in higher grades. To identify areas for improvement</p> <p>Comparison of progression and results data against baseline data and following years.</p>	Success
Mature	<p>Student results and progression data</p> <p>Survey data</p> <p>Student Faculty Meeting</p>	<p>Survey of students to determine perception of effectiveness of student support.</p> <p>'In house' analysis of data related to student progression.</p> <p>Comparison with baseline data and following years.</p>	Progression
Mature	<p>Student results and progression data</p> <p>Survey data</p> <p>Student Faculty Meeting</p>	<p>Analysis of withdrawal rates, together with analysis of qualitative data about reasons for withdrawing.</p> <p>Consideration of ways support can be improved.</p> <p>Comparison of completion data with baseline data.</p>	Completion

### Strategic context

- vii. The college is committed to widening access and participation and will deploy the necessary resources to maintain strong performance, where this has been identified, and improve in areas of weakness. We will also work with similar institutions to develop our strategy.

### Programme design

- viii. There are clearly identified target groups, aims, objectives and measures, underpinned by the theory of change. We will measure delivery against this plan thereby enabling the college to assess performance and ensure that delivery is achieved.

## **Evaluation design**

- ix. Our performance has been strong in some key areas, such as access for mature students. This evaluation will use the strategic aims and objectives set out above to gauge how effectively we are achieving them. We will evaluate our efforts through empirical and narrative evidence to determine how effectively we are deploying our resources.

## **Evaluation and implementation**

- x. Using the ChurchSuite database will enable us to quickly produce information related to the aims and objectives above. This will be overseen by the Academic Administrator. Reports will be produced ahead of meetings of the APP committee and the extended Board of Studies meetings.
- xi. The college has links with other bible colleges and will seek opportunities to discuss best practice, and to determine other intervention methods that may be utilised.
- xii. The college will incorporate information from APP meetings into our current process of continual improvement. Reports will be presented to the BoG, BoS, and at other relevant academic team meetings. From these reports, any changes to the delivery of the programmes and the various mechanisms in place to support students will be discussed and actions decided upon.

## **3.7 Monitoring progress against delivery of the plan**

- i. As mentioned above, the college will appoint an APP sub-committee. This committee will meet twice a year before each of the extended Board of Studies (February and June) and will prepare reports in advance of them. The committee will include student representation as well as members of faculty, staff and external advisors.
- ii. The purpose of the committee is to review goals, prepare data, and where money has been spent. It will determine how well the college is performing in terms of achieving its targets and report to the Board of Studies, and where necessary the Senior Leadership Team.
- iii. Once progress has been determined, the committee will suggest any amendments that need to be made, particularly if there are areas where targets are not being met. If monitoring activity shows that performance is worsening, the college will respond by amending the activity that has been outlined in this plan. It may be that strategies are not working, or that they are not effective enough. It is not possible to determine what problems we may encounter and therefore we cannot state the precise action we would take, but we will respond to areas where performance has remained the same, or worsened and revise the plan where necessary.

- iv. An overall review will be included as part of the extended Board of Studies agenda. This will also include the appointing of members to the committee.

#### **4. Provision of information to students**

- i. All relevant information about the courses is available on our website and will be discussed during taster events, and at interviews. Students will be made aware of support available to them, particularly the related to disability support and financial support.
- ii. During induction, students will be made aware of their Personal Academic Tutor and pastoral support structure.
- iii. Fees and other course information is available on our website. Information about modules, assessments, etc., is available on our Moodle VLC. Fee information is provided for the duration of the student's course.
- iv. A copy of this access and participation plan will be available on our website once approved.

### Summary of 2022-23 entrant course fees

\*course type not listed

#### Inflationary statement:

We will not raise fees annually for 2022-23 new entrants

**Table 4a - Full-time course fee levels for 2022-23 entrants**

Full-time course type:	Additional information:	Course fee:
First degree	Same as above	£7,575
First degree	Same as above	£8,825
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	For this course there is a tuition fee, placement fee, and mission trip fee. The placement and mission trip are integral to the course.	£8,825
CertHE/DipHE	This is the tuition fee for distance learning students	£7,575
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4b - Sub-contractual full-time course fee levels for 2022-23**

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

**Table 4c - Part-time course fee levels for 2022-23 entrants**

Part-time course type:	Additional information:	Course fee:
First degree	As above	£4,413
First degree	This is for distance learning students	£3,788
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	For this course there is a tuition fee, placement fee, and mission trip fee. The placement and mission trip are integral to the course.	£4,413
CertHE/DipHE	This is for distance learning students	£3,788
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2022-23**

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

# Targets and investment plan 2022-23 to 2026-27

Provider name: Assemblies of God Incorporated

Provider UKPRN: 10020416

## Investment summary

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

### Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
<b>Total access activity investment (£)</b>	£8,750.00	£8,750.00	£13,000.00	£13,000.00	£13,000.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£5,000.00	£5,000.00	£7,000.00	£7,000.00	£7,000.00
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£3,750.00	£3,750.00	£6,000.00	£6,000.00	£6,000.00
<b>Financial support (£)</b>	£13,000.00	£15,000.00	£20,800.00	£22,000.00	£22,000.00
<b>Research and evaluation (£)</b>	£3,000.00	£3,000.00	£3,000.00	£3,000.00	£3,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
<b>Higher fee income (£HFI)</b>	£66,820.00	£82,940.00	£101,560.00	£120,500.00	£133,800.00
<b>Access investment</b>	7.5%	6.0%	6.9%	5.8%	5.2%
<b>Financial support</b>	15.0%	14.5%	13.8%	12.4%	12.0%
<b>Research and evaluation</b>	4.5%	3.6%	3.0%	2.5%	2.2%
<b>Total investment (as %HFI)</b>	26.9%	24.1%	23.6%	20.7%	19.4%



