



MONT ROSE®  
COLLEGE

**Mont Rose College of Management and  
Sciences Limited Access and Participation  
Plan 2025-26 to 2028-29**

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## 1.0 - Introduction and strategic aim

This Access and Participation Plan (APP) sets out how Mont Rose College of Management and Sciences LTD (MRC) will ensure all student groups are supported to enter, succeed, and secure suitable employment or further study. This APP is focused on the UK undergraduate students. It identifies risks to equality of opportunity for the students, alongside a detailed overview of our planned intervention strategies designed to address those risks.

### 1.1 - Context

MRC is situated in London and was founded in 2006. It has created a reputable brand for higher education, offering an exceptional learning environment. MRC has earned its reputation by providing quality teaching and tailored student support. Our passionate tutors are recognised within their professional fields. We value and teach our students in small group sizes, with plenty of social interaction between students and lecturers – providing an outstanding level of support. We ensure quality from the very first day. Students not only depart with an industry-recognised qualification but also with the transferable skills needed to succeed and secure employment for their future.

MRC advances learning and knowledge through teaching and research, particularly in close association with industry and commerce. Engagement with employers remains fundamental to ensuring that our students are exceptionally well-prepared for future careers. We offer various undergraduate and Higher National Certificate/Diploma (HNC/HND) courses available in Business Accounting, Hospitality Management, Health Care Practice (Healthcare Management), and Business Marketing, as well as full degree programmes in partnership with Buckinghamshire New University. MRC has an excellent track record of high achievers, which defines our slogan “Excellence Through Learning.” At our heart, we are an inclusive community and aim to reduce marginalisation. Our strategic plan as portrayed in Figure 1 below, is deeply rooted in our vision, mission, and strategic aims and is driven by the significance of the student and MRC as partners.

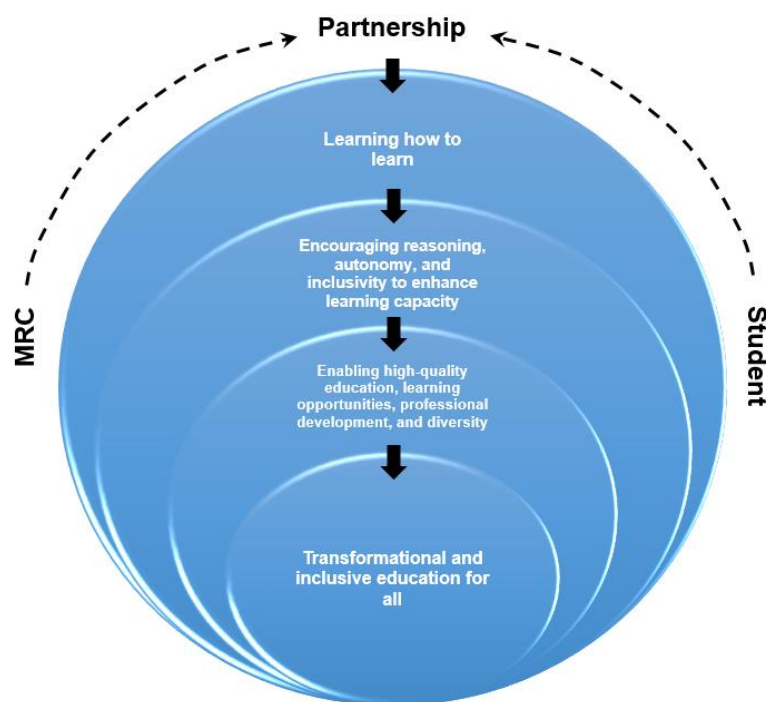


Figure 1: MRC Strategic Plan 2025-30 for inclusive education

### 1.2 - MRC mission

Our mission is to “Encourage self-motivated reasoning, independent and creative thinking to enhance students capacity to learn”. This overarching mission encompasses inclusivity and participation for all

students and staff, ensuring that our diverse student body is inclusive, representative, and prosperous, for which we support them to be able to reach their academic and social potential.

### **1.3 - Strategic aims**

Our six overarching strategic aims are to:

- Provide and deliver high-quality education, learning and assessment across the whole institution
- Provide relevant and supportive opportunities to all our students
- Support the professional development of staff
- Improve our services for students with learning difficulties and disabilities
- Embed e-learning opportunities within all courses at the College
- Respect and promote diversity

While working on these strategic aims, we are seeing continuous improvement in outcomes for all the students throughout their lifecycle. Equality of opportunity is very central to us when developing institution-wide strategies. Equality of opportunity is on standing agendas on various committees and boards, where students are also members of these boards. This is to ensure that all our students are satisfied with the services we provide, which promote inclusivity.

### **2.0 - Risks to equality of opportunity**

We thoroughly analysed our data (Annex A) and identified gaps in performance, indicating five risks to equality of opportunity that we will be addressing in this Plan. We referred to the Equality of Opportunity Risk Register (EORR), which guided us in understanding the risks that students face at different stages of their student lifecycle. We formed an Access and Participation Group (APG), where a diverse body of students falling in the identified categories and staff contributed to understanding the risks, identifying challenges and interventions addressing the risks.

To understand what risks are most significant, we considered the performance gap sizes, population sizes and whether there were indications that the gaps were closing or increasing, especially after our interventions to achieve our first plan. In some cases where we identified gaps but there was an indication that the gaps were reducing, we decided to monitor these gaps further (Annex A) to direct our resources to more persistent and significant gaps, minimising the risks to equality of opportunity. In the development of our objectives and targets, we have also considered the minority groups that could be most disadvantaged and underrepresented and require support.

Our performance analysis shows that most of our students come from IMDQ1-2 areas, 99% of students are mature, and many of them have work and family responsibilities. Through our conversations during the APG meetings, we have recognised that the knowledge and skills (EORR1), insufficient academic support (EORR6), insufficient personal support (EORR7), mental health (EORR8), and the cost of living (EORR10) are the prime risks affecting students' performance. Through our research about pre-16 students, we found that knowledge and skills (EORR1), perception of HE (EORR3), academic support (EORR6) and career advice (EORR7) are the main risks that require addressing.

Through our interventions in the previous plan, we recognised that creating a culture of unity and belonging and promoting mutual respect improved students' well-being, which had a positive impact on student continuation and completion. In addition, new student numbers with mental health issues are increasing, alerting us to emphasise more on student wellness programmes as part of this Plan. Moreover, through our evaluation of the previous plan, we learned that the continuation and completion of students from underrepresented backgrounds receiving financial support were higher compared with those not claiming financial support. As part of this Plan, we will provide financial support to ease the cost pressures on most needed students.

## 2.1 - Key risks

### 2.1.1 - Access

**Risk 1** - Pupils from underrepresented and disadvantaged backgrounds have lower attainment rates at schools. We have recognised through research that many young people, especially from the most underrepresented and disadvantaged areas, require more knowledge and skills (EORR1) to progress to Higher Education (HE) and need to improve their perception of HE (EORR3). Furthermore, research shows that pupils need more academic support (EORR6) and career advice (EORR7), which will make a positive impact on young people's academic performance and decisions towards their educational journey, improve knowledge and skills that would help them to succeed in the future. We set an objective through APP variations to our previous plan in 2023 to support pre-16 pupil attainment at schools so they have enhanced chances to succeed in the future. As part of this Plan, we will continue working towards achieving success for young people. Also, we will prioritise young care experienced students, students estranged from their families, Gypsy, Travelers, Roma, Showmen and Boaters (GTRSB), Refugee / Asylum-seekers, and ex-prisoners through our interventions (Annex A). The understanding of the risks informed us in the development of interventions for Objective 1 **(O1)**.

### 2.1.2 - On course

**Risk 2** - Our data and research shows that Black students were less likely to continue their studies compared with White students. Furthermore, an intersectional analysis helped to identify that the Black male and female continuation was, in fact, the lowest compared with all other ethnicities. The EORR suggests that the lower continuation was likely due to Insufficient Academic Support (EORR6), Insufficient Personal Support (EORR7), and Mental Health (EORR8). Through our APG discussions, we identified that mature Black students were more likely to experience personal challenges than the other groups, which in turn affected the continuation. These findings guided us in the development of the interventions for Objective 2 **(O2)**.

**Risk 3** – Asian, Black and Other Minorities (ABMO) completion rate is lower at MRC compared with the other ethnic groups. The EORR suggests that the lower ABMO completion was likely due to Insufficient Academic Support (EORR6), Insufficient Personal Support (EORR7), and Mental Health (EORR8). Through our APG discussions, we identified that ABMO mature student groups faced similar personal issues, more often related to family circumstances and work-related responsibilities. Therefore, they require more flexibility. These findings informed us of the development of the interventions for Objective 3 **(O3)**.

**Risk 4** - There is a persistent gap between male and female completion rates. In addition, there is an indication that the gap is widening. The EORR suggests that the lower male completion was likely due to a lack of Knowledge and Skills (EORR1). At our institution, 99% of the male students are mature and have family responsibilities. Through our discussions, we identified that male completion was often lower due to their family circumstances and responsibilities. In many cases, this affected male commitment to their studies and resulted in a lack of focus on learning because of too many responsibilities. Therefore, the males require more flexibility and male-focused teaching and learning strategies to achieve the best outcomes. These findings informed us of the development of the interventions for Objective 4 **(O4)**.

### 2.1.3 - Progression

**Risk 5** - The gap between male and female progression towards further studies or high-skill employment has fluctuated throughout the years (Annex A - Table 10). In the last two years of available data, there is an indication of an increasing risk that the male progression gap is growing, increasing the risk of equal opportunities. According to the EORR and APG findings, the lower male progression is mainly due to the lack of Knowledge and Skills (EORR1), career advice, and the changing industrial demands. Our evidence suggests that male students are less likely to seek career advice or attend employability programmes organised by the institution during their studies and after their graduation to help their career development. Hence, the intervention strategies are aligned to mitigate the risk for the objective 5 **(O5)**.

## 2.2 - Other risks

Some of the identified risks which are not part of this Plan can be found in Annex A of this document – section “A Summary of identified areas for further monitoring (no objective set)”, which also includes a rationale as to why these risks are not forming a part of this Plan.

## 3.0 - Objectives

We have identified five main risks to equality of opportunity as discussed in “A Summary of identified risk groups for which we set the APP objectives” (Annex A).

Further, in Table A below, we detail the objectives that are linked to the identified risks and set targets, which guided us in developing mitigating interventions that will improve the outcomes for the identified underrepresented and disadvantaged groups of students. The set objectives and targets are aspiring but, at the same time, achievable.

Identified Risk	Objective	Target	Intervention Strategy Reference
<b>Risk 1</b> Pupils from underrepresented and disadvantaged backgrounds have lower attainment rates at schools compared with other young entrants	Through our interventions, we will support the attainment of pre-16 pupils participating in our programmes in all four years of the Plan by working in collaboration with AccessHE and partnerships with schools and other local and national organisations <b>(O1)</b>	Supporting the attainment of pre-16 pupils from underrepresented and disadvantaged backgrounds by gradually achieving increased pupils' confidence levels to learn (80% by the last year of the plan)	IS1 (PTA_1)
<b>Risk 2</b> Lower Black student continuation compared with other ethnicities	Close the continuation gap between White and Black students by 2034 <b>(O2)</b>	Reduce the continuation gap by 7.6 % by 2029 Eliminate the gap by 2034 Baseline a 12.6% gap (2020-2021) Target a 5% gap in 2029 Target a 0% gap in 2034	IS2, IS3 (PTS_1), (PTS_2)
<b>Risk 3</b> ABMO students' completion rate is lower than that of the other ethnic groups	Close the completion gap between ABMO and White students by 2031 <b>(O3)</b>	Reduce the completion gap by 4% by 2029 Eliminate the gap by 2031 Baseline a 6% gap (2017-18) Target a 2% gap in 2029 Eliminate the gap in 2031	IS2, IS3 (PTS_1), (PTS_2)
<b>Risk 4</b> Persistently lower male completion compared to female completion	Reduce the completion gap between male and female students by 5% by 2034 <b>(O4)</b>	Reduce the completion gap by 2% by 2029 Further, reduce the completion gap by 3% by 2034 Baseline a 16.4% gap (2017-18) Target a 14.4% gap in 2029 Target an 11.4% gap in 2034	IS4, IS5 (PTS_3), (PTP_1)
<b>Risk 5</b> Lower male progression compared to female students	Close the progression gap between male and female students by 2034 <b>(O5)</b>	Reduce the progression gap by 4% by 2029 Eliminate the gap by 2034 Baseline a 7.5% gap (2020-21) Target a 3.5% gap in 2029 Eliminate the gap in 2034	IS4, IS5 (PTS_3), (PTP_1)

Table A

## 4.0 - Intervention strategies and expected outcomes

The strategies and their expected outcomes are detailed below:

### 4.1 - Intervention strategy 1

#### 4.1.1 - Objective

Support the attainment of pre-16 pupils participating in our programmes in all four years of the Plan by working in collaboration with AccessHE and in partnerships with schools and other local and national organisations **(O1)**

#### 4.1.2 - Risk

Risk 1: Pupils from underrepresented and disadvantaged backgrounds have lower attainment rates at schools compared with other young entrants

##### 4.1.2.1 - Risks to equality of opportunity

EORR 1: Knowledge and Skills

EORR 3: Perception of Higher Education

EORR 6: Insufficient Academic Support

EORR 7: Insufficient Personal Support

#### 4.1.3 - Target

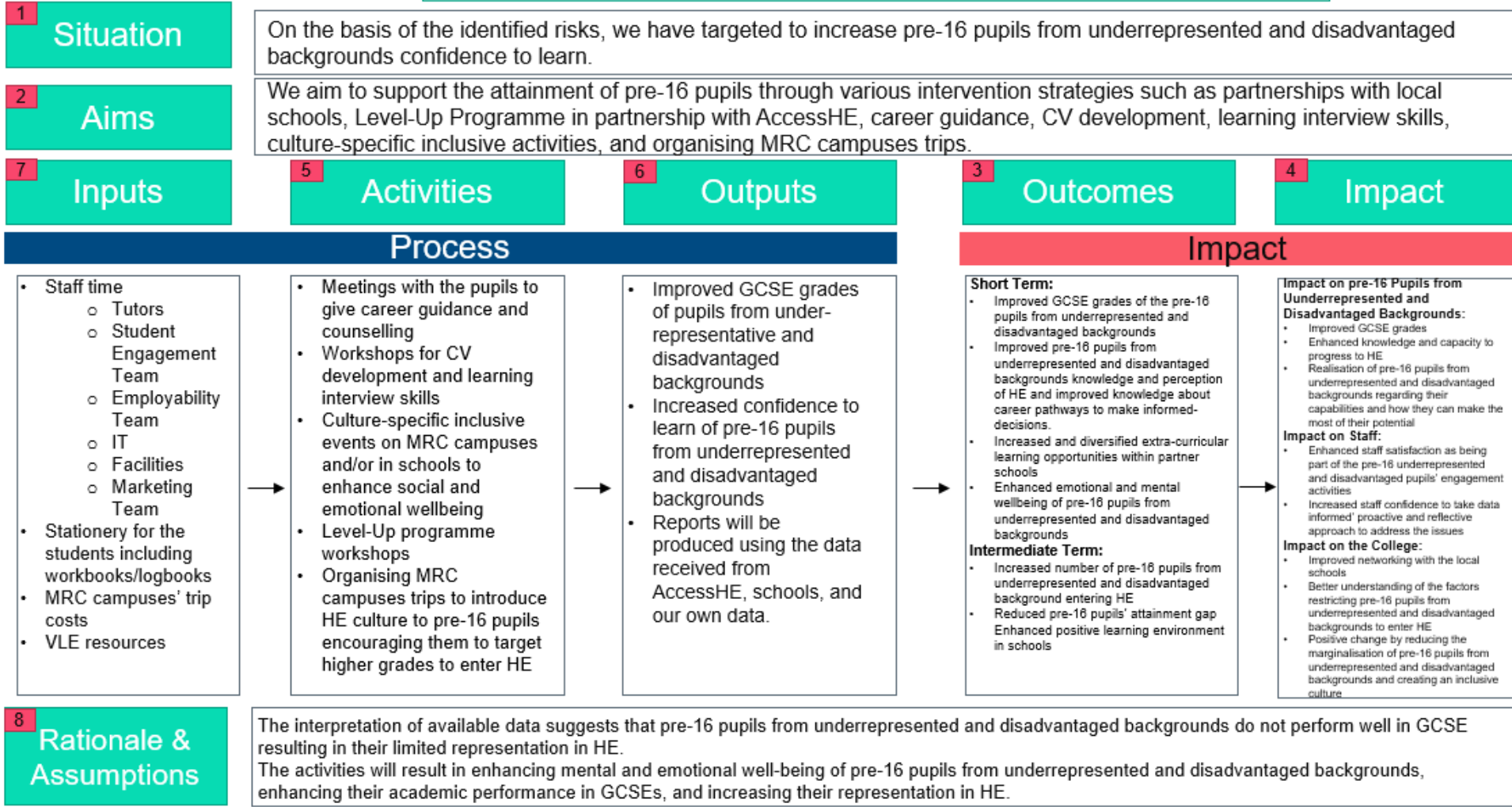
Supporting the attainment of pre-16 pupils by achieving 80% improved confidence levels to learn for participants in our programmes by the end of this Plan (PTA\_1)

**Investment across the length of the programme: £259,358**

Activity	Input	Outcome	Cross Intervention
<p><b>Activity 1:</b></p> <p>The Level Up Programme will be run in partnership with AccessHE</p> <p>Particulars:</p> <ul style="list-style-type: none"> <li>Workshops on developing study strategies and techniques to help emotional regulations</li> <li>A day trip of pre-16 pupils to MRC with different enriching activities to help them become aware of HE (new activity)</li> </ul>	<p>1<sup>st</sup> year - £30,695            2<sup>nd</sup> year - £30,094            3<sup>rd</sup> year - £31,219            4<sup>th</sup> year - £33,132  <b>Total: £125,140</b></p> <p>The investment estimates include staff costs:</p> <p>Academic staff - <b>0.23 FTE</b></p> <p>Staff from Student Engagement, Employability departments - <b>0.38 FTE</b></p> <p>IT staff - <b>0.07 FTE</b></p> <p>Data Department - <b>0.1 FTE</b></p> <p>(6 workshops, 3 trips per academic year)</p>	<p>Enhanced positive learning environment in schools by removing non-academic barriers</p> <p>Developed positive perceptions of education for participants</p> <p>Increased and diversified extracurricular learning opportunities within partner schools</p> <p>Enhanced pupils' academic performance and progression to HE</p>	IS1

<p><b>Activity 2:</b> To support the attainment of pre-16 pupils from underrepresented and disadvantaged backgrounds, we will be working in partnerships with the local schools, conducting a series of workshops at various school campuses throughout the year delivered by our qualified staff. There will be a variety of face-to-face and/or remote workshops:</p> <ul style="list-style-type: none"> <li>• Career guidance about various disciplines</li> <li>• CV development and learning interview skills</li> <li>• Culture-specific inclusive activities to enhance social and emotional wellbeing</li> <li>• MRC campus trips to introduce HE culture to pre-16 pupils, encouraging them to target higher grades to enter HE</li> </ul> <p>We will be targeting at least six schools and conducting three workshops per school in a year. We will be prioritising pupils coming from Limited Data Groups as described in the “Key Risks” section (Risk 1). (revised activity)</p>	<p>1<sup>st</sup> year - £32,654 2<sup>nd</sup> year - £32,637 3<sup>rd</sup> year - £33,839 4<sup>th</sup> year - £35,088 <b>Total: £134,218</b></p> <p>The investment estimates include staff costs:</p> <p>Academic staff - <b>0.23 FTE</b></p> <p>Staff from Student Engagement, Employability departments - <b>0.38 FTE</b></p> <p>IT staff - <b>0.07 FTE</b></p> <p>Data Department - <b>0.1 FTE</b></p> <p>(18 workshops, 6 trips (one per school) per academic year))</p>	<p>Increased pupils' understanding of HE studies and options available</p> <p>Improved pupils' employability skills</p> <p>Increased staff CPD</p>	<p>IS1</p>
<p><b>Evidence base and rationale:</b> After reviewing the external data received from schools and The Level Up Programme Report 2024 prepared by AccessHE (AccessHE, 2024), we had numerous meetings with AccessHE to discuss this programme and its potential impact. We are confident that the programme will contribute to supporting young pupils' attainment by enhancing their confidence and attitude to learn. The data presented by AccessHE in their report (AccessHE, 2024), show that the programme previously achieved 53.5% increase in pupils progression to being on track to achieve at GCSE. Therefore, in our interventions we will aim to achieve above this percentage and upto 80% in the last year of this Plan. Redbridge is one of the most deprived London boroughs, where we will mainly be working with schools to support raising pupils' attainment. From communication with schools and feedback from AccessHE, who will also engage with us to strengthen the collaborations with schools, we are confident that our workshops and perception of HE activities will help to support pre-16 pupils' confidence and attitude to learning. Further evidence base and rationale for each activity are available in Annex B.</p>			
<p><b>Evaluation:</b> The strategic intervention is underpinned by the Theory of Change. IS1 – The strategy to support pre-16 pupils' attainment in collaboration with AccessHE and local schools will be monitored and evaluated annually and reported to the Academic/Quality Assurance Board (AQAB) and APG. All activities will have evaluation methods embedded from the outset of their delivery. We will evaluate each activity in intervention strategy 1 using the Type 1 and Type 2 standards of evidence.</p> <ul style="list-style-type: none"> <li>• Pre- and post-programme activity surveys will be run to get students' feedback after each activity</li> <li>• AccessHE data analysis</li> <li>• School staff feedback</li> <li>• Student attendance in each workshop</li> </ul> <p>We will publish the results of the evaluation on our website dedicated APP area in March 2027 and annually thereafter. The evaluations will also be shared with schools, AccessHE and other external stakeholders. Further details outlining the evaluation method are available in Annex B.</p>			

**Theory of Change Project:** To support pre-16 pupils' attainment from underrepresented and disadvantaged backgrounds  
**Organisation:** Mont Rose College of Management and Sciences LTD



## 4.2 - Intervention strategy 2

### 4.2.1 - Objective

Close the continuation gap between White and Black students by 2034 **(O2)**

### 4.2.2 – Risk

Risk 2: Lower Black student continuation compared with the other ethnicities

#### 4.2.2.1 - Risks to equality of opportunity

EORR 6: Insufficient Academic Support

EORR 7: Insufficient Personal Support

EORR 8: Mental Health

### 4.2.3 – Target

Reduce the continuation gap by 7.6% by 2029 (PTS\_1); secondary objective: (PTS\_2)

Eliminate the gap by 2034

Baseline a 12.6% gap (2020-2021)

Target a 5% gap in 2029

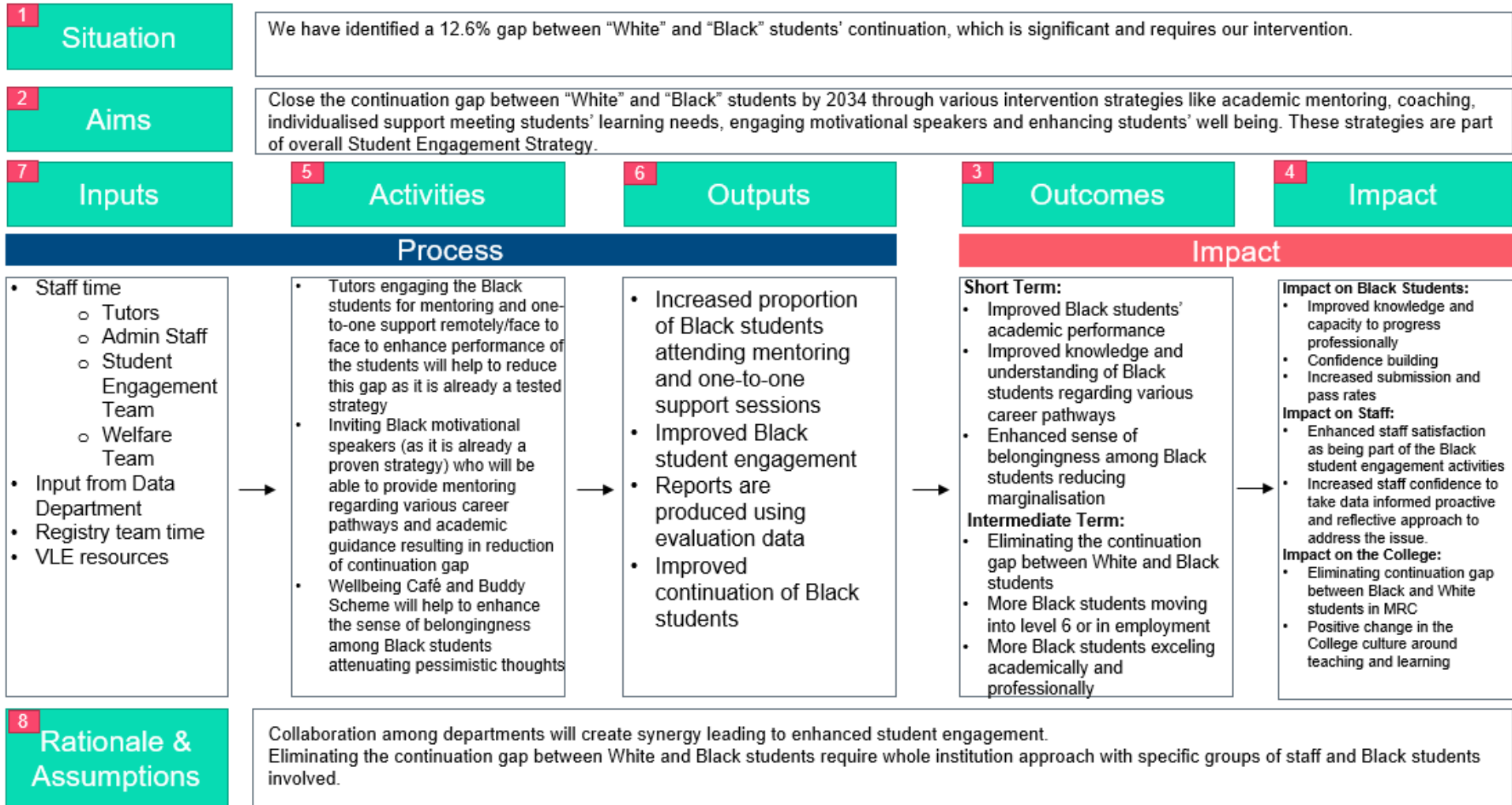
Eliminate the gap in 2034

**Investment across the length of the programme: £360,593**

Activity	Input	Outcome	Cross Intervention
<b>Activity 1:</b> Provide academic mentoring, coaching, and one-to-one support to close the continuation gap between Black and White students (revised activity)	1 <sup>st</sup> year - £43,761 2 <sup>nd</sup> year - £46,825 3 <sup>rd</sup> year - £50,104 4 <sup>th</sup> year - £53,610 <b>Total: £194,300</b>  The investment estimates include staff costs:  <b>Academic-0.23 FTE</b>  Student Engagement, Employability and Marketing departments - <b>0.38 FTE</b>  <b>IT Department - 0.07 FTE</b>  <b>Data Department - 0.1 FTE</b>	Improved confidence building  Improved academic results  Fostering a sense of belonging at MRC  Creating an inclusive learning environment  Developing a climate promoting racial justice	IS2, IS3
<b>Activity 2:</b> Successful MRC Black graduates are invited as motivational speakers to provide mentoring regarding various career pathways and	1 <sup>st</sup> year - £14,024 2 <sup>nd</sup> year - £15,006 3 <sup>rd</sup> year - £16,057 4 <sup>th</sup> year - £17,181 <b>Total: £62,268</b>	Increased sense of recognition and being a valued member of the learning community  Improved confidence building	IS2, IS3

academic guidance (revised activity)	<p>The investment estimates include staff costs:</p> <p>Academic - <b>0.5 FTE</b></p> <p>Student Services, Student Engagement, Marketing departments - <b>0.19 FTE</b></p> <p>Data Department - <b>0.1 FTE</b></p>		
<p><b>Activity 3:</b> Enhancement of the Wellbeing Café and Buddy Scheme for academic and non-academic mentoring (revised activity)</p>	<p>1<sup>st</sup> year - £23,429 2<sup>nd</sup> year - £25,069 3<sup>rd</sup> year - £26,825 4<sup>th</sup> year - £28,702 <b>Total: £104,025</b></p> <p>The investment estimates include staff costs:</p> <p>Academic - <b>0.04 FTE</b></p> <p>Student Services, Student Engagement, Marketing departments - <b>0.24 FTE</b></p> <p>Welfare Department - <b>0.1 FTE</b></p> <p>Student Union/ Ambassadors - <b>0.4 FTE</b></p> <p>Data Department - <b>0.1 FTE</b></p>	<p>Improved academic engagement</p> <p>Reduced the number of withdrawals or interruptions of studies applications</p>	<p>IS2, IS3, IS4, IS5</p>
<p><b>Evidence base and rationale:</b> Mentoring, coaching, and one-to-one support are tested strategies for improving continuation, resulting in positive outcomes. Therefore, we integrated this strategy into the Plan. We will also invite successful MRC Black graduates as motivational speakers to provide mentoring regarding various career pathways and academic guidance, as this activity was implemented in the Health and Social Care Department previously for Black student continuation and resulted in positive outcomes. Furthermore, the student feedback regarding this strategy reaffirmed its effectiveness. Moreover, our Plan also includes enhancing the Wellbeing Café and Buddy Scheme for academic and non-academic mentoring under this strategic intervention. This activity resulted in a high continuation rate when implemented during the pandemic. The students also appreciated this activity in their feedback as it benefited their studies during the unprecedented times. Further evidence base and rationale are available in Annex B.</p>			
<p><b>Evaluation:</b> The strategic intervention is underpinned by the Theory of Change. IS2 – Closing the continuation gap between Black and White students. We will evaluate each activity in Intervention Strategy 2 using the Type 2 standard of evidence.</p> <ul style="list-style-type: none"> <li>• Black students’ surveys and students’ feedback semester-wise</li> <li>• Focus groups</li> <li>• Dashboard data</li> <li>• NSS outcomes</li> </ul> <p>We will publish the results of the evaluation on our website dedicated APP area in March 2027 and annually thereafter. The evaluations will also be shared with students through committee meetings/videos/blogs/ College magazine. Further details outlining the evaluation method are available in Annex B.</p>			

**Theory of Change Project:** Gap between “White” and “Black” students continuation  
**Organisation:** Mont Rose College of Management and Sciences LTD



### 4.3 - Intervention strategy 3

#### 4.3.1 - Objective

Close the completion gap between ABMO and White students by 2031 (O3)

#### 4.3.2 - Risk

Risk 3: ABMO students' completion rate is lower than the other ethnic groups

##### 4.3.2.1 - Risks to equality of opportunity

EORR 6: Insufficient Academic Support

EORR 7: Insufficient Personal Support

EORR 8: Mental Health

#### 4.3.3 – Target

Reduce the completion gap by 4% by 2029 (PTS\_2); secondary objectives: (PTS\_1), (PTS\_3)

Eliminate the gap by 2031

Baseline a 6% gap (2017-18)

Target a 2% gap in 2029

Eliminating the gap in 2031

**Investment across the length of the programme: £1,042,579**

Activity	Input	Outcome	Cross Intervention
<p><b>Activity 1:</b> Academic mentoring and non-academic counselling.</p> <p>The mentors/counsellors will provide educational support, personal development, financial budgeting and wellbeing advice (revised activity)</p>	<p>1<sup>st</sup> year - £46,919 2<sup>nd</sup> year - £50,204 3<sup>rd</sup> year - £53,719 4<sup>th</sup> year - £57,479 <b>Total: £208,321</b></p> <p>The investment estimates include staff costs:</p> <p>Academic - <b>1.07 FTE</b></p> <p>Student Services, Student Engagement, Marketing departments - <b>0.2 FTE</b></p> <p>Welfare Department - <b>0.07 FTE</b></p> <p>Data Department - <b>0.14 FTE</b></p>	<p>Increased continuation from year 1 to year 2 of study</p> <p>Increased completion rate of ABMO students</p> <p>Enhanced student satisfaction</p> <p>Improved progression rates</p>	IS3, IS2, IS4
<p><b>Activity 2:</b> Flexible learning support through a customised learning environment:</p>	<p>1<sup>st</sup> year: Weekend classes and additional resources Teaching - £84,240</p>	<p>Reduced withdrawals and interruption of study</p>	IS3, IS4

<ul style="list-style-type: none"> <li>Weekend classes</li> <li>VLE customised learning environment</li> <li>Hybrid teaching and learning</li> <li>Online and on-site learning resources</li> </ul> <p>(New activity with some revised elements)</p>	<p>Student Services, Welfare, and other departments' costs - £89,235</p> <p>VLE customisation and additional IT cost online classes - £36,450</p> <p>Evaluation-£5,204</p> <p>Total 1<sup>st</sup> year: £215,129</p> <p>2<sup>nd</sup> year - £193,939</p> <p>3<sup>rd</sup> year - £206,637</p> <p>4<sup>th</sup> year - £218,553</p> <p><b>Total: £834,258</b></p> <p>The investment estimates include staff costs:</p> <p>Academic - <b>4.38 FTE</b></p> <p>Student Services, Student Engagement, Marketing departments - <b>1.94 FTE</b></p> <p>Welfare Department - <b>0.4 FTE</b></p> <p>IT Department - <b>0.6 FTE</b></p> <p>Data Department - <b>0.1 FTE</b></p>	<p>Increased student satisfaction</p> <p>Improved attendance and engagement</p> <p>Decreased mental stress levels</p>	
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**Evidence base and rationale:**

To close the completion gap between ABMO and White students by 2031, academic mentoring and non-academic counselling through mentors/counsellors will be provided to the students, supporting them academically in addition to advising regarding personal well-being and financial budgeting. Our internal data indicate that the ABMO completion rate is relatively low as compared with White students, and possible reasons for this, as per APG, include family and work-related issues leading to increased stress levels. Hence, these findings inform us to develop interventions to help students handle these concerns. This activity is also a continuation of our previous APP, and the positive student feedback concerning academic mentoring and non-academic counselling activities endorses this activity.

Furthermore, flexible learning support through a customised learning environment will also be adopted by offering weekend classes, customised VLE, and hybrid teaching and learning by supporting the students through online and on-site learning resources. Hence, the students will be able to improve the course completion rates as this flexibility will help them to achieve their learning goals in a timely manner. Flexible learning offers students flexibility and autonomy in shaping their learning process (Wade, 1994; Boer and Collis, 2005; Vanslambrouck *et al.*, 2018; Smith and Hill, 2019; Hrastinski, 2019; Lockee and Clark-Stallkamp, 2022; Müller *et al.*, 2023). Our internal findings during the pandemic also indicate a high student completion rate as all services moved online.

Since last year, we have started providing flexibility to our students through face-to-face and online tutorials, populating the VLE with relevant course information, and subscriptions to online libraries. The feedback obtained through student surveys and class representative committee meetings confirms that the majority of the students benefited from these activities as their learning enhanced, whereas their stress levels reduced significantly.

Further evidence base and rationale for each activity are available in Annex B.

**Evaluation:** The strategic intervention mentioned above is underpinned by the Theory of Change.

IS3 – Strategic interventions to close the completion gap between ABMO and White students by 2031

We will evaluate each activity in intervention strategy 3 using the Type 2 standard of evidence.

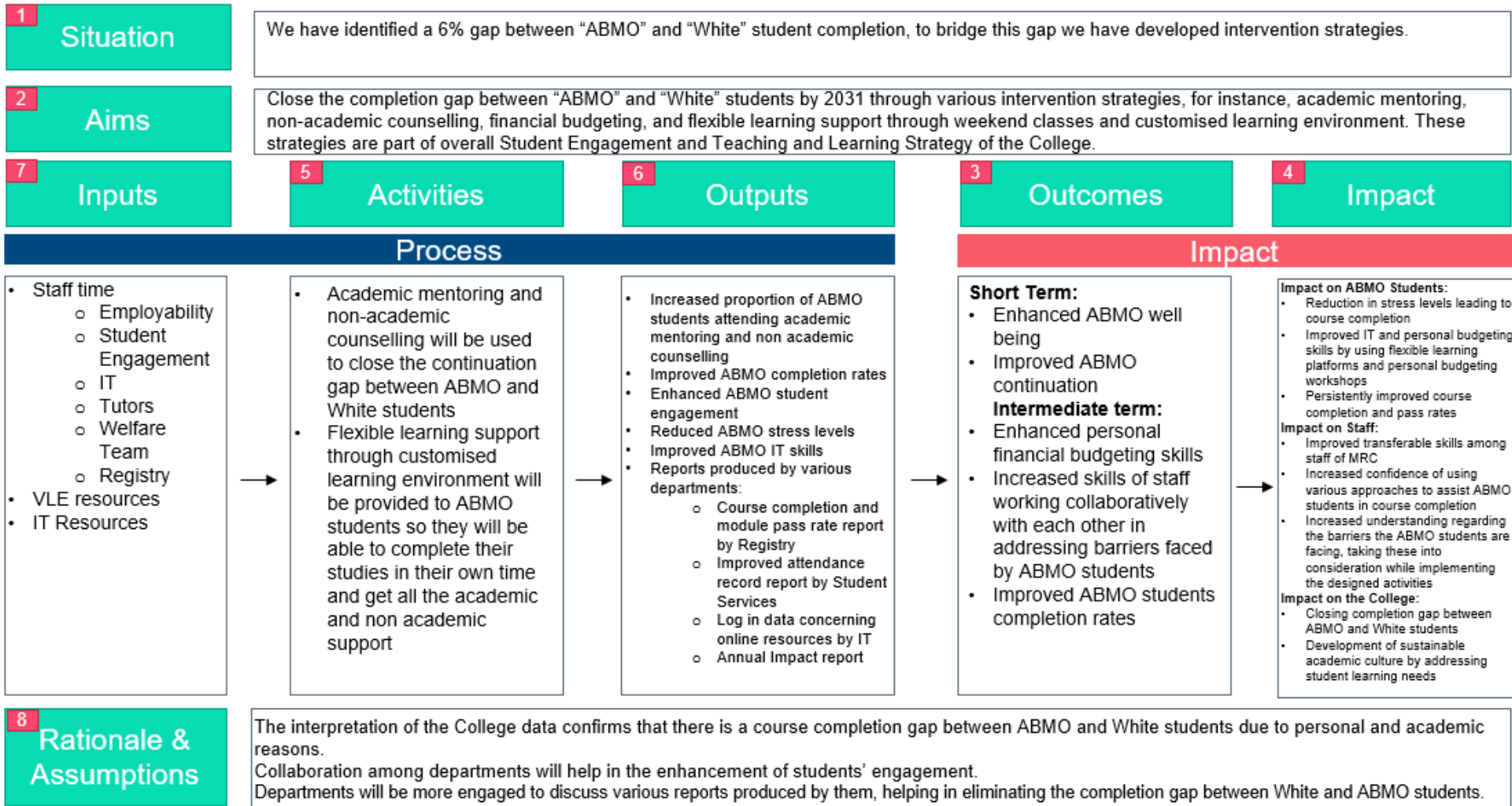
- Dashboard data-outcomes
- A report of students' login data to online resources/platforms

- Annual impact report for each activity
- NSS outcomes

We will publish the results of the evaluation on our website dedicated APP area in March 2027 and annually thereafter. The evaluations will also be shared with students through committee meetings/videos/blogs/College magazine.

Further details outlining the evaluation method are available in Annex B.

**Theory of Change Project: "ABMO" and "White" students completion**  
**Organisation: Mont Rose College of Management and Sciences LTD**



#### 4.4 - Intervention strategy 4

##### 4.4.1 – Objective

Reduce the completion gap between male and female students by 5% by 2034 **(O4)**

##### 4.4.2 - Risk

Risk 4: Persistently lower male completion compared with female completion

##### 4.4.2.1 - Risks to equality of opportunity

EORR 1: Knowledge and skills

EORR 6: Insufficient Academic Support

EORR 7: Insufficient Personal Support

##### 4.4.3 – Target

Reduce the completion gap by 2% by 2029 (PTS\_3), secondary objective: (PTP\_1)

Further, reduce the completion gap by 3% by 2034

Baseline a 16.4% gap (2017-18)

Target a 14.4% gap in 2029

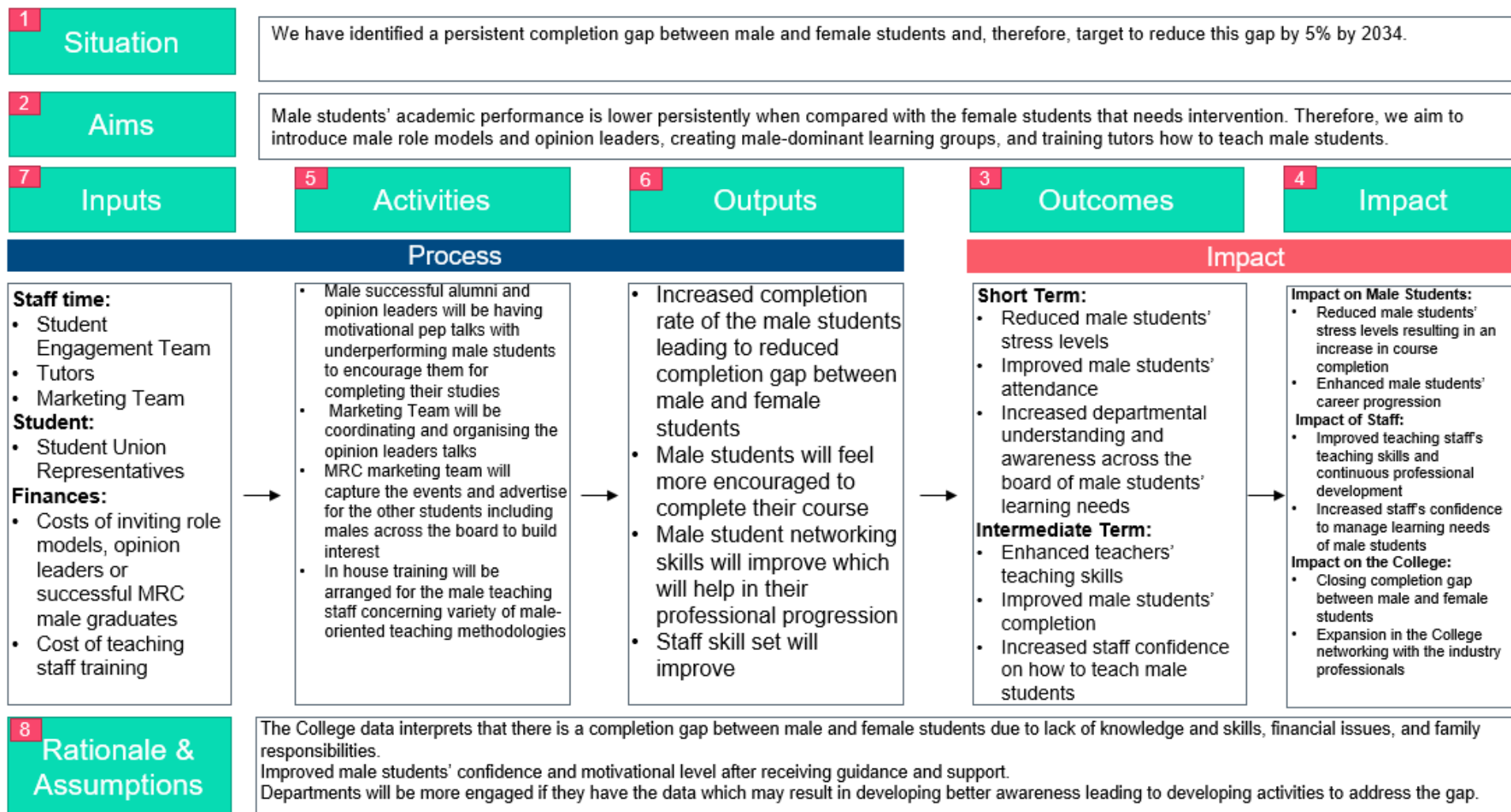
Target an 11.4% gap in 2034

**Investment across the length of the programme: £225,793**

Activity	Input	Outcome	Cross Intervention
<p><b>Activity 1:</b> Male role models and opinion leaders: MRC's successful male graduates and male opinion leaders from the industry will be invited to motivate and encourage male students to complete their courses (new activity)</p>	<p>1<sup>st</sup> year - £24,419 2<sup>nd</sup> year - £26,129 3<sup>rd</sup> year - £27,959 4<sup>th</sup> year - £29,915 <b>Total: £108,422</b></p> <p>The investment estimates include staff costs:</p> <p>Academic - <b>0.35 FTE</b></p> <p>Student Services, Student Engagement, Marketing departments - <b>0.2 FTE</b></p> <p>Student Union - <b>0.2 FTE</b></p> <p>Data Department - <b>0.1 FTE</b></p>	<p>Increased male student satisfaction</p> <p>Improved attendance and engagement</p> <p>Improved module results</p>	IS4, IS5

<p><b>Activity 2:</b> The tutors (predominantly male tutors) will receive tailored training on how to teach males. New strategies to teach male students will be implemented through:</p> <ul style="list-style-type: none"> <li>• Small discussion groups</li> <li>• Competitive learning activities</li> <li>• Setting termly academic goals (revised activity)</li> </ul>	<p>1<sup>st</sup> year - £26,435 2<sup>nd</sup> year - £28,286 3<sup>rd</sup> year - £30,266 4<sup>th</sup> year - £32,384 <b>Total: £117,371</b></p> <p>The investment estimates include staff costs:</p> <p>Academic - <b>0.65 FTE</b></p> <p>Data Department - <b>0.1 FTE</b></p>	<p>Improved attendance and engagement of male students</p> <p>Improved module results</p> <p>Increased male student completion</p>	<p>IS4, IS5</p>
<p><b>Evidence base and rationale:</b> The completion gap between males and females is persistent and significant, according to <b>Annex A - Table 8</b>. To reduce the completion gap between male and female students, the literature review shows that students benefit from contacts with role models and opinion leaders, who help them in their career planning and influence their learning and completion (Annex B). For activity 2, internal data evidence the success of this activity, assuring that the strategy will succeed. Research data further confirm that learning how to teach male students can improve male outcomes (Annex B). Further evidence base and rationale for each activity are available in Annex B.</p>			
<p><b>Evaluation:</b> The strategic intervention, as mentioned above, is underpinned by the Theory of Change. IS4 – Monitoring and evaluation of the strategic interventions for reducing the completion gap between male and female students by 5% by 2034 We will evaluate each activity in intervention strategy 4 using the Type 2 standard of evidence.</p> <ul style="list-style-type: none"> <li>• Dashboard data-outcomes</li> <li>• Peer observation reports</li> <li>• Annual impact report</li> <li>• NSS outcomes</li> </ul> <p>We will publish the results of the evaluation on our website dedicated APP area in March 2027 and annually thereafter. The evaluations will also be shared with the students through committee meetings/videos/blogs/College magazine. Further details outlining the evaluation method are available in Annex B.</p>			

**Theory of Change Project:** Completion gaps between male and female students  
**Organisation:** Mont Rose College of Management and Sciences LTD



## 4.5 - Intervention strategy 5

### 4.5.1 – Objective

Close the progression gap between male and female students by 2034 **(O5)**

### 4.5.2 - Risk

Risk 5: Lower male progression compared with female students

#### 4.5.2.1 - Risks to equality of opportunity

EORR1: Knowledge and skills

### 4.5.3 – Target

Reduce the progression gap by 4% by 2029 (PTP\_1); secondary objective: (PTS\_3)

Eliminate the gap by 2034

Baseline a 7.5% gap (2020-21)

Target a 3.5% gap in 2029

Eliminating the gap in 2034

**Investment across the length of the programme: £397,631**

Activity	Input	Outcome	Cross Intervention
<b>Activity 1:</b> Building professional networking with prospective employers for male students, enhancing curriculum with required skills and arranging placements to enhance high-skill employment (revised activity)	1 <sup>st</sup> year - £51,119 2 <sup>nd</sup> year - £76,654 3 <sup>rd</sup> year - £78,364 4 <sup>th</sup> year - £83,849 <b>Total: £289,986</b>  The investment estimates include staff costs:  Academic - <b>0.52 FTE</b>  Employability Department - <b>2.02 FTE</b>  Student Engagement, Facilities, Marketing departments - <b>0.31 FTE</b>  Student Union - <b>0.02 FTE</b>  Data and IT departments - <b>0.12 FTE</b>	Robust professional network  Increasing high-skilled employment  Enhanced curriculum with sector-demanded skills	IS4, IS5
Activity 2: MRC Angels Programme leading to Skills Development (exclusively for males)  Programme particulars:	1 <sup>st</sup> year - £24,244 2 <sup>nd</sup> year - £25,942 3 <sup>rd</sup> year - £27,758 4 <sup>th</sup> year - £29,701 <b>Total: £107,645</b>	Enhanced admission in level 6 Top Up programmes as part of further education/progression	IS4, IS5

<ul style="list-style-type: none"> <li>• Learning the practical side of business by translating theory into practice</li> <li>• Enhancing skills: entrepreneurial, negotiation, decision-making, marketing, critical thinking, and project management skills (revised activity)</li> </ul>	<p>The investment estimates include staff costs:</p> <p>Academic - <b>0.13 FTE</b></p> <p>Student Engagement, Student Services, Marketing and Facilities departments - <b>0.63 FTE</b></p> <p>Data and IT departments - <b>0.11 FTE</b></p>	<p>Increasing high-skilled employment</p>	
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**Evidence base and rationale:** The progression gap between males and females has been increasing in the last two years. The details are in **Annex A - Table 10**.

Building professional networking with prospective employers for male students and enhancing the curriculum with required skills will be adopted to close the progression gap between male and female students by 2034. This activity is focused on the development of a placement and internship database, which has been effectively practised for the past five years in MRC. Our Employability Department placed many students in various internships and placements. Therefore, on the basis of this positive experience, we decided to continue using this activity by focusing on male students. Engaging employers results in enhancing teaching and learning quality that leads to better student progression (Ofsted, 2010; Department for Business, Innovation, and Skills, 2014; Welmond and Gregory, 2021; UKCES, 2012a; Huddleston *et al.*, 2012; UKCES, 2012b; Ofsted, 2013). Furthermore, a large amount of our internal data indicates successful contributions of our MRC Angels Programme, leading to skills development towards students' progression. Therefore, we are introducing this programme exclusively for male students as they will be learning the practical side of the business, and their skills will also be enhanced. Thus, their progression will improve.

Further evidence base and rationale for each activity are available in Annex B.

**Evaluation:** The strategic intervention, as mentioned above, is underpinned by the Theory of Change.

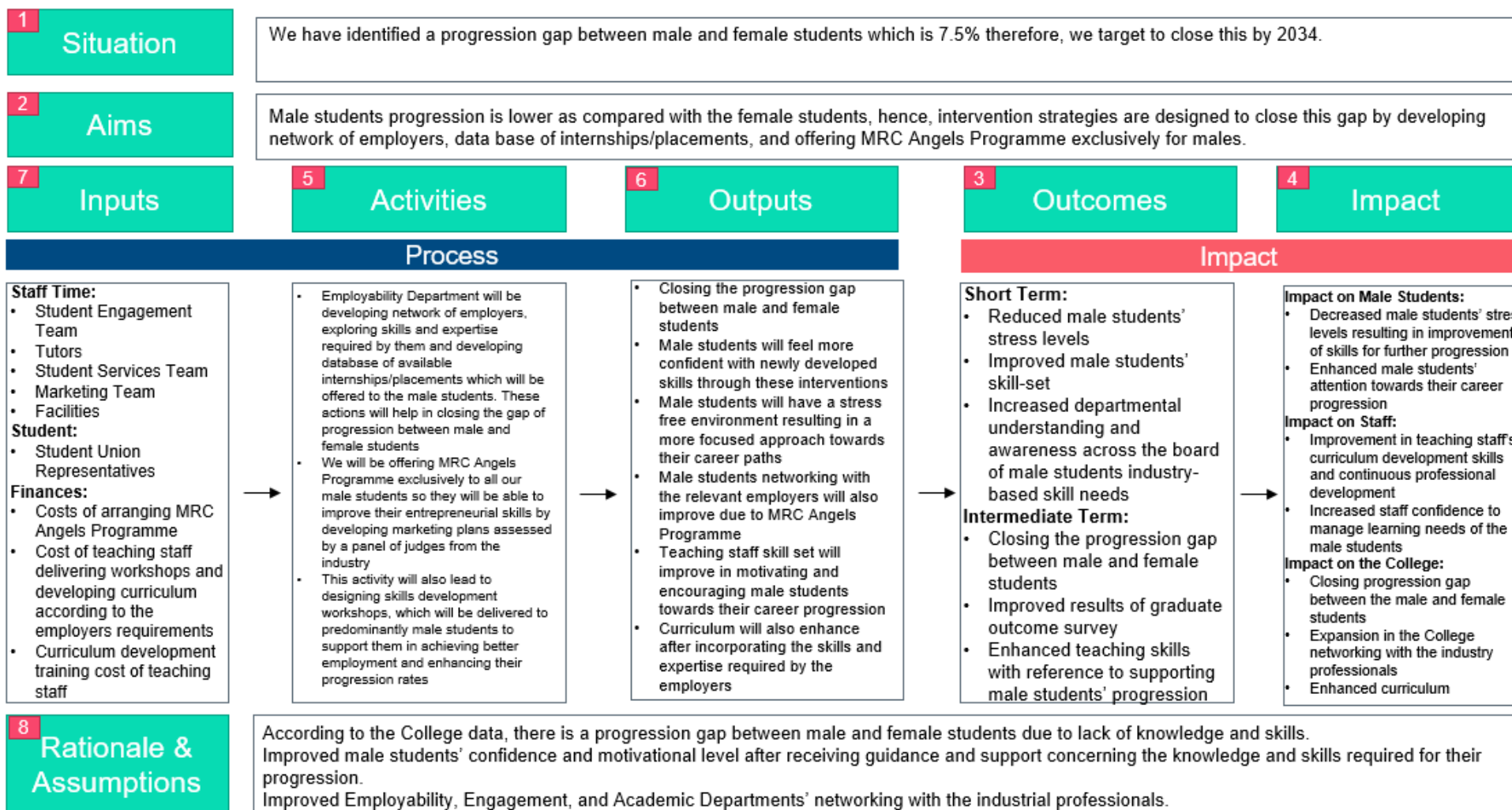
IS5 – Closing the progression gap between male and female students  
 We will evaluate each activity in intervention strategy 5 using the Type 2 standard of evidence.

- Graduate Outcomes
- Internal post-completion feedback survey
- Annual impact report
- Student feedback reports
- The placement data (from Year 2 of the Plan onwards)

We will publish the results of the evaluation on our website dedicated APP area in March 2027 and annually thereafter. The evaluations will also be shared with students through committee meetings/videos/blogs/College magazine.

Further details outlining the evaluation method are available in Annex B.

**Theory of Change Project: Progression gap between male and female students**  
**Organisation: Mont Rose College of Management and Sciences LTD**



## 5.0 - Whole provider approach

Our mission is to “Encourage self-motivated reasoning, independent and creative thinking to enhance students capacity to learn”.

Our strategic approach to access and participation, as outlined in the Introduction and Strategic Aims, relates to all of our new enabling strategies:

1. Provide and deliver high-quality education, learning and assessment across the institution
2. Provide relevant and supportive opportunities to all our students
3. Support the professional development of staff
4. Improve our services for learners with learning difficulties and disabilities
5. Embed e-learning opportunities within all courses at the College
6. Respect and promote diversity and inclusion

The College's overarching Theory of Change for widening participation is based on Action Research. The change should be participative and collaborative and must cover all departments and students.

To ensure that the development and delivery of the Plan includes the representation of the whole institution, we ensured that staff and students were engaged early by having training sessions and discussions. We involved the Data Department in working across the organisation and using the best sources of data for performance analysis. We set a meeting with the Board of Governors (BOG) early to discuss the direction of the Plan and our options to ensure that at the approval stage, everyone will be in agreement. We engaged the Finance Department early to discuss APP investment options before progressing with the intervention strategies. Most importantly, we engage the students throughout all stages of the Plan development and delivery, ensuring that our Plan is relevant and credible. We aim to include students/pupils from pre-entry, on-course, and post-graduation progression. We are at the early stage of working with pupils, hence, during this Plan, we will aim to increase pupils' participation in the activities and gather feedback on how to improve future programmes.

Our policies and processes incorporate the protection of students, who are identified as having protected characteristics according to the Equality Act 2010, against discrimination, harassment, and victimisation. We strive to provide a safe and enjoyable learning environment to every student who joins us, regardless of her/his characteristics. College staff, Student Ambassadors, and Student Union members are trained to discuss any potential cases identified in the College and report them to the higher management. The student handbook incorporates all relevant policies about student welfare, equality and diversity, sexual harassment, and racial discrimination. We apply a zero-tolerance policy and widely publicise it throughout the College.

We continuously encourage more students with protected characteristics to join our APG, Student Representative Committee, and Student Union. In the development of this Plan, and especially strategies, we engaged APG, student representatives and the Student Union, who are large groups and already include a good number of members with protected characteristics, which gives us assurance that their voice is heard and considered when developing the strategies. We strongly believe that it is crucial for organisational success to foster good relationships between people who have protected characteristics and those who do not. Therefore, all our strategies incorporate elements of equality, diversity, and inclusion. For example, as part of our Marketing Strategy, to enhance inclusivity we celebrate Multicultural Day, LGBTQ Pride Month and LGBTQ History Month, Autism Awareness, and Black History Month every year by inviting more students to participate. We have many events throughout the year promoting mental health and wellbeing. All these initiatives help promote inclusivity and respect in the organisation, as well as encourage students with protected characteristics to participate more and express their opinions freely.

Additionally, as part of our strategic direction, we give priority to care leavers, estranged students, and students with mental health issues throughout the whole student lifecycle, helping them through applications, providing priority access to hardship funds, providing extra support through our academic, welfare and pastoral support services, and employability services.

Our interventions to address inequalities are well beyond the interventions addressed in this Plan. Our admission, teaching, student services, welfare, student engagement, and student finance functions all incorporate due care for students with protected characteristics. This whole organisational approach will be reflected in the delivery of this Plan, which will ensure that all students achieve the best outcomes.

To ensure continuous improvement, the College has put procedures in place, which include:

- APG will receive tailored training regarding the new Plan and start working on it after its approval. This group will be comprised of students from the targeted groups (50%) and staff from various departments (50%), including Academic, Student Services, Student Engagement, IT, Marketing, Welfare, and Finance Departments. This group will be fully engaged in achieving our strategic aims and objectives by applying strategic measures and evaluating and monitoring progress.
- Assuring that the College's whole student lifecycle approach to pre-entry, continuation, completion, and progression is effective, where our students can benefit irrespective of gender, ethnicity, religion, age or disability.
- Implementing a Theory of Change for widening participation interventions throughout the student lifecycle, which will feed into the College's Strategic Plan.
- The APG will be creating termly evaluation reports of progress against targets, which will be presented to the AQAB for assessment and review, which can take urgent actions if necessary.
- The APG and AQAB, which include student representatives, will oversee the MRC commitment to supporting attainment at schools, continuation, completion, and progression and ensure they are fully implemented.

A practical approach to change is achieved by developing a culture and structure that supports inclusivity and consistency throughout the organisation. MRC's Theory of Change can be summarised in Figure 2 below:

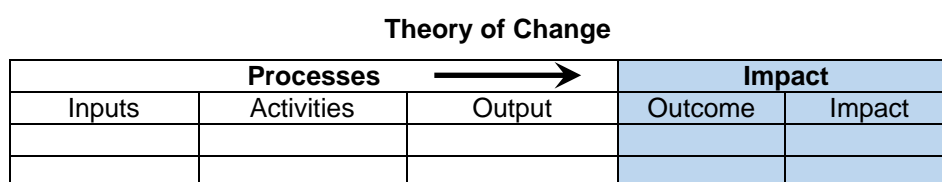


Figure 2: Process of Theory of Change Model

Our Theory of Change is based on two main components: processes and their impact. Processes involve inputs of various resources that help in the development and execution of activities. The activities, in turn, produce outputs that later provide the outcomes, and, in the end, we will be able to see the impact of every activity.

The College persistently innovates its teaching pedagogies to develop a high standard of teaching across all subject areas. At the end of each semester, we conduct standardisation meetings attended by all teaching staff to share and learn various good teaching practices.

These practices enhance teaching techniques and lead to student interaction and motivation. Furthermore, to support students, the College has designed a non-credit module for all students joining the different levels of education. This module covers PowerPoint presentations, report and essay writing, academic writing, Harvard referencing, and presentation skills. This module will be offered in the first semester of each course. This initiative will ensure that the most underrepresented students' academic performance will improve and their chances to succeed will increase.

## 6.0 - Alignment with other strategies

Our 2025-30 MRC Strategic Plan, which is currently in the last stages of development, addresses APP initiatives at all the stages of supporting raising attainment, continuation, completion, and progression. All our strategies have elements of equality, diversity, and inclusion to ensure the whole institution's approach.

Our Marketing Strategy incorporates APP supporting raising attainment strategy addressing disadvantaged and underrepresented pupils.

The Mental Health and Student Welfare Strategies incorporate broader support strategic activities provided by staff to enhance the attainment, continuation, completion, and progression of students requiring additional support due to their characteristics or circumstances.

Our Student Engagement Strategy is aligned with the APP strategies regarding student continuation, completion, and progression, taking into account equality, diversity, and inclusion.

Our Teaching and Learning Strategy addresses students' inclusion through flexible and customised learning and pedagogies aligned with the APP intervention strategies.

The progression APP intervention strategy addressed in this Plan is linked to the College's Employability Strategy and Teaching and Learning Strategy.

The MRC Teaching and Learning Committee will be responsible for approving the research data.

Our IT and VLE Strategy is brought into line with the APP strategies related to supporting raising attainment, continuation, and completion, especially considering student groups that require more guidance and help. In addition, our Staff Training and Development Strategy contributes to all APP strategies' targets, including supporting raising pupils' attainment, continuation, completion, and progression. The Strategy ensures that the staff receives relevant training, including raising and ensuring inclusivity, diversity, and equality across the organisation.

Our Finance Strategy incorporates the investment monitoring required to achieve the strategies of the 2025-29 APP. Financial support funds are also developed, ensuring equality, diversity, and inclusion.

## **7.0 - Student consultation**

The College ensures that the students' voice is heard at every level. Therefore, we encourage our students to participate in developing various College strategies and policies. The students are part of different College committees and boards. There is also a Student Representative Committee, which is comprised of student representatives from various cohorts. The MRC Student Union also participates in a wide range of the College activities, such as developing students' support systems, student engagement and enhancement activities, College graduation, multicultural events, buddy schemes, etc.

The College developed APG as part of its first plan. The group will continue working towards achieving the new Plan, including new student members from the targeted groups. Overall, as indicated earlier, the APG consists of 50% staff from various departments and 50% students from the targeted groups of the new APP. This group has its own documented Terms of Reference (TORs), duties, and responsibilities. The group's main aim is to focus on implementing developed intervention strategies for APP and meet the needs of the targeted groups.

This APP was prepared after consultation with our students through APG, Student Union, and Student Representative Meetings arranged throughout the year in preparation for the new Plan. In these consultation events, the students discussed the selected objectives of the Plan and the needs of targeted groups and provided their views based on their experiences. They suggested that the MRC Angels Programme should also be used to close the progression gap between male and female students. Another suggestion was to implement flexible learning support to close the completion gap of ABMO students. Following the students' suggestions, intervention strategies were developed accordingly and integrated into the current APP.

MRC student consultation regarding APP took place in July 2024, when the whole student body got the chance to give feedback, which was later reflected in the finalisation of the Plan.

We will ensure continuous engagement of our students after the approval of the Plan through APG in the implementation, monitoring, and evaluation of all the planned activities.

## 8.0 - Evaluation of the Plan

MRC's approach to evaluation is informed by the MRC Evaluation Framework, which is aligned with the OfS self-assessment tool and the Theory of Change models, which define our key objectives and outcomes aimed to be achieved in the short and intermediate term. All activities were developed considering robust evidence of success and the best methods of evaluation to successfully and reliably measure the impact of our interventions. The AQAB will monitor the effectiveness of the MRC Evaluation Framework and address any issues continuously. They will report to the BOG annually about the overall performance and progress of the Plan.

We have developed robust evaluation mechanisms following our learning from what worked and what did not for our previous plan. As portrayed in Figure 3 below, the evaluation of the Plan will be overseen by the APG, which will consist of 50% students from the targeted groups and 50% senior staff from the Academic, Welfare, Student Engagement, Student Services, IT, Marketing, and Finance Departments. The APG's role is to approve the evaluation of intervention strategy plans, review the evaluation design, monitor the effectiveness of the evaluation methods, and develop termly evaluation reports. They will also create impact report annually on the basis of termly evaluation reports to be submitted to AQAB comprised of Programme Managers, Principal, Vice Principal, and students. The AQAB will assess and review the annual impact report and take necessary actions if required. They will forward their findings to BOG for annual review. Once BOG endorses the conclusions/recommendations, they will be sent to APG for implementation.

The APG meets every term to evaluate various activities, training provided to staff and students, and resources, and judge the investment made in the activities against the results. The APG discusses if the progress is sufficient and what lessons have been learned so far and shares good practices. If progress is not sufficient, then APG will inform AQAB immediately to have a combined meeting to discuss the issues. If it is seen that significant changes need to be made to activities, then the proposed variations to the Plan will be submitted to the OfS for approval.

The APG will play the leading role in exploring and refining the Theory of Change models based on learning from new evidence and best practices. APG will ensure that the whole institution is continuously engaged. We will continue exploring best sources, like TASO, AdvanceHE, GuildHE, Uni Connect (AccessHE), and OfS guidance on sharing good practices, evaluation findings and reports to improve the programme delivery continuously and approaches to evaluation to achieve the best APP outcomes.

Annual planning and reporting cycles will support ongoing evaluation, reflection, and improvements to our activities. APG will perform a yearly APP progress evaluation, which will be reviewed by the AQAB and reported to BOG before publishing on our website-dedicated space for the APP and associated work. The annual impact report will be shared with student representatives during the relevant committee meetings on various platforms, contributing to sharing good practices and work with other institutions. Students will be continuously engaged in evaluation processes through APG membership. They will engage in activities that create awareness among the student bodies about evaluations, like contributing to the Zypher magazine, which is our termly issue prepared by the staff and students and shared with all students and staff to attract more student participation in APP work.

APG and AQAB will seek to achieve the whole organisational change by continuously providing feedback, guidance, support, and evidence. The evaluation and monitoring training will be tailored and in line with the Theory of Change models. After the approval of the APP, awareness sessions will be arranged for the members of BOG and AQAB. The training will also be provided to AQAB, APG members, activity leads, and participants from the whole organisation, including the students, so they can understand the evaluation and be able to give feedback and suggest improvements. The training will be developed and implemented before the Plan's start date.

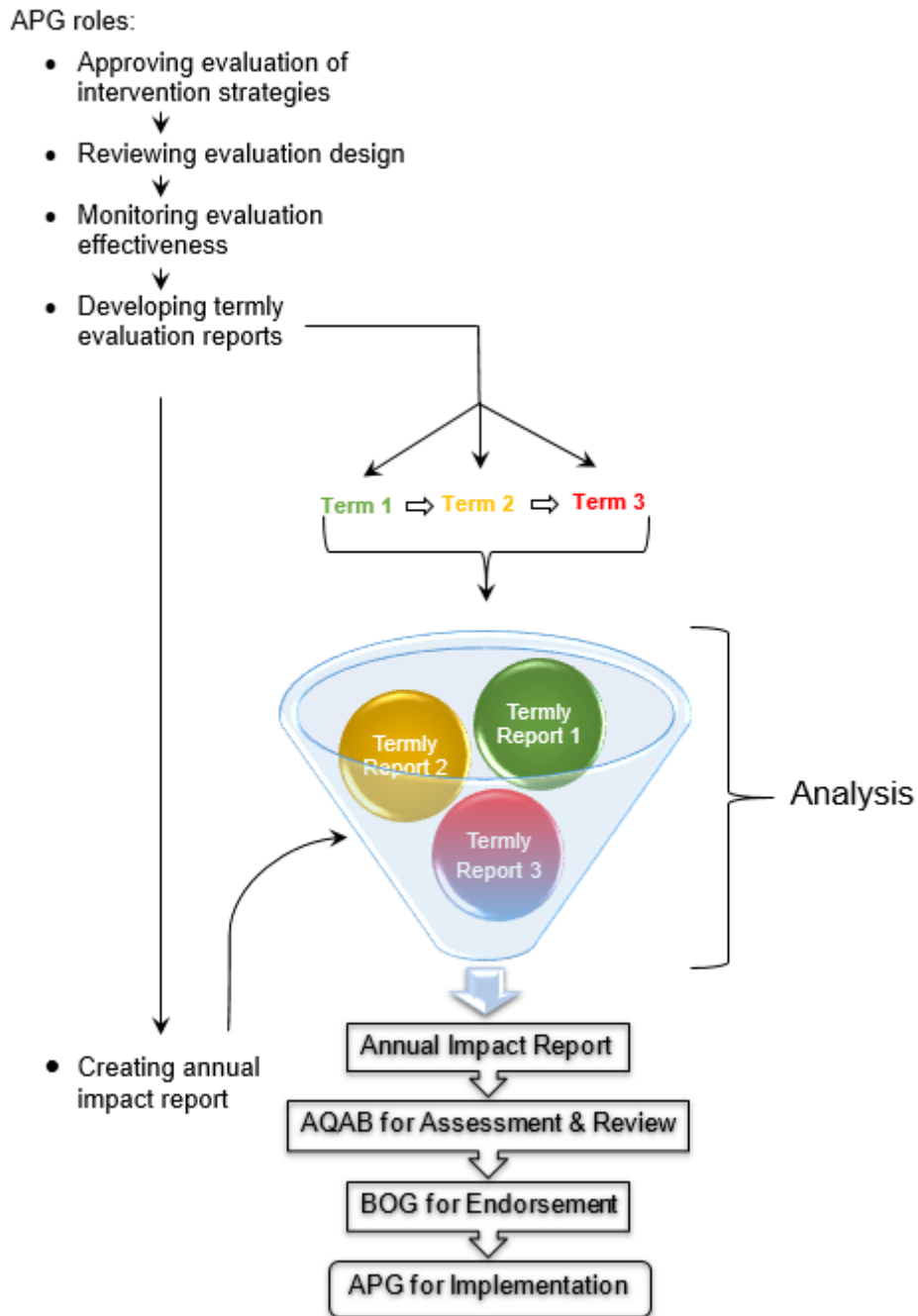


Figure 3: Evaluation mechanism

The staff skill audit will be done for this Plan as it was for the previous plan, which helped to assign relevant people to programmes and appropriate training in a timely manner. The staff will participate in any relevant sector providers' arranged conferences/seminars/workshops that will be held before, during, and after the duration of the Plan to continuously share knowledge and build expertise and tools for robust evaluation. We will make robust APP delivery evidence of what works and what does not work, which will contribute to the overall sector evidence base. We will publish evaluation reports on intervention strategies in March 2027 and annually thereafter on our website, reflecting on the previous academic year. The reports will include reflections on the progress of all strategies and a review of evaluation and monitoring processes.

As part of assuring the high-quality impact of the APP interventions, the APG referred to the OfS standards of evidence document confirming that our evaluation produces Type 1 and Type 2 standards

evidence. The evidence will feed into our decision-making processes regarding programme design, activities, and delivery. We also used the OfS evaluation self-assessment tool (also used for 2020-25 APP) to analyse our strengths and weaknesses. In “Strategic Context”, we scored “Advanced”. Areas for future development have been identified. This includes a broader approach to supporting teams in their evaluation and more training, which will be achieved in the first year of the Plan. We scored “Advanced” in “Programme Design”. The Theory of Change has been developed for each of the strategies, and evaluation plans will be in place from the beginning of all programmes. We scored “Advanced” in “Design Evaluation”. Our main area for improvement is collaborative work with AccessHE and schools, as collaborations are in the early stages. We scored “Emerging” in “Evaluation Implementation”. We have developed data collection and evaluation systems and processes, which proved to be effective. Further improvement in evaluation is currently being developed and will be done by the start of the Plan. Our Data Department is working on live programme evaluation presentations, which will make decision-making timely and effective. Further improvement will include our review and re-approval of our research protocols to address ethical considerations, which we will achieve in the first year of the Plan. We scored “Emerging” in “Learning”. It was continuous learning throughout the duration of the previous plan, and we learned how to make our learning more effective. Further improvement will be required to spread the knowledge across the organisation to ensure that the staff and students are able to interpret evaluation results and that the impact evaluation reports contain all identified issues or limitations in research design. Moreover, we will work more during this Plan to enable evaluation results to be shared more widely to contribute to the sector evidence base.

Evaluation and reporting times have been set on a termly and annual basis. Our Data Department has created an app that will be used by the relevant teams participating in the delivery of the programmes to record their efforts, which will be compared to the investment commitments and results of each programme. This will be used for termly and annual evaluations. All programme designs are based on internal and external evidence and will continue to be reviewed following learning from new evidence and good practices. The Data Department will be responsible for data auditing and compliance with GDPR. The Teaching and Learning Committee will approve the research data used.

We have in place robust data collection processes and shared tools to allow staff to collect data reliably and systematically. Staff is required to embed evaluation elements into new activities at the start of the project. Evaluation and monitoring methods are discussed in APG and reviewed by AQAB (both committees have student representation), as well as relevant team meetings, staff inductions, and training.

We will be working closely with the external partners to collect pre-16 pupils’ data participating in our activities. AccessHE will contribute towards producing annual impact report. The schools will share information about programme participants to understand their characteristics further, make informed judgements about programme progress, and make the evaluation evidence more impactful.

As part of monitoring, the internal controls are developed for APP delivery compliance, which is reviewed by the Audit Committee as part of the internal control review annually and reported to BOG. If any concerning areas are highlighted, the BOG will issue recommendations for improvement.

## **9.0 - Financial evaluation**

The impact of the student financial support will be evaluated annually by the APG. We used the same method for the previous plan, which proved to be very successful. We were able to identify strong evidence of the impact of financial support on the target groups that were receiving financial support. We will be administering the survey to students who have received and have not received financial support annually and will be drawing results from the data collected. We will continue using the OfS-recommended survey questions and the JISC Online Surveys (formerly the BOS tool). We expect to find evidence of an association between receipt of funding and a reduced likelihood of withdrawing from the College amongst the target groups. Our financial support eligibility criteria include a requirement to demonstrate strong academic engagement throughout the year for which a student receives financial support instalments. From our previous plan evidence, we learned that this approach encouraged students to continue their studies. Therefore, based on solid evidence, we will keep the eligibility criteria aligned with performance.

## 10.0 - Provision of information to students

We will publish the approved Access and Participation Plan 2025-29 on the Access and Participation dedicated webpage on our website. The webpage will also include a summary of the approved Plan, which will make the information more accessible to a broader public. Fee information documents issued by the OfS will be uploaded on the webpage throughout the duration of this Plan.

We will communicate about the fees and financial support available well before the start of an academic year through various channels to reach the maximum exposure:

- Website. Detailed course information, including fees, is published on our website under each course for prospective and continuing students: Courses
- The financial support has its dedicated web page: Financial Support. This contains a video about hardship funds and a Financial Support Policy that includes eligibility criteria, application processes, fund opening times and assessment deadlines.
- Emails and SMS to eligible students: Financial support information is shared throughout the year to encourage more students to apply. The Student Finance Department uses financial support information in their email signatures for daily communications to create more exposure.
- Information about fees and financial support will also be shared during pre/post-application periods-open days, recruitment events, and inductions.
- During the interview, students are asked if they are aware of the tuition fees and advised about financial support availability while they study with us.
- The Student Representative Committee has on their agenda once a year to discuss and give feedback to the senior staff if the fee and financial support information is clear and accessible.

We will continue delivering financial support packages aligned with the performance requirements, such as attendance and academic expectations, throughout the duration of this Plan.

We will offer:

- **Hardship Fund.** Eligible students will receive £700-£4000 per academic year (inflationary changes will apply). The assessment of financial support will be completed within 30 days of receiving the application. Eligibility criteria are based on household income of up to £30,000.
- **Emergency Fund.** Eligible students will receive £500-£3000 per academic year (inflationary changes will apply). The assessment of emergency support will be completed within three working days after receiving the application. Eligibility criteria are based on household income of up to £30,000.
- **Traveling Fund.** Eligible students will receive travelling support of £150-£250 per term. The applications will be assessed within ten working days. Eligibility criteria are based on household income of up to £30,000.

The Financial Support Policy 2025-29, all relevant information and application forms will be published on our website <https://mrcollege.ac.uk/student-financial-support-applications/> after approval of this plan and available to prospective students well before the start of the academic year. The policy will be reviewed annually for any inflationary changes. The fund will be open annually between mid-September and mid-July. All prospective students will receive information about the fund through the website during pre/post-application periods, interviews, recruitment events, and inductions. All newly enrolled and continuing students will be sent emails to their College email addresses about the fund availability from the first day of their new academic year. Reminders will be issued throughout the year.

The eligibility criteria will be included in the Financial Support Policy. Throughout the duration of the Plan, the Student Financial Support Officers, in collaboration with the Student Services and Welfare Departments, will provide advice to the students regarding financial support.

The priority will be given to students having exceptional circumstances coming from local authority care (care leavers), estranged from their families, carers with responsibility for caring for others, mature students with children and single parents, students with disabilities in receipt of Income support or Employment and Support Allowance (ESA) or New Style ESA or Disability Living Allowance or Personal

Independence Payment (PIP) or Universal Credit in place of Income Support or ESA and meeting the eligibility criteria.

## **Annex A: Performance assessment**

### **Use of data**

We reviewed our performance using the Office for Students' data dashboard and OfS datasets and referred to the Equality of Opportunity Risk Register (EORR) to make informed decisions. In our performance assessment, we considered if the data available were relevant to today's student population, how big or small were the student populations for which performance gaps were identified, whether identified performance gaps were increasing or decreasing, and if there were gaps that materially changed from one year to another. Some identified gaps required more deep intersectionality analysis (as far as our data permitted) to understand which sub-groups required enhanced attention. Where data were not available or insufficient to make an informed decision, we looked at national data and TASO's "Rapid review to support development of the Equality of Opportunity Risk Register (EORR)". Some data, like free school meals, POLAR4 and TUNDRA, were not available or very low, which was not sufficient to make an informed decision. In most cases, ABCS data were not available or incomplete, restricting qualitative comparison between Quantile 1 and Quantile 5 students. Therefore, we decided to use IMDQ quantiles to assess the populations entering from the most and least deprived areas. We will be collecting free school meal data through our enrolment from 2025-26 to be ready for the next APP performance assessment. We are confident in the data that we used for the performance analysis.

We do not have degree courses under MRC's name. We will be working to ensure equal opportunities for students studying degree courses through the Buckinghamshire New University Access and Participation Plan as part of our compliance.

For Level 4-5 courses, we do not have sufficient data collection tools to disaggregate the data by different characteristics to identify attainment gaps and make informed decisions to establish risks of equal opportunities. Therefore, we will not address attainment on course in this Plan. During the duration of this Plan, we will develop comprehensive data collection tools that enable attainment data disaggregation and performance evaluation.

We carried out complete data analysis, however, in this Annex A, we include only areas where we have recognised potential risks to equal opportunities and set objectives or committed to monitoring the groups of students where data materially fluctuate.

### **A Summary of identified risk groups for which we set the APP objectives**

- Supporting pupils' attainment (Objective 1);
- Black student continuation (Objective 2);
- ABMO completion (Objective 3);
- Male completion (Objective 4);
- Male progression (Objective 5).

### **A Summary of identified areas for further monitoring (no objective set)**

- **Limited data groups:** We have very few or no students of specific characteristics, which are also low-represented in the sector, like care experienced students, estranged from their families, Gypsy, Travelers, Roma, Showmen and Boaters (GTRSB), Refugee/Asylum-seekers, ex-prisoners (TASO, 2023). We recognise that these groups need more information and guidance about career progression and benefits of HE, in particular, support available, such as career advice and financial and academic support. The perception of HE, knowledge, and skills are limited for students with specific characteristics, resulting in fewer students accessing HE

than their peers from more socioeconomically advantaged backgrounds. We will not be setting a separate objective for the institution for limited data groups, as it would be tough to measure, evaluate and monitor the progress reasonably. We will work on improving the data collection about the specific groups and continue monitoring the data. We expect to have more comprehensive data for the identified limited data groups from September 2025 to be ready for the next APP. Furthermore, through our interventions for Objective 1, we prioritise the limited data groups in our activities to support pre-16 pupils' attainment as part of this Plan.

- **White student access.** We will not be setting an objective to increase White student access in our institution, as the gap is not significant and fluctuating. However, we recognise that the lower White student access is often due to a lack of knowledge and skills, information and guidance, and perception of HE. We anticipate that our interventions to achieve Objective 1, enhancing and expanding partnerships with schools and other local and national organisations to help support the pre-16 pupils' attainment from underrepresented and disadvantaged groups across London, will also contribute to higher White student access from underrepresented and disadvantaged backgrounds in the sector and our institution.
- **Disabled student completion:** Low disabled student data are available. In our assessment, we considered four years of aggregate data, where we identified a disabled student completion gap of 6.2%. Nevertheless, the most recent comparison year data of 2016-17 show that the completion of students with disabilities was 0.6% better than students with non-disabilities. We will not be recognising an objective for disabled students' completion. However, due to fluctuations in data, we will monitor any changes and take actions if necessary.
- **White student progression.** White student progression is significantly fluctuating. The progression rates declined by 18.1% in 2018-19, increased by 24.3% in 2019-20, and were reduced again by 15.9% in 2020-21. We will not be setting a separate objective to increase "White" student progression but will be monitoring the data to understand the fluctuations.

## Overview

We deliver Pearson-validated courses:

- Higher National Diplomas (HNDs) in Business;
- Higher National Diplomas (HNDs) in Hospitality Management;
- Higher National Diploma (HND) in Healthcare Practice (Healthcare Management);
- Diploma in Education and Training (DET).

Through our partnership with Buckinghamshire New University (BNU), we deliver degree programmes and Top-Up degree qualifications across a range of subject areas, including:

- BA (Hons) Business Management with Foundation;
- BA (Hons) Business Management (L6 entry 'Top Up') ;
- International Hospitality Management (L6 entry 'Top Up');
- BA (Hons) Integrated Health and Social Care Top-up;
- International Master of Business Administration.

The data presented in this Plan refer to full-time HND and DET undergraduate students and excludes the students to whom we delivered courses through a partnership arrangement with Buckinghamshire New University. We address the partner APP objectives by complying with the partner APP delivery requirements, cooperating and regularly reporting the progress towards achieving the equal opportunity commitments.

Our student population is mature (99% for the last four years). The majority of our students come after extended breaks in study and without traditional UCAS tariff-bearing qualifications. Therefore, data on the OfS Data Dashboard concerning the young population, like free school meals and TUNDRA, are not available or very low, which is not sufficient to make an informed decision. We will be monitoring the changes in the young student data and make necessary changes in our APP commitments if required. As part of this Plan, we will address supporting pupils' attainment at local schools, which could also increase participation in our institution. Nonetheless, we will not be introducing young student access to our institution as a separate target.

### Supporting attainment

We analysed local data comparing advantaged and disadvantaged pupils' attainment, which evidenced that the disadvantaged students' attainment was lower on average by 7.1% (Gov.UK data). However, some schools had more significant attainment gaps, as demonstrated in Table 1 below. We will be targeting at least six schools (Chadwell Heath Academy, Caterham High School, Forest Academy, and Mayfield School (two others will be decided)).

<b>Redbridge Borough Average Attainment 8 Score Comparison</b>			
School name	Average Attainment 8 score per pupil	Average Attainment 8 score per disadvantaged pupil	Average Attainment 8 score per non-disadvantaged pupil
Ark Isaac Newton Academy	58.6	51.5	61.9
Bancroft School	42.7	NP	NP
Beal High School	53.9	43.8	55.9
Caterham High School	40.5	36.0	42.5
Chadwell Heath Academy	53.9	45.5	56.5
Endeavour House School	SUPP	NP	NP
Forest Academy	40.7	35.4	43.6
Ilford County High School	77.4	71.2	78.4
King Solomon High School	49.0	43.8	50.8
Little Heath School	0.4	0.5	0.3
Loxford School	54.8	50.1	57.3
Mayfield School	46.3	41.5	48.2
New Rush Hall School	22.4	SUPP	SUPP
Newbridge School	NE	SUPP	SUPP
Oak House School	SUPP	NP	NP
Oaks Park High School	52.9	45.8	55.0
The Palmer Catholic Academy	54.8	54.6	54.9
Read Academy Education	50.0	NP	NP
Seven Kings School	61.7	51.3	64.0
Stradbroke	SUPP	NP	NP
Trinity Catholic High School	57.0	46.3	58.3
The Ursuline Academy Ilford	57.4	48.4	61.0
Valentines High School	57.1	50.6	59.0
Wanstead High School	56.4	46.2	58.6
Woodbridge High School	51.1	39.5	53.9
Woodford County High School	79.0	80.1	78.8

Table1 (Gov.UK data)

## Access

Access						
Particulars	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	%	%	%	%	%	%
Disabled	4.1	3.9	5.1	7	9.8	17.1
White	40.4	30.8	47.1	54.8	53.8	39
Black	51.5	63.1	46.8	33.8	33.7	42.8
Asian	6.4	5.4	6	8.2	9	14.1
Mixed	0.9	0.7	[DPL]	[DPL]	1	1.4
Other	0.9	[DPL]	[DPL]	3.3	2.5	2.6
Male	39.1	37.1	36.7	37.7	39.2	38.6
Female	60.9	62.9	63.3	62.3	60.8	61.4
IMDQ1 (2019)	30.6	33.2	25.2	27.2	27.7	30.3
IMDQ2 (2019)	39.9	38.9	39.5	38.8	34.8	37.4
IMDQ3 (2019)	19.1	17.6	23	20.9	23.7	20.6
IMDQ4 (2019)	7.2	7.7	10.9	9.8	10.2	8.5
IMDQ5 (2019)	3.1	2.7	1.5	3.3	3.7	3.1

Table 2 (OfS datasets)

## Age

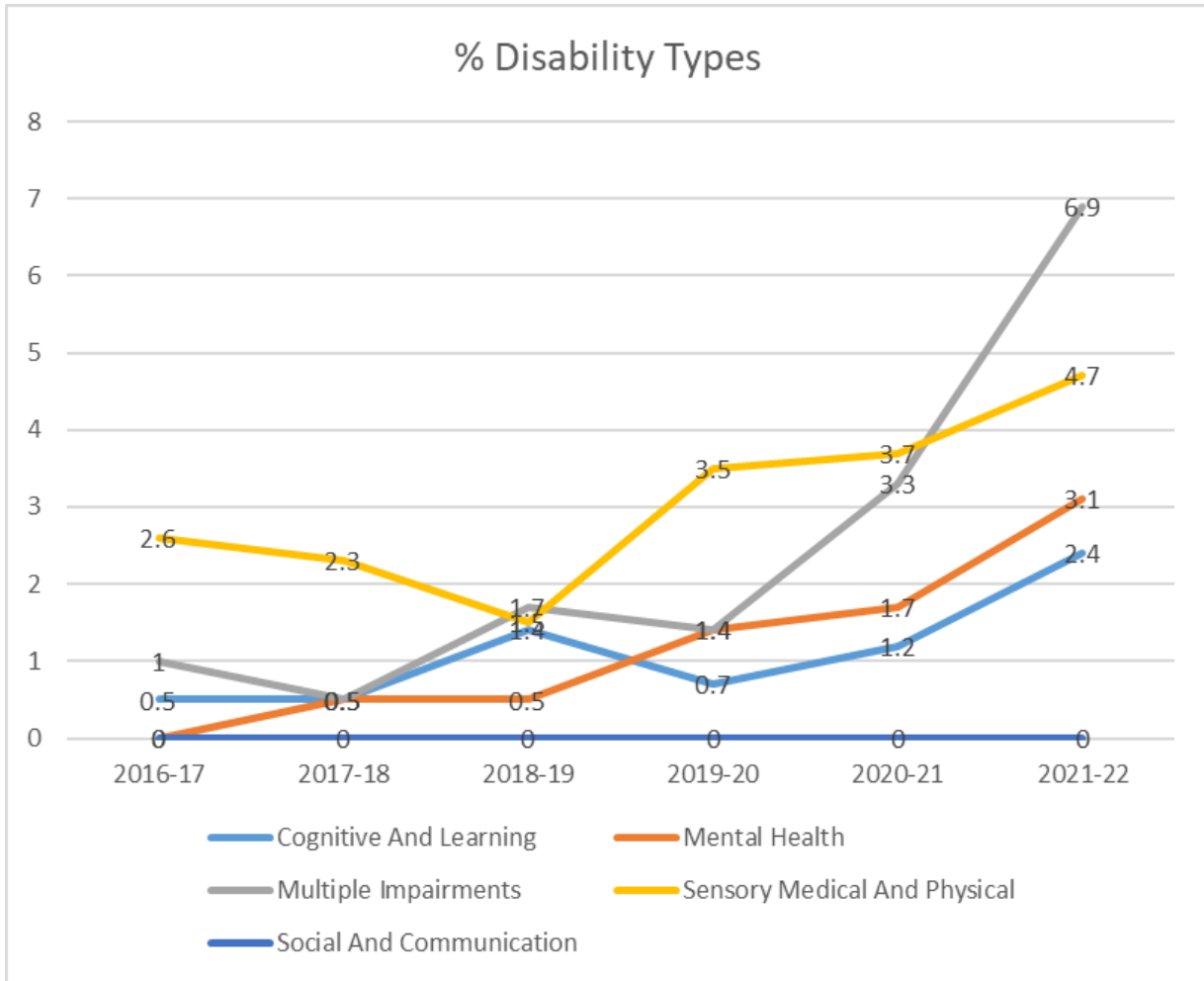
99.1% (2021-22) of our students are mature, and our main objectives are directed at improving the outcomes for mature students. However, we recognise the importance of enhancing young people's transition to HE. Therefore, we will continue enhancing and expanding partnerships with schools and other local and national organisations to help raise the pre-16 attainment of pupils from underrepresented and disadvantaged groups in local boroughs **(O1)**.

## Disability

We refer to Table 1 and recognise a significant increase in disabled students in recent years. The number increased from 3.9 % (2017-18) to 17.1% in 2021-22 (Table 2), which is now in line with the national average (Table 3). We attribute the increase in disabled student access in 2020-21 and 2021-22 to our interventions delivered through our APP 2020-25. We will not be prioritising the access of disabled students in our 2025-29 Plan. However, we looked at the disability types (Graph 1) and recognised that most students who entered our College had multiple impairments and sensory, medical and physical disabilities. From our research, we also recognise that more students with mental health issues are entering HE. All these factors were considered when developing our success and progression interventions to achieve objectives.

% Disability Sector Access - All Registered Providers						
Particular	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Disabled	13.7	14.6	15.8	16.7	17	17.4

Table 3 (OfS datasets)



Graph 1 (OfS datasets)

### Ethnicity

The 2020-21 data indicate a recent decline in White student representation, and there is a notable rise in the Asian, Mixed and Other entrants. White and Black access populations have fluctuated in recent years. Therefore, we decided not to introduce an access target based on ethnicity. Instead, we will continue monitoring if the risk of equal opportunity will be increasing for any of the ethnic groups during the life of this Plan and make necessary changes if required. Furthermore, as part of our interventions to support the attainment of pre-16 pupils as part of achieving Objective 1, we expect increased access for White students.

### Sex

The ratio between male and female students is consistently around 4:6 in all years (Table 2). We also looked at the sector data (Table 4), where we see a similar pattern in all years. These data evidence that male students are underrepresented in our institution and the sector overall. TASO 2023 research evidences that male pupils' attainment at schools is lower compared to female pupils, therefore resulting in lower male access to HE numbers. As part of achieving Objective 1, we will be working with schools to support pre-16 pupils' attainment.

% Sector Access (All Registered English HE Providers)						
Particulars	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Male	43.5	43.8	43.2	43.1	42.7	43.2
Female	56.5	56.2	56.8	56.9	57.3	56.8

Table 4

## Limited data groups

Our data indicate that we had no care leavers entered in 2021-22. As part of data collection improvement strategies, we updated the application forms in 2020-21 to include care leaver data collection. In collaboration with the Student Service Department, we worked together to identify if any care leavers entered the College and did not declare their status on the application forms. It only confirmed the reliability of our data that our student population did not include care leavers. We studied TASO research in relation to care leavers, which indicated that only 35% of care-experienced students achieved 5 A\*-C GCSEs compared with 82% of other students. The study also reported that a lower proportion of students who experienced care entered HE compared with their peers (TASO, 2023). We recognise the importance of addressing equal opportunities for care-experienced pupils. We commit to monitoring the data continuously and offering enhanced financial and academic support to care leavers if they enter our institution.

The data are too low or not available for some identified student groups:

- Estranged;
- Refugee or Asylum-seeking;
- Gipsy, Traveller, Roma, Showmen and Boaters (GTRSB);
- Service leavers;
- From an Armed Forces Family;
- Ex-prisoners;
- With a non-binary or questioning gender identity.

TASO research document also describes the main drivers causing the underrepresentation of the identified groups (TASO, 2023). We will not be setting a separate objective for the College for low participation groups as it would be tough to measure, evaluate and monitor the progress reasonably. We will work on improving the data collection about the specific groups and continue monitoring the data. Furthermore, through our interventions for Objective 1, we also address the limited data groups as part of this Plan.

## Continuation

### Age

**"51 and Over" students' continuation:** We looked at our student data disaggregated into age groups. We identified a 7.8% continuation gap between "51 and Over" students compared with all student populations (2020-21). However, we noted a gradual improvement in "51 and Over" continuation from 2017-18. Further data analysis is in the intersection of characteristics of Age/Ethnicity.

### Disability

The gap between disabled and non-disabled students continuation is 2.5% in 2020-21. There is evidence that the gap has gradually reduced by 5% from 2018-19. Further data analysis is available in the intersections of characteristics section - Disabled/Ethnicity continuation.

### Ethnicity

Black student continuation was 76.5% compared with 89.1% White student continuation in 2020-21 (Table 5). The gap increased from 2015-16 to 2017-18, then remained static for three years and was reduced by 9.6% in 2020-21. We also looked at ABMO and White student continuation to understand the continuation trends of Asians and Other Minority groups. The gap between White and ABMO was reducing in a sharper downward trend compared with only the Black and White student continuation

gap trend, therefore, indicating that Black student continuation was the area of concern. The 12.6% gap between Black and White student continuation is significant and requires our intervention. Consequently, we set objectives to address the continuation of Black students **(O2)**.

% Continuation Rate by Ethnicity						
Particulars	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
White	88.1	84.8	82.9	91.6	91	89.1
Black	91	80.7	60.2	70.8	68.8	76.5
Asian	[low]	78.4	67.9	67.6	82.4	91.3
Mixed	[none]	[low]	[low]	[none]	[none]	[low]
Other	[none]	[low]	[none]	[none]	[low]	[low]

Table 5 (OfS datasets)

## Sex

Male student continuation was 75.6% (4 years aggregate data) and compared with 80.7% (4 years aggregate data) for female continuation, indicating an average 5% gap in the last four years. Intersections of characteristics analysis below provided more insight.

## Intersections of characteristics

### Gender / Ethnicity

Based on data analysis (Table 6), we identified that there is an 18.56% continuation gap between Black and White males and an 8.17% gap between White and Black female continuation (Table 6). The intersection of characteristics data informed us that we need to set an objective to close an overall gap between Black and White students only as part of Objective 2.

% Continuation Rate						
Particulars	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
White males	88.37	78.48	75.81	89.19	85.06	87.13
Black males	86.08	78.05	57.72	69.41	62.22	68.57
White females	88.04	88.08	87.04	93.29	94.56	90.17
Black females	93.75	82.66	61.61	71.51	72.04	82.00

Table 6 (OfS datasets)

### Age / Ethnicity

We identified a 7.8% continuation gap between “51 and Over” students compared with all student populations (2020-21). We also further disaggregated the “51 and Over” age group by ethnicity, where we learned that Black student continuation was 82% (2020-21) compared with 74.24% White student continuation, indicating that we need to address Black student continuation. We are addressing Black student continuation through our interventions to achieve Objective 2.

### Disability / Ethnicity

We recognise that disabled students are one of the most vulnerable groups with increased risks of equal opportunities. Our data show that the continuation gap has gradually reduced by 5% from 2018-2019. This is mainly due to the changes that we have achieved in recent years in improving our Welfare Department, achieving more student engagement through Student Ambassadors, providing more personal and academic support, and investing in ergonomic furniture, software, and other equipment supporting disabled students. Furthermore, we disaggregated the disabled student continuation by ethnicity and identified that only Black disabled student continuation was lowest at 75.86% compared with 89.86% White disabled student continuation. Therefore, we are not setting a separate objective to close the continuation gap for disabled students. We will close the gap by addressing Black student continuation as part of achieving Objective 2.

## IMDQ / Ethnicity

Students from IMDQ1-2 areas' continuation rate is 83% (2020-21) compared with 87.4% from IMDQ3-5 areas (2020-21), indicating a 4.4% gap. There is a gradual reduction in the continuation gap between students coming from the most and least deprived areas. The gap reduced from 5.9% in 2017-18 to 4.4% in 2020-21. We recognise that students from the most deprived areas face the biggest challenges in succeeding. However, we further disaggregated the data on the disabled student continuation from the most and least deprived areas by ethnicity. We identified that only Black disabled student continuation from IMDQ1-2 areas was lowest at 73.33% compared with overall 82.35%. Therefore, we are not setting a separate objective to close the continuation gap for disabled students, as the risk is associated only with Black student continuation, which we will address through our interventions for Objective 2.

## Completion

### Ethnicity

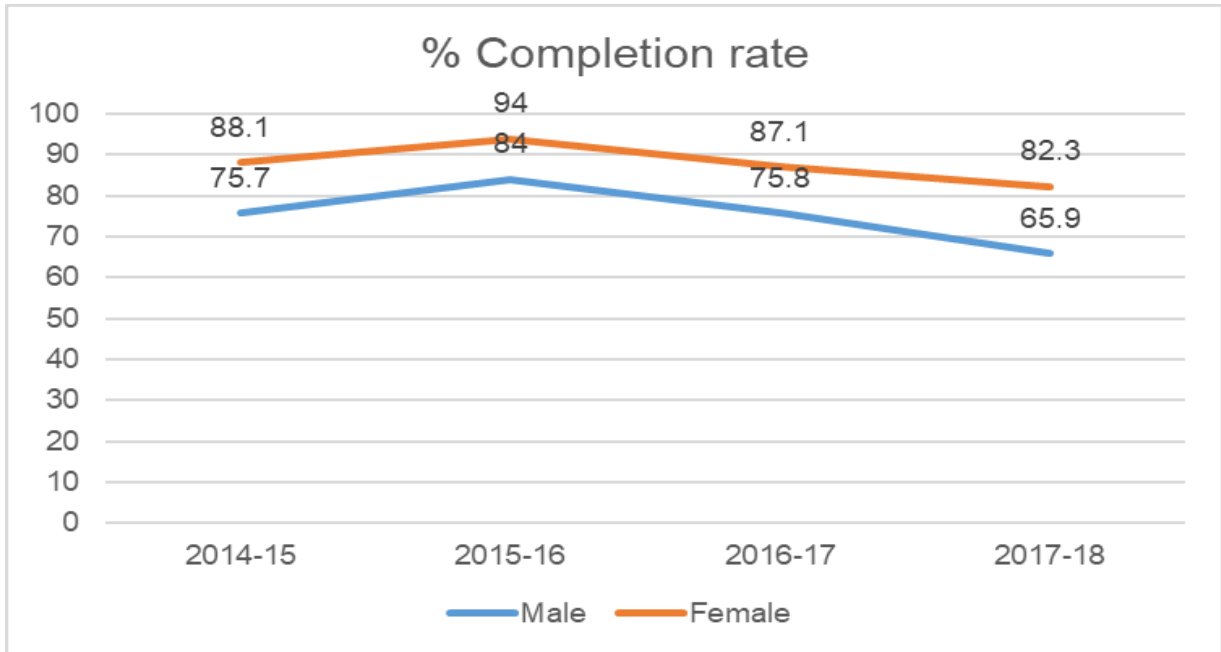
We identified that Black and Asian student completion rate is lower compared with White students (Table 7). To address both groups, we set a target to close the gap between ABMO and White students (O3).

Particulars	% Completion Rate			
	2014-15	2015-16	2016-17	2017-18
White	87.6	91.6	83.1	80.4
Black	82.6	91	83.2	74.6
Asian	[low]	[low]	72.2	72
ABMO	81.4	90	82.4	74.4
AMOW	84.9	89.9	82.2	79.2

Table 7 (OfS datasets)

### Sex

The completion rates between males and females indicate a significant gap of 16.4% in 2017-18, with higher completion rates for female students. The gap also increased by 4% from 2014-15 (Graph 2). The intersections of characteristics data analysed below further confirmed that we needed to target the overall male completion gap. We set the target to reduce the completion gap between male and female students (O4).



Graph 2 (OfS datasets)

### Intersections of characteristics

Based on data analysis (Table 8), we identified that Black and White male completion is considerably lower compared with White and Black female completion. We set an objective to address male completion **(O4)**.

% Completion Rate				
Particulars	2014-15	2015-16	2016-17	2017-18
White males	82.76	86.05	73.68	67.80
Black males	75.96	84.81	78.33	66.06
White females	89.00	94.32	88.51	87.50
Black females	87.59	94.41	87.20	80.10

Table 8 (OfS datasets)

### Progression

#### Ethnicity

White student progression fluctuates (Table 9). The progression rates declined by 18.1% in 2018-19, increased by 24.3% in 2019-20, and were reduced again by 15.9% in 2020-21 (Table 9). We will not be setting a separate objective to increase White student progression but will be monitoring the data to understand the fluctuations.

% Progression Rate				
Particulars	2017-18	2018-19	2019-20	2020-21
Black	52.6	46.9	50.7	48.9
White	46.9	28.8	53.1	37.2
ABMO	52.4	47.1	50	52.6
AMOW	46.8	31.1	52.1	41.5

Table 9 (OfS datasets)

## Sex

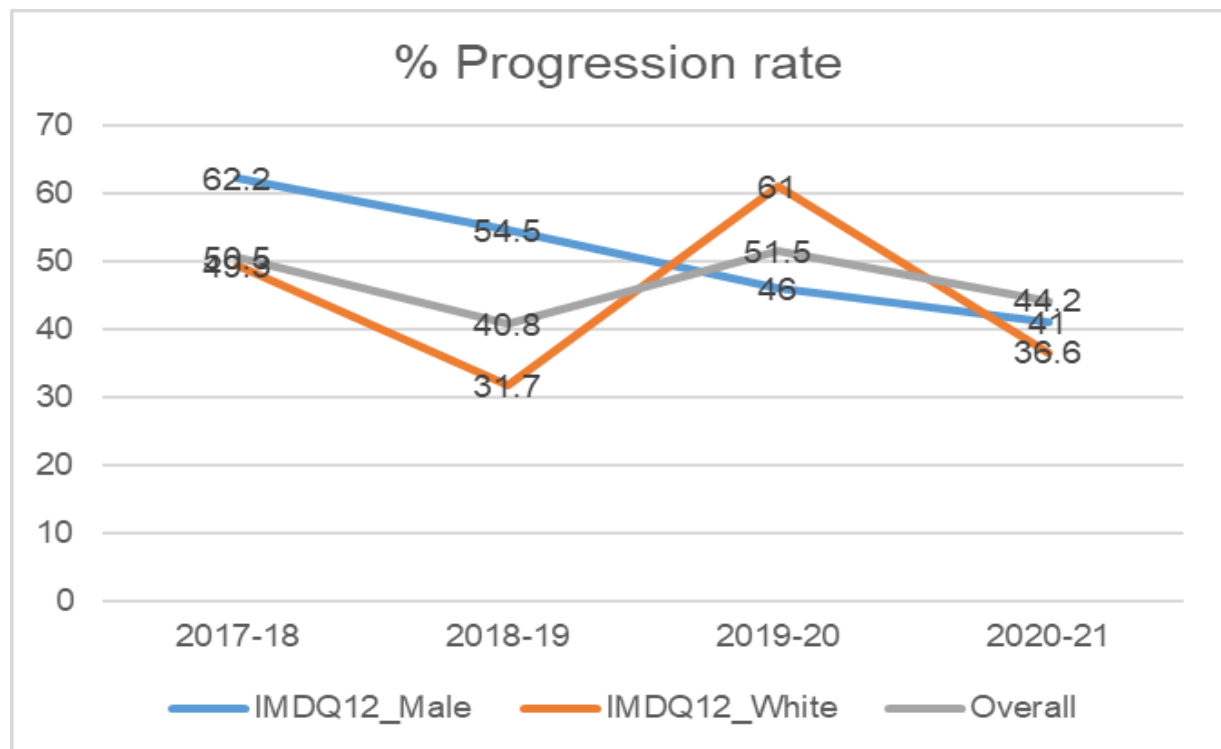
There is a 7.5% gap between male and female progression, with lower male student progression. The gap was fluctuating. We further looked at the male student progression at the intersection of characteristics (Table 10).

% Progression Rate				
Particulars	2017-18	2018-19	2019-20	2020-21
Male	57	51.4	49.9	39
Female	47.9	37	52.3	46.5
Gap	9.1	14.4	-2.3	-7.5

Table 10 (OfS datasets)

## Intersections of characteristics

Based on data analysis, we identified that the progression of White students from IMDQ1-2 areas and male students from IMDQ1-2 were lower compared with other groups (Graph 3). White student progression fluctuates. Therefore, we will not be addressing the White student progression but will closely monitor the data and make necessary changes if required. Males from IMDQ1-2 areas' progression is reducing. We identified the overall male progression gap in the "Sex" section, for which we set an objective that will cover all male progression **(O5)**.



Graph 3 (OfS datasets)

## **Annex B: Evidence base and rationale for the intervention strategies**

### **Intervention strategy 1**

#### **Objective**

Through our interventions, we will support the attainment of pre-16 pupils participating in our programmes in all four years of the Plan by working in collaboration with AccessHE and partnerships with schools and other local and national organisations.

#### **Activity 1 – The Level Up Programme**

The College will be working in collaboration with AccessHE and will be participating in their Level Up Programme. This programme will have two main aspects:

1. Workshops on developing study strategies and techniques to help emotional regulations and provide academic support to the students.
2. A day trip of pre-16 pupils to MRC with different enriching activities to help them become aware of HE. This activity will help in removing non-academic barriers to learning.

We will be targeting schools in East London with the help of AccessHE and will be developing and conducting 100% of the programmes in all of the targeted schools. We will deliver six workshops and three trips to MRC per academic year.

#### **Activity 2 – Developing study strategies leading to enhanced social and emotional learning through career development workshops**

To support the attainment of pre-16 pupils from underrepresented and disadvantaged backgrounds, we will be working in partnership with the local schools, conducting a series of workshops at various school campuses throughout the year delivered by our qualified staff. There will be a variety of face-to-face and/or remote workshops for pre-16 pupils.

1. Career guidance about various disciplines
2. CV development and learning interview skills
3. Culture-specific inclusive activities to enhance social and emotional wellbeing
4. Organising MRC campuses trip to introduce HE culture to pre-16 pupils, encouraging them to target higher grades to enter HE

These workshops will be developed and conducted by qualified MRC staff. The College will run 100% of the programme. The schools will encourage the pupils to participate in our designed activities. We will deliver three workshops per school and arrange six trips (one per school) to MRC per academic year. As indicated in Annex A, we will be targeting at least six schools (Chadwell Health Academy, Caterham High School, Forest Academy, and Mayfield School (two others will be decided)).

#### **Evidence base and rationale**

Pupils from underrepresented and disadvantaged backgrounds have lower attainment rates at schools. Moreover, negative perceptions of HE as 'too expensive', 'unsuitable for them' or 'poor value' are also evident among parents and supporters of young people (OfS, 2019). These negative perceptions concerning HE limit what young people may be able to explore as options for them.

Our internal data verify the findings of OfS regarding the limited access of young people from underrepresented and disadvantaged backgrounds to HE.

Activity 1 under strategic intervention 1 focuses on decreasing disadvantaged and underrepresented students' social and emotional barriers to learning. According to AccessHE (Uni Connect) Level Up Programme Report 2024, disadvantaged students' attainment outcomes are below that of non-disadvantage students due to social and emotional barriers, low cultural capital, and lack of employability skills. According to Uni Connect, key stage 4 academic attainment is a crucial predictor of participation and success in HE. Furthermore, in the past, the Level Up Programme was delivered by AccessHE in partnership with Enlighten Education and London South Bank University, which provided positive results, confirming that the chances of programme success for our intervention are high.

Activity 2 under strategic intervention 1 focuses on increasing the participation of pupils from disadvantaged and underrepresented backgrounds. As part of our outreach school project, we received feedback from a few schools like Chadwell Heath Academy, Caterham High School, etc. They requested support for their pre-16 pupils to have career guidance concerning the various pathways available for them to progress to HE, training regarding CV development, and learning interview skills from our qualified staff.

## **Evaluation**

A Theory of Change underpins the strategic intervention mentioned above. We have identified the risks and developed activities to mitigate those risks. With the required input, we plan to reach an outcome that will impact society positively and will also be aligned with our mission statement.

APG will monitor the operation of strategic interventions and develop termly evaluation reports. The impact report will be created annually by APG on the basis of termly evaluation reports, as indicated earlier. With reference to the progress of APP, the annual impact report will be forwarded to AQAB for assessment and review. AQAB will forward the report to BOG for endorsement, which will be sent back to APG for implementation.

The job description of the staff involved in the delivery of these activities will be redesigned by integrating new responsibilities that emerge as a result of APP-approved activities. Training will be provided to the relevant staff concerning the evaluation techniques used to develop impact report. We will be collecting quantitative and qualitative data through various mediums:

- Pre- and post-programme activity surveys will be run to get students' feedback after each activity
- AccessHE data analysis
- School staff feedback regarding the participating pupils track record
- Student attendance in each workshop

The data collected will be used in the development of an impact report.

## **Intervention strategy 2**

### **Objective**

Close the continuation gap between White and Black students by 2034.

### **Activity 1 - Academic mentoring, coaching, and one-to-one support**

By providing academic mentoring, coaching, and one-to-one support, we aim to close the continuation gap between White and Black students by 2034. The activity will be run continuously throughout the academic year. The teaching staff will have assigned budgeted hours for the initiative to meet during the academic year.

## **Activity 2 - Inviting Black motivational speakers**

We will be inviting Black motivational speakers as part of our activities to close the continuation gap between White and Black students by 2034. Mentoring is a two-pronged approach that includes academic mentoring and career support. The motivational speakers will be able to provide mentoring regarding various career pathways and educational guidance, which will help close the continuation gap between White and Black students and assist the students in making the informed decisions to join various career paths.

## **Activity 3 - Enhancement of the Well-being Café and Buddy Scheme (student listeners and guides)**

Enhancing the Wellbeing Café and Buddy Scheme as an integral component of our activities to close the continuation gap between White and Black students by 2034.

For the Buddy scheme, a group leader is selected as a Buddy, either a member of the Student Union or part of the group of Student Ambassadors. These groups meet on a monthly basis, and the group leader provides one-to-one mentoring to others to meet their academic and non-academic needs. The Student Engagement Department works closely with selected buddies to offer guidance and support.

Wellbeing Café has the same objective of providing mentoring but covers a more significant number of students. Group discussions are organised on various subjects, which contribute to student wellbeing and sense of belongingness and help them to understand and manage negative thoughts and pessimistic thinking. After the group discussions, one-to-one sessions are followed with those who need additional support.

## **Evidence base and rationale**

Activity 1 includes mentoring, coaching, and one-to-one support under strategic intervention 2, i.e., closing the continuation gap between White and Black students by 2034.

This strategy was used in 2021 to improve White students' outcomes. According to our internal data, the White students' continuation was 88.7% in 2020, and after introducing this strategy, it improved to 98.27% in 2021, which was an increase of 9.57%. Subsequently, we decided to replicate this approach to enhance the continuation of our Black students in our Health and Social Care Department in 2022. The Black student continuation rate in the Health and Social Care Department in 2021 was 97.9%, and after the implementation of this strategy in 2022, the continuation rate increased by 2.1%. Based on this evidence, we decided to continue the implementation of this strategy for all Black students across the board.

Activity 2, under strategic intervention 2, was initiated in 2022-23 in the Health and Social Care Department, organised by the Student Engagement Department. We started inviting our Black graduates who were doing very well professionally in their respective sectors. The Black motivational speakers provided information about other options available in the HE sectors and encouraged and mentored the Black students.

The student feedback after attending motivational speakers' events reaffirmed its effectiveness. Therefore, we have decided to implement it across the board for all Black students.

Activity 3, under strategic intervention 2, was introduced during the pandemic. Wellbeing Café leaders and buddies from each ethnic group were appointed to provide welfare support and enhance the sense of belonging among their peers from the same ethnic groups. During the pandemic, we recognised that this activity had resulted in positive continuation and completion outcomes, especially a 100% continuation rate noted for Black students (registered with The Student Welfare Department). The students appreciated this activity in their feedback, and according to them, it added value to the continuation of their studies during those unprecedented times. For this reason, the APG members endorsed the above interventions to increase the continuation rate of Black students across the board.

Evidence suggests that metacognition is recognised as an excellent skill for learning (Husbands and Pearce, 2012; Stanton *et al.*, 2021; GOV.UK, 2021; GOV.UK, 2024) as it involves a critical awareness of one's thinking and learning and understanding oneself as a thinker and learner resulting in a better belongingness to the academic community. A fundamental factor that creates negative consequences for cognitive, emotional, and behavioural development is the lack of belongingness, a basic human need. Therefore, it is of paramount importance to comprehend the psychological aspects of belongingness and how it affects the Black students' sense of self-worth, identity, and drive to engage in university life, leading to enhanced learning (Seuwou, 2023).

## **Evaluation**

A Theory of Change underpins this strategic intervention.

APG will monitor the operation of strategic interventions and develop termly evaluation reports. The impact report will be created annually by APG on the basis of termly evaluation reports, as indicated previously. With reference to the progress of APP, the annual impact report will be forwarded to AQAB for assessment and review. AQAB will forward the report to BOG for endorsement, which will be sent back to APG for implementation.

Our evaluations for each activity will be based on quantitative and qualitative data analysis.

The Student Engagement Department will collect qualitative data concerning the impact of the intervention strategy through Black student surveys and student feedback on a termly basis. Additionally, our focus will be monitoring outputs and implementation using qualitative methods and also through focus groups to assess outcomes with a sample of participants.

Our Data Department will collect quantitative data. Furthermore, the Data Department will develop dashboards integrated with the course management system, where live app data will be presented and made available for analysis at any point in time. There will be a set requirement to review the progress in student outcomes for each term.

We will evaluate each of these activities on their terms for their contribution to student belonging and enhancing the learning community.

A positive NSS outcome above the industrial benchmark will also be an indicator of the successful effect of the above activities.

We will also be using the OfS self evaluation tool kit.

## **Intervention strategy 3**

### **Objective**

Close the completion gap between ABMO and White students by 2031.

### **Activity 1 - Academic mentoring and non-academic counselling**

This strategy will be implemented to close the completion gap between ABMO and White students by 2031. We aim to incorporate academic mentoring and non-academic counselling. The mentors and counsellors will provide academic support, personal development advice, personal financial budgeting and mental support, resulting in enhanced wellbeing. Our non-academic counsellors from the Student Engagement Department will arrange personal financial management workshops to develop ABMO students' understanding of managing their finances, which will help reduce their stress levels.

Our Welfare Department will conduct the counselling sessions, and the assigned academic mentors will be responsible for academic mentoring. Our Employability Department will help in providing guidance and support to acquire better work opportunities.

## **Activity 2 - Flexible learning support through customised learning environment**

We will introduce weekend courses particularly to address the ABMO and male students' completion. We will start running the weekend courses from the first year of the Plan. This flexibility will give them an opportunity to fulfil their family-related responsibilities and work engagements during the week and study on the weekends.

Another flexibility will be enhanced learning resources on campus and online as part of our Teaching and Learning Strategy. For this, we ensure the creation of a new place on the VLE for the students by subscribing to relevant online resources, including online libraries and well-populated VLE, assisting the students in completing their learning in their own time.

Moreover, we will continue running one-day online teaching/tutorials to provide hybrid-teaching opportunities and make our teaching and learning flexible.

### **Evidence base and rationale**

Activity 1 under strategic intervention 3, i.e., closing the completion gap between ABMO and White students by 2031.

Through APG group discussions, we have found that students from ABMO backgrounds have common issues related to personal financial management, elevating mental stress levels. In addition to this, their family- and job-related responsibilities force them to work more to fulfil them, which restricts them from completing their studies. This activity is a continuation of our previous APP and was also discussed internally with students in the APG. The student feedback received through surveys was positive concerning academic mentoring and non-academic counselling activities. According to them, 85% of students mentioned that academic mentoring and non-academic counselling were very beneficial for them in reducing their mental stress levels and coping with their academic and personal issues. Therefore, we decided to replicate these activities for ABMO students to help them complete their studies, leading to closing the completion gap between ABMO and White students.

Activity 2, under strategic intervention 3, is designed following extensive evidence collected.

Through our APG discussions, we have found that the majority of our ABMO students live in an ocean of grappling circumstances, including family- and work-related responsibilities. Therefore, they require flexibility in their course delivery and study patterns for the completion of their course in order to support their families financially. Hence, we are creating flexible learning support through a customised learning environment.

Online teaching empowers learning diversity with flexibility, i.e., a fundamental pillar of hybrid learning. It allows students to tailor their educational experience to their individual needs and preferences and conveniently choose how they engage in class activities from any location (Louder, 2023). The hybrid teaching and learning will support the ABMO students in flexibly participating in their learning activities as they can manage their work and family life along with their studies, resulting in an enhanced learning drive. This adaptability also echoes in the government educational policies and is adopted by other HE institutions. Transcending geographical limitations and boundaries renders a high-quality education, i.e., more inclusive and accessible to an even broader demographic (GOV.UK, 2021; Louder, 2023).

Flexible learning is about catering to students' needs, who require more flexibility and autonomy in shaping their learning process and is often realised through online technologies in a blended learning design (Wade, 1994; Boer and Collis, 2005; Vanslambrouck *et al.*, 2018; Smith and Hill, 2019; Hrastinski, 2019; Lockee and Clark-Stallkamp, 2022; Müller *et al.*, 2023).

According to Barnett (2014), Martin and Godonoga (2020) cited by Müller *et al.*, (2023), "In this context, higher education should be adapted to the learners' diverse needs and specific live phases".

During the pandemic, all services moved online. Because of this strategy, our student completion rate at that time reached 100%.

Since last year, we have started providing flexibility to our students through face-to-face and online tutorials, populating the VLE with relevant course information, subscriptions to online libraries, hybrid learning, etc. These learning approaches helped improve students' completion rates. Our 90% of students gave positive feedback through student surveys and Class Representative Committee Meetings in which the students appreciated this initiative and recommended continuing this Flexible Learning Support through a customised learning environment. According to them, these approaches are beneficial in completing their studies in their own time, mitigating their personal life challenges, supporting them academically and personally, and alleviating their stress levels.

## **Evaluation**

A Theory of Change underpins the strategic intervention mentioned above.

APG will monitor the operation of strategic interventions and develop termly evaluation reports. The impact report will be created annually by APG on the basis of termly evaluation reports, as indicated above. With reference to the progress of APP, the annual impact report will be forwarded to AQAB for assessment and review. AQAB will forward the report to BOG for endorsement, which will be sent back to APG for implementation.

Evaluations of all activities will be based on the analysis of qualitative and quantitative data.

All activities will have evaluation embedded from the outset of their delivery.

- Our Data Department will develop dashboards integrated with the Course Management System where live APP data will be presented and available for analysis at any point in time. There will be a set requirement to review the progress in student outcomes every term. That will incorporate attendance data, student completion and each module's pass rates.
- The IT Department will develop a report of student's login data to online resources/platforms.
- APG will develop an annual impact report for each activity.
- A positive NSS outcome above the industrial benchmark will also be an indicator of the successful effect of the above activities.

The data collected through the reports mentioned above will be qualitative as well as quantitative in nature and will be discussed and evaluated in APG meetings.

The Student Engagement Department will collect qualitative data concerning the impact of the intervention strategy through ABMO Student surveys and student feedback semester-wise on a termly basis. Additionally, our focus will be monitoring outputs and implementation using qualitative methods and also through focus groups to assess outcomes with a sample of participants.

Our Data Department will collect quantitative data.

We will evaluate each of these activities on their terms for their contribution to student belonging and enhancing the learning community.

A positive NSS outcome above the industrial benchmark will also be an indicator of the successful effect of the above activities.

We will also be using the OfS self evaluation tool kit.

## **Intervention strategy 4**

### **Objective**

Reduce the completion gap between male and female students by 5% by 2034.

## **Activity 1 - Male role models and opinion leaders**

MRC successful male graduates will be invited to provide career advice and pep talk to those male students who are struggling with their studies regarding their prospects and learning process. Thus, this activity aims to reduce the completion gap between male and female students by 5% by 2034.

We will also invite male opinion leaders from the industry to act as influencers and stimulators to engage and encourage male students to complete their studies by enhancing their learning drive.

## **Activity 2 - How to teach male students?**

To reduce the completion gap between male and female students by 5% by 2034, we will train our tutors (predominantly male tutors) on how to teach males.

Training and guiding the tutors in taking into account gender differences and enhancing specific teaching styles are pivotal in increasing male students' academic performance (Zanniello, 2015) resulting in reducing the completion gap between male and female students. There are indicators of gender differences that tutors should consider, partially changing their teaching activities so that males can get equal academic success opportunities (Zanniello, 2015).

In the first year of the Plan, an experienced trainer will be appointed to provide one day of training for all staff and three sessions per year for the new staff on how to teach male students. In the following years of the Plan, refresher sessions will be organised for all staff, and the mentors will receive full training to pass their knowledge to the newly appointed mentees and to ensure that the skills are transferred and exercised effectively.

Additionally, the following activities to teach male students to improve their continuation and completion will be implemented:

- Creating small discussion groups in classes, e.g., developing small male groups to discuss various case studies among themselves
- Designing competitive learning activities, e.g., having male and female students group competition
- Setting term academic goals, e.g., good attendance, meeting coursework deadlines, good submission rate, and passing every module

## **Evidence base and rationale**

The completion gap between males and females is persistent and significant, according to Annex A - Table 8.

Therefore, we will be arranging three activities to reduce this gap by 5% by 2034.

In Activity 1, under strategic Intervention 4, we will facilitate male students through the use of male role models and opinion leaders as motivators, influencers, and stimulators to continue and complete their studies. This is a new idea that we have decided to implement to improve the male completion rate. It is still in its initial phases.

Students agree that contacts with role models and opinion leaders facilitate them in their career planning (Finegold *et al.*, 2011). Such visiting male speakers, particularly from HE institutions and industry, can interact with male students, giving them a range of perspectives on work, employment, and careers (Huddleston *et al.*, 2012). Male students prefer talks from male business leaders (CIPD, 2013). Mann *et al.*, (2010), The Royal Society (2010), and Ipsos Mori (2009) also highlight the value of employers being seen in colleges and universities when they give talks to male students as they can be seen as role models from the world of business. Though research informs us that role models can influence students' learning and completion, nonetheless, to reduce the completion gap between male and female students by 5% by 2034, for male students, male role models and opinion leaders can have a stronger

influence. For example, Harrop (2024) mentioned in her blog published by the University of Worcester that the Shadow Education Secretary, Bridget Phillipson, outlined plans to engage male mentors/role models in colleges and universities to work with male students, helping in their completion of courses and attaining their academic goals. This is also asserted by Dasgupta (2011), who states that role models are most effective when students can see similarities (including gender similarity) between themselves and the role model (Dasgupta, 2011).

Activity 2 under strategic intervention 4, i.e., reducing the completion gap between male and female students by 5% by 2034, has already been implemented and demonstrated positive outcomes in our HND Business Marketing Department.

Our Teaching and Learning Committee is constantly researching ways to improve teaching methodology and quality. Therefore, as part of research in this area, we came across this report published by Estyn in 2008, who strongly recommended adopting innovative ways of teaching males to improve male continuation and completion. In light of this report, we decided to select this idea for implementation.

## **Evaluation**

A Theory of Change underpins the strategic intervention mentioned above.

APG will monitor the operation of strategic interventions and develop termly evaluation reports. The impact report will be created annually by APG on the basis of termly evaluation reports, as indicated previously. With reference to the progress of APP, the annual impact report will be forwarded to AQAB for assessment and review. AQAB will forward the report to BOG for endorsement, which will be sent back to APG for implementation.

Evaluations of all activities shall be based on the analysis of qualitative and quantitative data.

All activities will have evaluation embedded from the outset of their delivery.

- Our Data Department will develop dashboards integrated with the Course Management System where live APP data will be presented and available for analysis at any point in time. There will be a set requirement to review the progress in student outcomes every term. That will incorporate attendance data, student completion and each module pass rates
- The Student Engagement Department will develop reports based on student feedback obtained from students receiving support and guidance from opinion leaders and role models
- Peer observation reports of teaching staff
- APG will develop an annual impact report for each activity
- A positive NSS outcome above the industrial benchmark will also be an indicator of the successful effect of the above activities

The data collected through the reports mentioned above will be qualitative as well as quantitative in nature and will be discussed and evaluated in APG meetings.

The Student Engagement Department will collect qualitative data concerning the impact of the intervention strategy through male student surveys and student feedback semester-wise on a termly basis. Additionally, our focus will be monitoring outputs and implementation using qualitative methods and also through focus groups to assess outcomes with a sample of participants.

Our Data Department will collect quantitative data.

We will evaluate each of these activities on their terms for their contribution to the male students' completion.

Positive NSS and Graduate Outcomes above the industrial benchmark will also be the key indicators of the successful effect of the above activities.

We will also be using the OfS self evaluation tool kit.

## **Intervention strategy 5**

### **Objective**

Close the progression gap between male and female students by 2034.

### **Activity 1 - Employer engagement and placements/internships development**

Building professional networking with prospective employers and enhancing the curriculum with the required skills.

As part of employer engagement in the first year, our Employability Department will engage with various employers to develop a database, explore male progression opportunities, and develop a network of employers in all three subject areas: Business, Hospitality, and Health and Social Care. The Employability Department will arrange networking meetings between the employers and relevant departments throughout the year.

In the second year, our Employability Department will continue the talks with the potential employers about the skills that they require for their businesses, especially stressing on male student progression. Later, the College will incorporate the skills in demand into the curriculum. The Employability Department will start arranging work placements for the male students.

In the third year onwards, as a result of robust networking developed with potential employers, the Employability Department will have a comprehensive list of available placements and internship opportunities. Although these opportunities will be available across the board for all students, nevertheless, as male progression is low in comparison with female progression, to reduce this gap, more focused career development support will be offered to male students by our Employability Department to join these placements and internships as part of their career progression.

### **Activity 2 - MRC Angels programme leading to skills development (exclusively for males)**

As part of the APP progression objective, we will be offering a male-focused MRC Angels Programme that is different from its usual version every year. This programme supports the students in understanding the practical side of business by translating theory into practice. It also helps in enhancing their entrepreneurial, negotiation, decision-making, marketing, critical thinking, and project management skills. This activity will also lead to designing skills development workshops, which will be delivered to predominantly male students to support them in achieving better employment and enhancing their progression rate.

We will develop a consortium of MRC Angels winners and runner-ups who will be sharing their experiences with the students, including the male students. This new activity will stimulate and boost the confidence among male students, initiate, develop and implement their business ideas, and support them in translating theory into practice, resulting in building entrepreneurial capacity.

The programme will be run once a year. The male candidates will be supported by the academic staff in their business case development throughout the academic year. There will be numerous meetings, one-to-one support, mentoring, and coaching provided to bring the male students at par with the required benchmarks to participate in the competition. The industrial experts will constitute the panel of judges, who subsequently give feedback and guide male students' business case presentations. The judges will also contribute towards enhancing our industrial professional networking, as described in Activity 1.

## Evidence base and rationale

The progression gap between males and females has been increasing in the last two years. The details are in Annex A - Table 10.

Activity 1 under strategic intervention 5, i.e., closing the progression gap between male and female students by 2034, is focused on the development of a placement and internship database, which has been in practice effectively for the past five years for the Health and Social Care and DET Departments. Both departments were working to place students who were not working in their respective fields at the time of joining the courses. Closely working with employers, both departments achieved 100% of placements for the students. Therefore, we are confident that this activity focused on the male students will work across the board.

Engaging employers has benefits for the students as the quality of provision is improved, the students can make better progress toward their qualifications, and have higher chances of getting employment after completing their education as they are better prepared for employment (Ofsted, 2010). Employer engagement activity with the HE institutions and schools brings significant benefits to students (Department for Business, Innovation, and Skills, 2014) and mainly adds value to male students' course completion and progression (Welmond and Gregory, 2021). Additionally, work experience placements, internships, and career events support students' progression through gaining work experience (UKCES, 2012a; Huddleston *et al.*, 2012; UKCES, 2012b). Therefore, HE institutions should focus on such activities to enhance students' progression (Ofsted, 2013). The most popular forms of employer engagement include work experience placements, offering apprenticeships, assisting with CV preparation and interview techniques, and local inspire events intended to 'Inspire Young People' (PMG, 2013; CBI, 2013; Mann and Virk, 2013).

It is vital to explore the skills and expertise required by employers and incorporate them into the curriculum, enhancing the progression of male students and, in turn, closing the gap. A substantial amount of literature evidence suggests that employers working directly with students to raise their aspirations and supporting them to develop skills in high demand in the sector help in obtaining highly skilled jobs (Deloitte, 2010; Mann *et al.*, 2010; Ofsted, 2010a; Ofsted, 2010b; Ofsted, 2011; Burge *et al.*, 2012; Huddleston *et al.*, 2012). Furthermore, getting involved in curriculum development results in enhanced student progress (Burge *et al.*, 2012). Nevertheless, Welmond and Gregory (2021) advocate that education systems integrating job-related skills development programmes benefit both males and females, though attention should be paid to developing male-centered specific actions in a sophisticated way to enhance the progression of the underachieving male students resulting in reducing the progression gap between male and female students.

In activity 2, under strategic intervention 5, the male students will be able to participate in a male-focused version of the MRC Angels Programme to improve their entrepreneurial capacity. It is a tested activity with successful, positive results. Historically, the programme was open for every student across the board to submit their business plans. After the screening, shortlisted candidates attended various workshops to polish up their plans related to the subject areas of business, marketing, finance and budgeting, and legal aspects of business development. These workshops helped the students in developing their marketing plans. Every year, six candidates were shortlisted to present their plans to the panel of judges from relevant industries. In the final stages of the programmes, two candidates were shortlisted every year who competed, and the winner received an award of £500. The most significant benefit of the programme was providing serviced offices to all participants for six months to kick-start their businesses. Through this programme, since 2017 up till now 25 students started successful companies. Hence, we decided to introduce a male-orientated version of this programme to help them in their progression.

On the basis of robust feedback received from the students through focus group activity in relation to the effectiveness of the MRC Angels Programme, we are developing a consortium of MRC Angels winners and runner-ups who will be sharing their experiences with the students. This additional activity will boost the male students' confidence by supporting them in initiating, developing, and implementing their business ideas.

Moreover, skills learned through preparation for the MRC Angels competition will include collaborative problem-solving, teamwork, and the capacity to understand the perspectives of others. These skills are

usually less well-developed among males (OECD 2017; OECD 2020; Welmond and Gregory, 2021) negatively affecting their course completion and progression. Hence, such workshops developing these skills and building capacity can improve male students' progression.

## **Evaluation**

A Theory of Change underpins the strategic intervention mentioned above.

APG will monitor the operation of strategic interventions and develop termly evaluation reports. The impact report will be created annually by APG on the basis of termly evaluation reports, as indicated previously. With reference to the progress of APP, the annual impact report will be forwarded to AQAB for assessment and review. AQAB will forward the report to BOG for endorsement, which will be sent back to APG for implementation.

Assessment of all activities will be based on the analysis of qualitative and quantitative data.

All activities will have evaluation embedded from the outset of their delivery.

- Feedback received through the Graduate Outcome Survey
- Internal post-completion feedback survey obtained by the Student Services Department
- Annual impact report received from APG
- Student feedback reports collected by the Student Services and Employability Departments
- Starting from year 2 of the Plan, the placement data will be integrated into the live dashboard data managed by the Data Department

We will be collecting both quantitative and qualitative data through the above reports for our analysis and evaluation.

The data collected through the reports mentioned above will be qualitative as well as quantitative in nature and will be discussed and evaluated in APG meetings.

The Student Engagement Department will collect qualitative data concerning the impact of the intervention strategy through male student surveys and student feedback semester-wise on a termly basis. Additionally, our focus will be monitoring outputs and implementation using qualitative methods and also through focus groups to assess outcomes with a sample of participants.

Our Data Department will collect quantitative data.

We will evaluate each of these activities on their terms for their contribution to the male students' progression.

Positive Graduate Outcome Survey above the industrial benchmark will also be the key indicators of the successful effect of the above activities.

We will also be using the OfS self evaluation tool kit.

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# Fees, investments and targets

2025-26 to 2028-29

Provider name: Mont Rose College of Management and Sciences Limited

Provider UKPRN: 10023777

## Summary of 2025-26 entrant course fees

\*course type not listed

### Inflation statement:

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

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-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	9250
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

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	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 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	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

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	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Mont Rose College of Management and Sciences Limited

Provider UKPRN: 10023777

### Investment summary

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

#### Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£55,000	£54,000	£55,000	£57,000
Financial support (£)	NA	£116,000	£121,000	£130,000	£140,000
Research and evaluation (£)	NA	£57,000	£61,000	£66,000	£70,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£55,000	£54,000	£55,000	£57,000
Access activity investment	Post-16 access activities (£)	£0	£0	£0	£0
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	<b>Total access investment (£)</b>	<b>£55,000</b>	<b>£54,000</b>	<b>£55,000</b>	<b>£57,000</b>
Access activity investment	<i>Total access investment (as % of HFI)</i>	1.6%	1.5%	1.5%	1.4%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£55,000	£54,000	£55,000	£57,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£0	£0	£0	£0
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£116,000	£121,000	£130,000	£140,000
Financial support investment	<b>Total financial support investment (£)</b>	<b>£116,000</b>	<b>£121,000</b>	<b>£130,000</b>	<b>£140,000</b>
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	3.5%	3.5%	3.5%	3.5%
Research and evaluation investment	Research and evaluation investment (£)	£57,000	£61,000	£66,000	£70,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	1.7%	1.7%	1.8%	1.7%



