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ethnic background (sub-grouped as: Asian or Asian British, Black or Black British, Information refused, Mixed, Other ethnic background and White);  
age (under 21, 21 and over);  
disability (sub-grouped as: Specific Learning Difficulty (Dyslexia); Deaf/Hard of Hearing; Wheelchair User/Mobility Difficulties; Mental Health Difficulties; Unseen Disability - Diabetes, Epilepsy, Heart Condition; Multiple Disabilities; Disability/Special Need/Medical Condition Not Listed; Autistic Spectrum Disorder or Asperger Syndrome; No disability);  
care leavers (care leaver or not).

We have counted underrepresented groups as falling into POLAR 3 quintile 1; ethnic background other than white or information refused; age of 21 and over; disability identified by a student at any stage during their student lifecycle; care leaver. About 25% of our students fall into more than one underrepresented group. Where students belong to more than one underrepresented group, our analysis shows that they are more likely to be BME in combination with another underrepresented group.

We currently offer online degrees over four or six<sup>3</sup> years; by 2019 we will have a broader offering of online degree options, which we believe will enhance access.

We are a diverse, inclusive university, welcoming applicants from all backgrounds and supporting students through their studies with us to successful completion and progression into the workplace. Our ambition is to ensure that every student has the opportunity to succeed to the best of their ability.

As a university with eight campuses in different parts of the country we are very conscious that the student bodies at each campus vary. Each campus is to some extent reflective of its local community and therefore the groups that may be underrepresented at one campus will differ from those at another. We embrace that diversity and seek always to be sensitive and responsive to the character of the particular mix of students at each campus.

A broader aim over the next five years is to increase our undergraduate student body. We want to reach as broad a body of students with the potential to succeed as possible and we want to help those students succeed.

In terms of setting ourselves targets in the University's Access and Participation Plan, where we have not identified a gap in outcomes for underrepresented groups we will aim to maintain our

